



Autumn		
1	2	
Core text	Core text	
Narrative: Stories with Familiar Settings (3-4 weeks)  Suggested Texts:  The Jolly Postman by Janet and Allan Ahlberg.  Katie Morag by Mairi Hedderwick.	Narrative: Traditional Tales with a Twist (3-4 weeks)  Suggested Texts:  -Jack and the Baked Beanstalk by Colin StimpsonRed Riding Hood and the Sweet Wolf by Rachael  Mortimer	
Non-fiction: Non-Chronological Reports (2 weeks)		
Suggested Texts: Range of non-chronological report texts, including ICT.  Poetry: Poems on a Theme (1 week) Suggested Texts: Poems linked to schools, families or other familiar settings. – Houses - Rhymes for Annie Rose by Shirley Hughes	Non-fiction: Instructions (2-3weeks)  Suggested Texts:  How to play 'What's the Time Mr Wolf?' YouTube clip (here).  Woodlands Junior School - Playground games for kids (here).  Games kids play website (here).	
Additional Text Vlad Hairy Maclairy Anthony Browne books Magnificent thing Here we Are	Additional Text Fearless Fairy tales by Konnie huq The day I Fell into a Fairytale Ben Miller Dot by Max Shen Magic Paintbrush Julia Donaldson We Gather Together: Celebrating the Harvest Season by Wendy Pfeffer	
Writing progression	Writing progression	
Write narratives about personal experiences and those of others (real and fictional). Consider what he/she is going to write before beginning by writing down ideas and/or keywords, including new vocabulary.  Make simple additions, revisions and corrections to his/her own writing by evaluating their writing with the teacher and other pupils.  Use capital letters and full stops to demarcate sentences consistently in his/her writing with some use of question marks and exclamation marks.  Use commas to separate items in a list.	Write narratives about personal experiences and those of others (real and fictional). Consider what he/she is going to write before beginning by writing down ideas and/or keywords, including new vocabulary.  Consider what he/she is going to write before beginning by encapsulating what he/she wants to say, sentence by sentence.  Make simple additions, revisions and corrections to his/her own writing by evaluating their writing with the teacher and other pupils.  Read aloud what he/she has written with appropriate intonation to make the meaning clear.  Use expanded noun phrases for description and specification e.g. the blue butterfly, plain flour, the man in the moon.  Understand how the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command.  Use present and past tense mostly correctly and consistently.	





Use the progressive form of verbs in the present and past tense to mark actions in progress e.g. she is drumming, he was shouting. Use capital letters and full stops to demarcate sentences consistently in his/her writing with some use of question marks and exclamation marks.

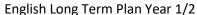
Use commas to separate items in a list • Use apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns e.g. the girl's name.

Develop pleasure in reading, motivation to read, vocabulary and understanding by discussing the sequence of events in books and how items of information are related. Demonstrate understanding of text by answering and asking questions and making links

Demonstrate understanding of text by predicting what might happen next on the basis of what has happened so far.



exclamation or command.





English Long	Term Plan Year 1/2
S	pring
1	2
Core text	Core text
Narrative: Stories by the same author (3 weeks) Suggested Texts: Books by Anthony Browne	Narrative: Stories with familiar settings (3 weeks)  Suggested Texts:
Non-fiction: Non-chronological Reports (2 weeks)	(Park/ Farm Books)
Suggested Texts: Range of information texts, e.g.:	Non-fiction: Persuasion (2 weeks)
Instructions on how to make a den on Nature	Suggested Texts: -Trip to the Farm/ Beach (Persuade other people
Detectives website	to go)
	Poetry: Riddles (1 week) Suggested Texts:
	"What in the wild" by David Shwartz & D. Kuhn "Where else in the wild" by David Shwartz & D. Kuhn
Additional Text	Additional Text
Hodgeheg Roald Dahl	Traction Man
Books by Roald Dahl	By Mini Grey
Hairy Maclairy	British Museum: So You Think You've Got It Bad? A
	Kid's Life in Ancient Rome by Chae Strathie Hairy Maclairy
	A Squash and Squeeze by Julia Donaldson
Writing progression	Writing progression
Write narratives about personal experiences and thos	e Write narratives about personal experiences and
of others (real and fictional).	those of others (real and fictional).
Consider what he/she is going to write before beginni	
by writing down ideas and/or keywords, including new	<ul> <li>beginning by writing down ideas and/or keywords, including new vocabulary.</li> </ul>
vocabulary. Consider what he/she is going to write before beginni	,
by encapsulating what he/she wants to say, sentence by sentence.	beginning by encapsulating what he/she wants to say, sentence by sentence.
Make simple additions, revisions and corrections to	Make simple additions, revisions and corrections to
his/her own writing by evaluating their writing with the	his/her own writing by evaluating their writing with
teacher and other pupils.  Read aloud what he/she has written with appropriate	the teacher and other pupils.  Read aloud what he/she has written with appropriate
intonation to make the meaning clear.	intonation to make the meaning clear.
Use expanded noun phrases for description and	Use expanded noun phrases for description and
specification e.g. the blue butterfly, plain flour, the main the moon.	an specification e.g. the blue butterfly, plain flour, the man in the moon.
Understand how the grammatical patterns in a	Understand how the grammatical patterns in a
sentence indicate its function as a statement, question	n, sentence indicate its function as a statement,

