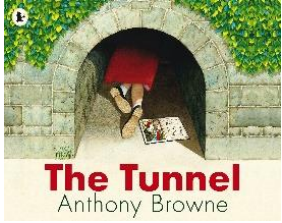
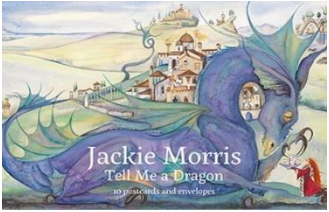
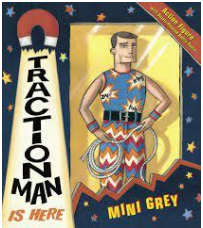
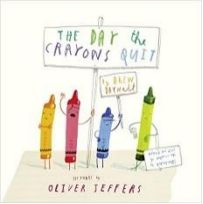
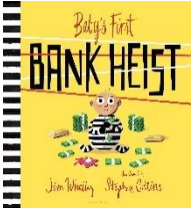
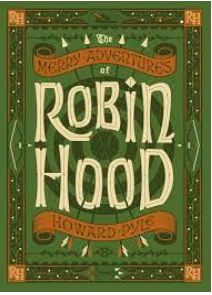


| Year 1 (LD) - English Planning | | | |
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| Cycle B - Autumn Term 1 | | | |
| Foundation Subject Links: Towers, Tunnels and Turrets. | | | |
| | Genre | Content Coverage | On-going skills |
| Fiction | Setting description – what is at the end of the tunnel. | <p>Transcription:</p> <ul style="list-style-type: none"> • Spell the days of the week • Spell some common exception words. • Name the letters of the alphabet in order and use the letter names to distinguish between alternative spellings of the same sound). <p>Handwriting:</p> <ul style="list-style-type: none"> • Sit correctly at a table, holding a pencil correctly and comfortably. • Begin to form lower-case letters in the correct direction. • Form capital letters. • Form digits 0-9 • Understand which letters belong to which handwriting ‘families’ and to practise these. <p>Composition</p> <p>Write sentences by:</p> <ul style="list-style-type: none"> • Say out loud what they are going to write about. • Compose a sentence orally before writing it. • Sequencing sentences to form short narratives. • Re-read what they have written to check it makes sense. <p>Vocabulary, grammar and punctuation</p> <ul style="list-style-type: none"> • Beginning to punctuate sentences using a capital letter and full stop. • Joining words and clauses using ‘and’. <p>Using a capital letter for names of people, places, the days of the week and ‘I’.</p> | Transcription: Leaving spaces between |
| <p>‘The Tunnel’ by Anthony Browne</p>  | <p>Narrative – write own story after travelling through a tunnel.</p> | | |
| Fiction | Character description – describing their own dragon. | <p>Composition</p> <p>Write sentences by:</p> <ul style="list-style-type: none"> • Say out loud what they are going to write about. • Compose a sentence orally before writing it. • Sequencing sentences to form short narratives. • Re-read what they have written to check it makes sense. <p>Vocabulary, grammar and punctuation</p> <ul style="list-style-type: none"> • Beginning to punctuate sentences using a capital letter and full stop. • Joining words and clauses using ‘and’. <p>Using a capital letter for names of people, places, the days of the week and ‘I’.</p> | |
| <p>‘Tell Me a Dragon’ by Jackie Morris</p>  | <p>Information – missing poster for a dragon</p> | | |
| | Recount of a real event. | | |

