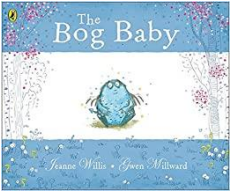
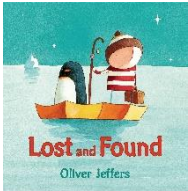
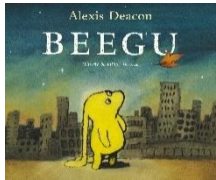
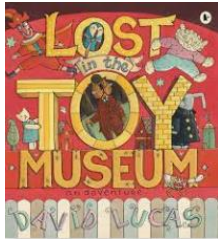
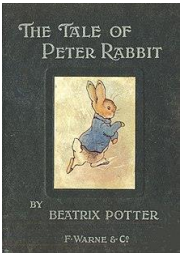
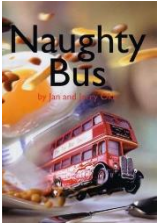


Year 1 (LC) - English Planning			
Autumn Term			
Foundation Subject Links: Bright Lights, Big City – Cycle A Towers, Tunnels and Turrets – Cycle B			
	Genre	Content Coverage	On-going skills
<b>Bog Baby</b>	Story Writing	<p><b>Transcription:</b></p> <ul style="list-style-type: none"> <li>• Spell the days of the week</li> <li>• Spell <b>some</b> common exception words.</li> <li>• Name the letters of the alphabet in order and use the letter names to distinguish between alternative spellings of the same sound).</li> </ul> <p><b>Handwriting:</b></p> <ul style="list-style-type: none"> <li>• Sit correctly at a table, holding a pencil correctly and comfortably.</li> <li>• Begin to form lower-case letters in the correct direction.</li> <li>• Form capital letters.</li> <li>• Form digits 0-9</li> <li>• Understand which letters belong to which handwriting ‘families’ and to practise these.</li> </ul> <p><b>Composition</b></p> <p>Write sentences by:</p> <ul style="list-style-type: none"> <li>• Say out loud what they are going to write about.</li> <li>• Compose a sentence orally before writing it.</li> <li>• Sequencing sentences to form short narratives.</li> <li>• Re-read what they have written to check it makes sense.</li> </ul> <p><b>Vocabulary, grammar and punctuation</b></p> <ul style="list-style-type: none"> <li>• Beginning to punctuate sentences using a capital letter and full stop.</li> <li>• Joining words and clauses using ‘and’.</li> <li>• Using a capital letter for names of people, places, the days of the week and ‘I’.</li> </ul>	<p><b>Transcription:</b></p> <ul style="list-style-type: none"> <li>• Leaving spaces between words</li> </ul>
Bog Baby by Jeanne Willis 	Labelling		
<b>Lost and Found</b>	Fact Files - Penguins		
Lost and Found by Oliver Jeffers 			

