

Long term English Plan KS1-Cycle B

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Fire! Fire!		Great Journeys		Marvellous Monarchs	
Context (entitlement and enrichment)	As part of this unit, we will explore fantasy worlds where dragons roam free. We will encounter a dragon egg which needs to be returned to its parents and explore the local beach to write setting descriptions of the caves. We will meet Vlad the cat as he takes us on a trip back in time to the Great Fire of London and we'll become history detectives as we uncover secrets about the past. We'll write instructions explaining how to capture a dragon and we'll become witches and sorcerers as we make a spell book. The loud bangs of fireworks on Bonfire Night will inspire our shape poems and we'll make safety posters to put up in school warning everyone of the dangers of fire and reminding them how to be safe.		As part of this unit, we will learn about great inventions from the past and write our findings in non-chronological reports. We will design our very own car of the future to sell in Smyths toy shop and we'll create a persuasive advert to entice new customers to buy it. We will meet a little girl who takes us on an expedition. We'll explore her world through pictures and add the narrative to match. There's never a dull moment when Mrs Armitage is around and we'll find out why. The emergence of spring will inspire us to write acrostic poems.		As part of this unit, we will take a trip to London with Katie where she'll introduce us to her rather unusual friend. We'll write a newspaper article describing Katie's adventure in the capital city and then we'll take our new friends on a Whitley Bay adventure. I'm sure that Katie won't forget to send a postcard home to her friend, Lion. It wouldn't be a trip to London without visiting Buckingham Place. The Queen keeps losing her precious items but never fear Rockcliffe children are here to describe the lost items and I'm sure they'll even write a new ending to the royal rumpus. Talking of queens, Let's use our knowledge of Queen Victoria and Queen Elizabeth to write an Information Text. Which is your favourite monarch? We'll end the term with a voyage to the island of wild things with King Max. Beware of the monsters!	
Teaching narrative (entitlement and enrichment)	During this unit of work, pupils will write six extended outcomes using skills taught. These will include: - a recount – Vlad Diary – Writing about real events - a set of instructions – Potions, How to capture a dragon - a shape poem – Fireworks - a missing poster – Princess Pearl - a character description - Dragons - a safety poster		During this unit of work, pupils will write six extended outcomes using skills taught. These will include: - a non-chronological report – transport past, present and future - a persuasive poster – advert for their new car design - DT - an acrostic poem – Spring - a rare bird description - writing the narrative for Journey - a retell of Mrs Armitage's misfortunes		During this unit of work, pupils will write seven extended outcomes using skills taught. These will include: - a newspaper report – Katie in London - an innovation – postcard to the lion - an information text – Queen Victoria Vs Queen Elizabeth - a What am I? poem - an innovated traditional tale – Wild Things - an innovation – The Queen's Handbag - a description – The King's Hat	
Key skills (breadth and balance)	Year 1 Reading: - read words containing –s, –ed endings - discuss the significance of events - make inferences on the basis of what is being said and done		Year 1 Reading: - read words containing –es – ing endings - read words with contractions [for example, I'm, I'll, we'll], and understand that the apostrophe represents the omitted letter(s)		Year 1 Reading: - read words containing all taught GPCs –er and –est endings - be encouraged to link what they read or hear read to their own experiences, retelling them	

