

Year 1/2 English Long-Term Plan

	Reading: decoding	Reading: comprehension	Writing: transcription	Writing: grammar, vocabulary and punctuation	Writing: composition	Assessment reading/writing
<p>Autumn 1 Topic: From Farm to Fork</p> <p>Fiction: The Snail and the Whale: Julia Donaldson; The Day the Crayons Quit: Drew Daywalt; The Three Little Pigs.</p> <p>Non-fiction: Teacher made information text based on Fairtrade.</p> <p>Class novel: Pet Stories: Enid Blyton.</p>	<p>Individual reading: 1-1 reading 2x a week. Phonics sessions 3x a week.</p> <p>Guided reading: Weekly activities exploring a variety of texts and extracts, including the class novel, fairy tales, poetry and non-fiction.</p> <p>Shared reading: Class novel – Pet Stories: Enid Blyton. Poems – a variety of poems by different authors. Non-fiction – Fairtrade.</p> <p>Reading aloud/performance: Reading own writing aloud to a partner, group or whole class. Take part in drama: Nativity performance.</p>	<p>Explore and discuss a variety of texts, including the class novel and text met in shared reading activities and Phonics.</p> <p>* Apply phonics knowledge and skills until automatic decoding has become embedded and my reading is fluent. *Read a further range of common exception words. * Ask and answer simple questions on unfamiliar texts. *Discuss and explain understanding of books, poems and other texts. * Make predictions on the basis of what has been read. *Make simple statements and express views about characters.</p>	<p>Handwriting: Weekly handwriting sessions. Daily practice through spelling, vocabulary and activities to produce neat handwriting across the curriculum. *Form lower case and capital letters of the correct size and orientation.</p> <p>Spelling: Weekly spellings following Space Base's spelling programme based on National Curriculum requirements, including spelling patterns, statutory word lists and the RWI Phonics programme.</p> <p>Y1 RWI set 3 sounds. Y2 Spelling patterns: n spelt kn; r spelt wr; s spelt c; j spelt -de and -ge; j spelt g before e, i and y; common exception words.</p> <p>Dictation of sentences for handwriting and spelling to increase retention of spelling,</p>	<p>Vocabulary: *Explore vocabulary linked with relevant shared texts, history, geography or science units.</p> <p>Sentence structure: *Recognise nouns, verbs and adjectives appropriately. *Use subordination and coordination to join clauses. * Write in the past tense and use past and present progressive. *Vary my sentence openers. *Recognise and use sentences in different forms: statements, commands, questions, exclamations.</p> <p>Punctuation: *Most of my sentences are demarcated correctly with capital letters and full stops. * Use apostrophes to indicate singular possession.</p>	<p>Story writing: descriptions; information texts; postcard; persuasive leaflet.</p> <p>Fiction: Create character and setting descriptions. Write an adaptation of a well-known traditional tale.</p> <p>Non-fiction: Research and write an information text based on the Farm to Fork topic.</p> <p>Text structure and organisation: * Use a scaffold to aid my writing. * Write about more than one idea and begin to group relevant ideas together. *Begin to use simple devices to structure my work.</p> <p>Composition and effect: * Compose sentences orally. * Plan what I am going to write by writing down ideas.</p>	<p>Writing assessments: Beginning of year independent write – summer holiday description. Adapted traditional tale.</p> <p>Spelling, punctuation and grammar assessments: Weekly spelling tests.</p> <p>Reading assessments: Weekly Phonics reading comprehension questions.</p> <p>Spoken language assessments: Reading own writing aloud to partner, group or class. Nativity performance.</p>

			fluency and speed of writing.		* Use wider and more adventurous vocabulary. *Create and describe settings and characters in stories.	
<p>Autumn 2 Topic: From Farm to Fork</p> <p>Fiction: Jack and the Beanstalk; a variety of nursery rhymes.</p> <p>Non-fiction: Life of the Farm; teacher created texts based on farming and the journey of bread.</p> <p>Class novel: The Christmasaurus and the Winter Witch: Tom Fletcher.</p>	<p>Individual reading: 1-1 reading 2x a week. Phonics sessions 3x a week.</p> <p>Guided reading: Weekly activities exploring a variety of texts and extracts, including RWI phonics books, including the class novel, fairy tales, poetry and non-fiction.</p> <p>Shared reading: Class novel: The Christmasaurus and the Winter Witch. Poems: nursery rhymes, Julia Donaldson books. Non-fiction: a variety of non-fiction texts based on farming.</p> <p>Reading aloud/performance: Reading own writing aloud to a partner, group or whole class. Take part in drama: whole class worship.</p>	<p>Explore and discuss a variety of texts, including the class novel and text met in shared reading activities and Phonics.</p> <p>*Read accurately by blending the sounds in words and confidently recognise alternative sounds for graphemes. *Take note of full stops, commas, exclamation and question marks when reading sentences appropriately. *Become familiar with a wider range of stories, fairytales and traditional tales. *Identify and comment on key events in a text; comment on ways non-fiction texts are written' comment on events, characters and ideas.</p>	<p>Handwriting: Weekly handwriting sessions. Daily practice through spelling, vocabulary and activities to produce neat handwriting across the curriculum. *Use diagonal and horizontal strokes to join letters.</p> <p>Spelling: Weekly spellings following Space Base's spelling programme based on National Curriculum requirements, including spelling patterns, statutory word lists and the RWI Phonics programme.</p> <p>Y1 RWI set 3 sounds. Y2 Spelling patterns: l spelt le; l spelt el; l spelt il; l spelt al; igh spelt y; adding -ies to words ending in y.</p>	<p>Vocabulary: *Explore vocabulary linked with relevant shared texts, history, geography or science units. *Explore vocabulary that may be used in traditional tales, discuss the difference.</p> <p>Sentence structure: *Recognise proper nouns and use capital letters appropriately. *Choose and use the correct tense consistently in writing. *Use coordination and subordination.</p> <p>Punctuation: *Use question and exclamation marks correctly. *Use commas to separate a list.</p>	<p>Fiction: Create an explanation text based on the journey of bread, using the correct structure. Discuss nursery rhymes, traditional and new adaptations.</p> <p>Non-fiction: Write a newspaper report based on a well-known traditional tale.</p> <p>Author study: Julia Donaldson.</p> <p>Text structure and organisation: *Write about more than one idea and begin to group relevant ideas together. *Use simple devices to structure my work.</p> <p>Composition and effect: *Develop positive attitudes towards and stamina for writing by writing for different purposes. *Use wider and more adventurous vocabulary.</p>	<p>Writing assessments: Newspaper report based on a traditional tale.</p> <p>Spelling, punctuation and grammar assessments: Weekly spelling tests. SPaG assessments for Y2.</p> <p>Reading assessments: Weekly Phonics reading comprehension questions. SATs style reading comprehension for Y2.</p> <p>Spoken language assessments: Reading own writing aloud to partner, group or class. Whole class worship.</p>

					*Evaluate writing with others.	
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