Year 1 (LC) - English Planning			
Spring Term			
Foundation subject Links: Land Ahoy! – Cycle A Toys – Cycle B			
	Genre	Content Coverage	On-going skills
Beegu	Character description of Beegu	<p><b>Transcription</b></p> <ul style="list-style-type: none"> <li>Spell <b>many</b> common exception words.</li> <li>Segment spoken words into phonemes and represent these by taught (phase 5) graphemes, spelling <b>some</b> of these words correctly and making phonetically-plausible attempts at others.</li> <li>Use the prefix un-.</li> </ul> <p>Add suffixes.</p> <ul style="list-style-type: none"> <li>Use the spelling rule for adding -s or -es.</li> <li>Use -ing, -ed, -er and -est where no change is needed in the spelling of root words.</li> </ul> <p><b>Composition</b></p> <ul style="list-style-type: none"> <li>Discuss what they have written with the teacher or other pupils.</li> <li>Read aloud their writing clearly enough to be heard by their peers and the teacher.</li> </ul> <p><b>Vocabulary, grammar and punctuation</b></p> <ul style="list-style-type: none"> <li>Use spacing between words that mainly reflects the size of the letters.</li> <li>Beginning to punctuate sentences using question marks and exclamation marks.</li> </ul> <p>Use co-ordinating conjunction 'and' to join <b>some</b> main clauses.</p>	<p><b>Transcription:</b></p> <ul style="list-style-type: none"> <li>Spell the days of the week</li> <li>Name the letters of the alphabet in order and use the letter names to distinguish between alternative spellings of the same sound).</li> </ul> <p><b>Handwriting:</b></p> <ul style="list-style-type: none"> <li>Sit correctly at a table, holding a pencil correctly and comfortably.</li> <li>Begin to form lower-case letters in the correct direction.</li> <li>Form capital letters.</li> <li>Form digits 0-9</li> <li>Understand which letters belong to which handwriting 'families' and to practise these.</li> </ul> <p><b>Composition</b></p> <p>Write sentences by:</p> <ul style="list-style-type: none"> <li>Say out loud what they are going to write about.</li> <li>Compose a sentence orally before writing it.</li> <li>Sequencing sentences to form short narratives.</li> <li>Re-read what they have written to check it makes sense.</li> </ul> <p><b>Vocabulary, grammar and punctuation</b></p> <ul style="list-style-type: none"> <li>Leaving spaces between words</li> <li>Beginning to punctuate sentences using a capital letter and full stop.</li> <li>Joining words and clauses using 'and'.</li> </ul>
Beegu by Alexis Deacon	Labelling character		
			
Lost in the Toy Museum	Story writing		
Lost in the Toy Museum by David Lucas	Setting description for own character		
	Lost poster for Bunting		

			<ul style="list-style-type: none"><li>• Using a capital letter for names of people, places, the days of the week and 'I'.</li></ul>
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Year 1 (LC) - English Planning			
Summer Term			
Foundation subject Links: Movers and Shakers - Cycle A Our Community - Cycle B			
	Genre	Content Coverage	On-going skills
<b>A Tale of Peter Rabbit</b>  A Tale of Peter Rabbit by Beatrix Potter  	Character description for Peter rabbit.  Questions  Wanted Poster for Peter Rabbit	<u><b>Transcription:</b></u> <ul style="list-style-type: none"> <li>• Spell words containing each of the 40+ phonemes already taught.</li> <li>• Spell many common exception words.</li> <li>• Write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far.</li> <li>• Add Year 1 taught suffixes to spell most words correctly in writing.</li> </ul>	<u><b>Transcription:</b></u> <ul style="list-style-type: none"> <li>• Spell the days of the week</li> <li>• Name the letters of the alphabet in order and use the letter names to distinguish between alternative spellings of the same sound).</li> </ul> <u><b>Handwriting:</b></u> <ul style="list-style-type: none"> <li>• Sit correctly at a table, holding a pencil correctly and comfortably.</li> <li>• Begin to form lower-case letters in the correct direction.</li> <li>• Form capital letters.</li> <li>• Form digits 0-9</li> <li>• Understand which letters belong to which handwriting 'families' and to practise these.</li> </ul>
<b>Naughty Bus</b>  Naughty Bus by Jan Oke  	Story writing  Facts for a Poster about buses  Settings/Character descriptions – own version  Lists	<u><b>Composition</b></u> <ul style="list-style-type: none"> <li>• Use present and past tense <b>mainly</b> correctly and consistently.</li> </ul> <u><b>Vocabulary, grammar and punctuation</b></u> <ul style="list-style-type: none"> <li>• Demarcate most sentences in writing with capital letters and full stops.</li> <li>• Use question marks correctly when required.</li> </ul>	<u><b>Composition</b></u> Write sentences by: <ul style="list-style-type: none"> <li>• Say out loud what they are going to write about.</li> <li>• Compose a sentence orally before writing it.</li> <li>• Sequencing sentences to form short narratives.</li> <li>• Re-read what they have written to check it makes sense.</li> </ul> <u><b>Vocabulary, grammar and punctuation</b></u> <ul style="list-style-type: none"> <li>• Leaving spaces between words</li> <li>• Beginning to punctuate sentences using a capital letter and full stop.</li> <li>• Joining words and clauses using 'and'.</li> </ul> Using a capital letter for names of people, places, the days of the week and 'I'.