	• predict what might happen on the basis of what has been read so far • explain their understanding of what is read to them Writing: • say out loud what they are going to write about • composing a sentence orally before writing it • leave spaces between words • begin to punctuate sentences using a capital letter and a full stop • using a capital letter for personal pronoun ‘I’ and the days of the week • using the spelling rule for adding –s • using –ed where no change is needed in the spelling of root words Year 2 Reading: • read words containing common suffixes ed, est, er, ing • discussing the sequence of events in books and how items of information are related • discussing and clarifying the meanings of words, linking new meanings to known vocabulary – in read aloud texts • making inferences on the basis of what is being said and done • predicting what might happen on the basis of what has been read so far	• be encouraged to link what they read or hear read to their own experiences, retelling them and considering their particular characteristics • make inferences on the basis of what is being said and done • predict what might happen on the basis of what has been read so far • explain clearly their understanding of what is read to them Writing: • write from memory simple sentences • re-reading what they have written to check that it makes sense • teach joining words using ‘and’ • beginning to punctuate sentences using a question mark • using a capital letter for names of people/places • using the spelling rule for adding –es • using –ing where no change is needed in the spelling of root words Year 2 Reading: • read words containing common suffixes -ful, -ly • being introduced to non-fiction books that are structured in different ways • discussing and clarifying the meanings of words, linking new meanings to known vocabulary – In texts read by themselves • making inferences on the basis of what is being said and done • predicting what might happen on the basis of what has been read so far	and considering their particular characteristics • make inferences on the basis of what is being said and done • predict what might happen on the basis of what has been read so far • explain clearly their understanding of what is read to them Writing: • sequencing sentences to form short narratives • discuss what they have written with the teacher or other pupils • read their writing aloud, clearly enough to be heard by their peers and the teacher • joining words and joining clauses using ‘and’ • beginning to punctuate sentences using an exclamation mark • using the spelling rule for adding –s or –es as the plural marker for nouns and the third person singular marker for verbs • using the prefix un– • teach –er and –est where no change is needed in the spelling of root words Year 2 Reading: • read words containing common suffixes -ment, -ness, -less • discussing and clarifying the meanings of words, linking new meanings to known vocabulary – In texts read by themselves • making inferences on the basis of what is being said and done • predicting what might happen on the basis of what has been read so far
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	Writing: - planning or saying out loud what they are going to write about - encapsulating what they want to say, sentence by sentence - make simple additions, revisions and corrections to their own writing by evaluating their writing with the teacher and other pupils - read aloud what they have written to make the meaning clear - learning how to use both familiar and new punctuation correctly including full stops, capital letters, exclamation marks & commas for lists - learn how to use sentences with different forms statement, command, & exclamation - build a noun phrase (using an adjective) - use of the progressive form of verbs in the present and past tense to mark actions in progress - co-ordination (using or, and, or but) - answering and asking questions - add suffixes to spell longer words including -ful, -ly	Writing: - writing down ideas and/or key words, including new vocabulary - proofreading to check for errors in spelling, grammar and punctuation (for example, ends of sentences punctuated correctly) - read aloud what they have written with appropriate intonation to make the meaning clear - learning how to use both familiar and new punctuation correctly including question marks and apostrophes for contracted forms - learn how to use question sentences - expanded noun phrases to describe and specify [for example, the blue butterfly] - use the present and past tenses correctly and consistently - subordination (using if and because) - add suffixes to spell longer words including -ment, -ness, -less	Writing: - rereading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form - learning how to use both familiar and new punctuation correctly including apostrophes for contracted forms and the possessive (singular) - confidently and independently use sentences with different forms statement, question, exclamation, command - use the present and past tenses correctly and consistently, including the progressive form - subordination (using when, if, and that) - learning the possessive apostrophe (singular) [for example, the girl's book]
Text type and key texts (breadth and balance)	Narrative: Stories about fantasy worlds - Zog, Julia Donaldson - Tell Me a Dragon, Jackie Morris - The Egg, M P Robertson - There is no Dragon in this Story by Lou Carter Non-Fiction: Recount – writing about real events - Vlad and the Great Fire of London Instructions - Potions and How to Catch a Dragon Information poster - Fire safety	Narrative: Contemporary Fiction - The Journey, Aaron Becker - The Quest, Aaron Becker - Mrs Armitage On Wheels, Quentin Blake Non-Fiction: Non-chronological reports - Transport (History) Persuasive poster - Advert for their new car design – (DT) Poems: Poems on a theme - Spring acrostic	Narrative: Traditional tales - Where the Wild Things Are, Maurice Sendak Key Stories - The Queen's Handbag, Steve Antony - The King's Hat, Steve Antony - The Paperbag Princesses by Robert Munsch Non-Fiction: Newspaper report - Katie in London, James Mayhew Information text - Queen Victoria Vs Queen Elizabeth Poems: "Silly Stuff" - What am I? - Tongue Twisters - alliteration