question, exclamation or command.





Use the progressive form of verbs in the present and past tense to mark actions in progress e.g. she is drumming, he was shouting.

Use present and past tense mostly correctly and consistently

Use capital letters and full stops to demarcate sentences consistently in his/her writing with some use of question marks and exclamation marks.

Use commas to separate items in a list.

Use apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns e.g. the girl's name.

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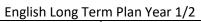
and how items of information are related.





English Long To	erm Plan Year 1/2
Summer	
1	2
Core text	Core text
Narrative: Adventure Stories	Narrative: Story as a Theme (3 weeks)
Suggested Texts: -Wild by Emily Hughes -Story/Video from Literacy Shed	Suggested Texts: Grandad's Island by Benji Davies
Non-fiction: Recount - Letters	Non-fiction: Explanations (2 weeks)
Suggested Texts:	Suggested Texts:
<ul> <li>Letters to Famous People</li> </ul>	<ul> <li>Topic (World Vision)</li> </ul>
	Poetry: A seaside poem (1-2 weeks)
<b>Poetry: Classic Poems</b>	Suggested Texts:
Bed in Summer	• • • • • • • • • • • • • • • • • • •
	Leavers Poem
Additional Text	Additional Text
Into the Forest	What Makes Me A Me?
by Anthony Browne	by Ben Faulks
Cally and Jimmy:Twins in Trouble	Nim's Island
By Zoe Antoniades	by Wendy Orr
We Are Family by Patricia Hegarty	Lucy and Tom at the Seaside
We Believe in Magic (Book about Blackburn)	by Shirley Hughes
	The Journey
	by Francesca Sanna
Writing progression	Writing progression
Write for different purposes to develop positive	Write for different purposes to develop positive
attitudes and stamina for writing.	attitudes and stamina for writing.
Make simple additions, revisions and corrections to	Use suffixes -er, -est in adjectives and use -ly to turn
his/her own writing by re -reading to check that his/her	adjectives into adverbs e.g. smoothly, softly, bigger,
writing makes sense and that verbs to indicate time are	biggest.
used correctly and consistently, including verbs in the	Use subordination (using when, if, that, because) and
continuous form.	co-ordination (using or, and, but).
Form nouns using suffixes such as - ness, -er and by	Use present and past tense mostly correctly and
compounding e.g. whiteboard, superman. Form adjectives using suffixes such as -ful, -less.	consistently.  Use the progressive form of verbs in the present and
Use suffixes -er, -est in adjectives and use -ly to turn	past tense to mark actions in progress e.g. she is
adjectives into adverbs e.g. smoothly, softly, bigger,	drumming, he was shouting.
biggest.	aramming, ne was snouting.
Use subordination (using when, if, that, because) and	
co-ordination (using or, and, but). Use expanded noun	
phrases for description and specification e.g. the blue	
butterfly, plain flour, the man in the moon.	
Understand how the grammatical patterns in a	
sentence indicate its function as a statement, question,	
exclamation or command.	
Use present and past tense mostly correctly and	
consistently.	
Use the progressive form of verbs in the present and	
past tense to mark actions in progress e.g. she is	
drumming, he was shouting.	







Use apostrophes to mark where letters are missing in
spelling and to mark singular possession in nouns e.g.
the girl's name.