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| Year 1 (LD) - English Planning | | | |
| Cycle B - Autumn Term 2 | | | |
| Foundation Subject Links: Toys | | | |
| | Genre | Content Coverage | On-going skills |
| Fiction | Narrative – retelling the story of Traction Man. | Transcription <ul style="list-style-type: none"> • Spell many common exception words. • Segment spoken words into phonemes and represent these by taught (phase 5) graphemes, spelling some of these words correctly and making phonetically-plausible attempts at others. • Use the prefix un-. Add suffixes. <ul style="list-style-type: none"> • Use the spelling rule for adding -s or -es. • Use -ing, -ed, -er and -est where no change is needed in the spelling of root words. Composition <ul style="list-style-type: none"> • Discuss what they have written with the teacher or other pupils. • Read aloud their writing clearly enough to be heard by their peers and the teacher. Vocabulary, grammar and punctuation <ul style="list-style-type: none"> • Use spacing between words that mainly reflects the size of the letters. • Beginning to punctuate sentences using question marks and exclamation marks. Use co-ordinating conjunction 'and' to join some main clauses. | Transcription: <ul style="list-style-type: none"> • Spell the days of the week • Name the letters of the alphabet in order and use the letter names to distinguish between alternative spellings of the same sound). Handwriting: <ul style="list-style-type: none"> • Sit correctly at a table, holding a pencil correctly and comfortably. • Begin to form lower-case letters in the correct direction. • Form capital letters. • Form digits 0-9 • Understand which letters belong to which handwriting 'families' and to practise these. Composition Write sentences by: <ul style="list-style-type: none"> • Say out loud what they are going to write about. • Compose a sentence orally before writing it. • Sequencing sentences to form short narratives. • Re-read what they have written to check it makes sense. Vocabulary, grammar and punctuation <ul style="list-style-type: none"> • Leaving spaces between words • Beginning to punctuate sentences using a capital letter and full stop. • Joining words and clauses using 'and'. Using a capital letter for names of people, places, the days of the week and 'I'. |
| 'Traction Man' by Mini Grey  | Instructions – how to look after a pet Scrubbing Brush. | | |
| Fiction | Letter – write to the crayons. | | |
| 'The Day the Crayons Quit' by Drew Daywalt  | Explanation – write about your favourite toy. | | |
| | Recount of a real event. | | |

| Year 1 (LD) - English Planning | | | |
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| Cycle B - Autumn Term 3 | | | |
| Foundation Subject Links: Our Community | | | |
| | Genre | Content Coverage | On-going skills |
| Fiction 'Baby's First Bank Heist' by Jim Whalley  | Diary – from the baby's perspective. | <u>Transcription:</u> <ul style="list-style-type: none"> • Spell words containing each of the 40+ phonemes already taught. • Spell many common exception words. • Write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far. • Add Year 1 taught suffixes to spell most words correctly in writing. | <u>Transcription:</u> <ul style="list-style-type: none"> • Spell the days of the week • Name the letters of the alphabet in order and use the letter names to distinguish between alternative spellings of the same sound). <u>Handwriting:</u> <ul style="list-style-type: none"> • Sit correctly at a table, holding a pencil correctly and comfortably. • Begin to form lower-case letters in the correct direction. • Form capital letters. • Form digits 0-9 • Understand which letters belong to which handwriting 'families' and to practise these. |
| Fiction 'Robin Hood' by Rob Lloyd Jones  | Non-chronological report – writing about Robin Hood. | <u>Composition</u> <ul style="list-style-type: none"> • Use present and past tense mainly correctly and consistently. <u>Vocabulary, grammar and punctuation</u> <ul style="list-style-type: none"> • Demarcate most sentences in writing with capital letters and full stops. • Use question marks correctly when required. | <u>Composition</u> Write sentences by: <ul style="list-style-type: none"> • Say out loud what they are going to write about. • Compose a sentence orally before writing it. • Sequencing sentences to form short narratives. • Re-read what they have written to check it makes sense. <u>Vocabulary, grammar and punctuation</u> <ul style="list-style-type: none"> • Leaving spaces between words • Beginning to punctuate sentences using a capital letter and full stop. • Joining words and clauses using 'and'. Using a capital letter for names of people, places, the days of the week and 'I'. |
| | Recount of our community event (inviting visitors for afternoon tea). | | |