	Poems: Patterns on the Page Shape poem – Fireworks		
How will previous learning be built upon? (progression of skills)	Reading By the end of Reception, children can name book characters and describe their qualities. They can articulate dilemmas characters face and use the structure of rhyming texts to participate in recall sections of text. Children talk about the difference between fiction and non-fiction – explaining preference By the end of Year 1, children read words containing all taught GPCs including –er and –est endings. They link what they read or hear to their own experiences, retelling them and considering their particular characteristics. Children make increasingly more accurate inferences on the basis of what is being said and done and they predict what might happen on the basis of what has been read so far, finding clues in illustrations and read out loud text. They give reasons for their ideas using evidence gathered. Children explain clearly their understanding of what is read to them Writing By the end of Reception, children write more than one sentence using a sound mat for support and begin to show an awareness of capital letters and full stops. By the end of Year 1, children begin to sequence sentences to form short narratives. They discuss what they have written with the teacher or other pupils and confidently read their writing aloud, clearly enough to be heard by their peers and the teacher. Writing contains joined words and clauses using ‘and’ and the children begin to punctuate sentences independently, using all taught punctuation. Children use the spelling rule	Reading: By the end of Autumn term, Year 1 children will read words containing –s, –ed endings. They will be able to discuss the significance of events in stories and make inferences on the basis of what is being said and done using illustrations. They will be able to make simple predictions of what might happen in stories using clues from what has been read so far. Children will explain their understanding of what is read to them. By the end of Autumn term Year 2 children can read words containing the common suffixes -ful, -ly. They have been introduced to non-fiction books that are structured in different ways and they are more confident when discussing and clarifying the meanings of words, linking new meanings to known vocabulary in texts read by themselves. Children make inferences on the basis of what is being said and done finding clues from the text/illustrations to back up their thinking. They make basic predictions of what might happen on the basis of what has been read so far when reading by themselves. Writing: Year 1 children can say out loud what they are going to write about and orally compose a sentence before writing it. They leave spaces between words and begin to punctuate sentences using a capital letter and a full stop. They consistently use a capital letter for personal pronoun ‘I’ and the days of the week. They confidently apply spelling rule for adding –s to make plurals and using –ed where no change is needed in the spelling of root words. Letter formation is becoming more accurate, starting from the correct points consistently.	Reading: By the end of Spring term, Year 1 children read words containing –es – ing endings. They read words with contractions and understand that the apostrophe represents the omitted letter. Children link what they read to their own experiences, retelling them and considering their particular characteristics. They make inferences on the basis of what is being said and done using evidence to back up their reasoning and they predict what might happen on the basis of what has been read so far using gathered information and knowledge of other stories to support decisions. Children can confidently explain their understanding of what is read to them. By the end of Spring term, Year 2 children read words containing common suffixes -ful, -ly. They understand that non-fiction books are structured in different ways and can name their key features. Children discuss and clarify the meanings of words, linking new meanings to known vocabulary in texts read by themselves. They make sophisticated inferences on the basis of what is being said and done during independent reading, using evidence to back up ideas. Children confidently predicting what might happen on the basis of what has been independently read so far, giving clues from the story to back up their logic. Writing: By the end of Spring term, Year 1 children write from memory simple sentences independently, re-reading what they have written to check that it makes sense. Children join words using ‘and’ and begin to punctuate question with a question mark.

	for adding –s or –es as the plural marker for nouns and the third person singular marker for verbs. They use the prefix un– and suffixes –er and –est where no change is needed in the spelling of root words.		By the end of Autumn term, Year 2 children plan or say out loud what they are going to write about. encapsulating what they want to say, sentence by sentence. Children make simple additions, revisions and corrections to their own writing by evaluating their writing with the teacher and other pupils They read aloud what they have written to make the meaning clear Children use both familiar and new punctuation correctly including full stops, capital letters, exclamation marks & commas for lists. They learn how to use sentences with different forms statement, command, & exclamation and build a noun phrase (using an adjective) with independence. Children begin to use the progressive form of verbs in the present and past tense to mark actions in progress. Co-ordinating (using or, and, or but) conjunctions are applied to independent writing. They add suffixes to spell longer words including –ful, –ly		They using a capital letter for names of people/places. They use the spelling rule for adding –es and –ing where no change is needed in the spelling of root words By the end of Spring term, Year 2 children write down ideas and/or key words, including new vocabulary independently. They proofread to check for errors in spelling, grammar and punctuation and read aloud what they have written with appropriate intonation to make the meaning clear. Children use both familiar and new punctuation correctly including question marks and apostrophes for contracted forms. Children show increasing control when using expanded noun phrases to describe and specify in their independent work. Children use the present and past tenses correctly and consistently and show a secure grasp on subordinating conjunctions (using if and because). They add suffixes to spell longer words including –ment, –ness, –less	
Extended Independent Writing Opportunities	The Rockcliffe Dragon Recount Potion Commotion Instruction writing	Moz the Monster – John Lewis Xmas advert fiction Winter Poem	The Magic Purple Crayon (Links with Art) Narrative Fact File linked to living things in science	The Bog Baby – Quarry visit description (Links with art/science) Easter Bunny on the Run – Wanted Poster (Description) Links with RE	If I were King/Queen for a day – Description Recipe for the Perfect Royal - Instructions	Newspaper Report What am I? Poem linked to science
Assessment opportunities (formative and summative)	YARC NTAGs Little Wandle Phonic Assessments (half termly) SSRT HAST for Spelling 2x Exciting Writing Assessment Pieces		YARC NTAGs Little Wandle Phonic Assessments (half termly) SSRT HAST for Spelling 2x Exciting Writing Assessment Pieces		YARC NTAGs Little Wandle Phonic Assessments (half termly) SSRT HAST for Spelling 2x Exciting Writing Assessment Pieces TAF (Year 2)	