



Year 1

English Long-Term Plan

2024 – 2025

Year 1: Book List

Book:	Book:	Book:	Poetry Book List:
How To Catch A Star	Man On The Moon	Paddington	<p>Focus Poet – Julia Donaldson Focus Poetry Style – Alliterative List Poems</p> <p>Little Rabbit Foo Foo – Michael Rosen Yo Ho Ho! A- Pirating We'll Go! – Kate Umansky The Magic Beach – Alison Lester The Puffin Book of Fantastic First Poems Please Mrs Butler – Allan Ahlberg Each Peach Pear Plum – Janet and Allan Ahlberg Out and About – Shirley Hughes Pirate Pete – James Carter Bed in Summer – R.L. Stevenson (Classic)</p> <p>Alliterative List Poems – e.g. Alphabet Poem Michael Rosen</p> <p>Performance Poems The Rhythm of Life – Michael Rosen There Was an Old Lady Who Swallowed a Fly Voices of Water – Tony Mitton My Colours- Colin West Hands – Julia Donaldson Queue for the Zoo – Clare Bevan</p> <p>Julia Donaldson Poetry Crazy Mayonnaisy Mum Shuffle and Squelch Wiggle and Roar</p>
Look Up! (Nathan Bryan)	That Rabbit Belongs To Emily Brown	Lighthouse Keeper's Lunch	
Beegu	The Bear And The Piano	Hotel Flamingo	
Mr Big (Ed Vere)	Dolphin Boy	The Owl Who Was Afraid Of The Dark	
Billy's Bucket	The Highway Rat	Funnybones	
Gorilla	Spyder	Fantastic Mr Fox	
The Jolly Christmas Postman	Dogs In Disguise	A First Book Of The Sea	
Lubna And Pebble	When Ice Cream Had A Meltdown	Smile Out Loud	
Aaaaargh Spider	I Can Only Draw Worms	People Need People	
Sulwe (Lupita Nyong'o)	Narwhal: Unicorn Of The Sea!	Chocolate Cake	
There's A Tiger In The Garden	Monster Hungry Phone	Hair Love	
10 Things I Can Do To Help My World Clean Up! (Nathan Bryan)	Splash Day!	The Proudest Blue	
Peep Inside Bug Homes	Arlo The Lion Who Couldn't Sleep	My Must-Have Mum	
Meerkat Mail	Slime? It's Not Mine	Me And My Sister	
The Queen's Hat	There's A Rang-Tan In My Bedroom		
The Giant Jam Sandwich	Walter The Wonder Snail		
Storm Whale	What If, Pig?		
Dear Greenpeace (Simon James)	Harry The Poisonous Centipede		
Classic	Culturally Diverse / Inclusive	Poetry; Rhyme	

Au #1	GPV Recap and consolidation of prior learning					
	Communication Unit: Happily Ever After Inc. FSP: Autumn					Unit: Jurassic Hunter
Au #2					Poetry:	Christmas Week
	Competency	NC Essentials: Never Eat Shredded Wheat		Competency Unit: Children's Champion		
Sp #1	The Storm Whale Narrative: Retell the story changing the ending	Label different parts of a harpoon. (1 afternoon) Make snow goggles, sequence instructions. Make lever puppets (Dimensions D&T), write instructions to go with pictures.		Alliterative list poetry – collaborative as a class (line each)		
	Culture Unit: CFWM! Arctic Circle Inc. FSP: Winter					
Sp #2	The Tiger Who Came to Tea: Classic: Invitation Tea party experience day: Recount the tea party		The Giant Jam Sandwich: Instructions – how to make a jam sandwich!			
	Competency Unit: Powhatan People		Competency Unit: Royal Patrons			
Su #1	Traditional tales: Mr Wolf's Pancakes. Character description: different character per table (put on a wanted poster)	Local area walk, photos of significant places – Tourist information leaflet		When Ice Cream Had A Meltdown		
	Conflict Unit: Unity in the Community Inc. FSP: Spring					
Su #2	Performance Poem: There was an old lady who swallowed a fly	Somebody Swallowed Stanley – change characters and rewrite	Poster: How to save electricity – turning lights off		Write a letter to your new teacher	Transition Week
	Conservation Unit: Light Up the World Inc. FSP: Summer					

Year One Writing Focus:

- Different books by same author
- Familiar settings
- Traditional tales
- Significant authors
- Culturally diverse texts
- Classics
- Poetry: Julia Donaldson

Fiction:

- Different Cultures (letter)
- Familiar Setting
- Traditional Tale
- Fantasy World

Non-Fiction:

- Labels, Lists, Captions
- Instructions
- Recount/report
- Information
- Persuasion

Poetry:

- Performance poetry
- Alliterative list poems

Year 1: Grammar, Punctuation and Vocabulary

Year 6 Test Content Domain	Language Structure	Standard English	Vocabulary / Language Structure	Punctuation	
Aspect covered in Year 1	Nouns Verbs Adjectives Connectives Pronouns Adverbs Prepositions Articles Statements Questions Commands Clauses Phrases Subordinate connectives	Tense agreement Subject-verb agreement Double negative Use of I and me Contractions	Word meaning Vocabulary content Concision and precision in vocabulary Synonyms Antonyms Word groups / families Prefixes Suffixes Singular and plural	Capital letters Full stops Question marks Exclamation mark Commas in lists Commas to mark phrases or clauses Inverted commas Apostrophes Brackets Ellipses Colons Semi-colons	

Word Structure	Sentence Structure	Text Structure	Punctuation	Vocabulary for pupils
Regular plural noun suffixes –s or –es (e.g. dog, dogs; wish, wishes), including the effects of these suffixes on the meaning of the noun Suffixes that can be added to verbs where no change is needed in the spelling of root words (e.g. helping, helped, helper) How the prefix un– changes the meaning of verbs and adjectives (negation, e.g. unkind, or undoing, e.g. untie the boat)	How words can combine to make sentences Joining words and joining clauses using <i>and</i>	Sequencing sentences to form short narratives	Separation of words with spaces Introduction to capital letters, full stops, question marks and exclamation marks to demarcate sentences Capital letters for names and for the personal pronoun /	letter, capital letter word, singular, plural, sentence punctuation, full stop, question mark, exclamation mark

Year 1: Handwriting and Presentation

Handwriting: To be modelled under visualiser and practised daily.

1. <i>i l il li</i>	7. <i>b p k r</i>	13. <i>e</i>	19. <i>e ex a ax</i>	25. <i>X V W Y Z</i>
2. <i>j y ji li</i>	8. <i>v w</i>	14. <i>c a d g q (reinforcement)</i>	20. <i>z l iz a az</i>	26. <i>Reinforcement of capitals</i>
3. <i>i l t it lt ti tl</i>	9. <i>vi vl wn wr</i>	15. <i>ov ow on or</i>	21. <i>P B R D U</i>	27. <i>1 2 3</i>
4. <i>n h m</i>	10. <i>u y</i>	16. <i>ca e eq</i>	22. <i>L E F M A</i>	28. <i>4 5 6</i>
5. <i>b p k</i>	11. <i>c o ou oy</i>	17. <i>s l is k ks</i>	23. <i>T I J H K N</i>	29. <i>7 8 9</i>
6. <i>r n h m (reinforcement)</i>	12. <i>a d g q</i>	18. <i>f fi fr</i>	24. <i>C G O Q S</i>	30. <i>0 10 20 30 ...90</i>

During the remaining weeks at the end of the year, please focus your handwriting lessons on the common errors for your class and consolidation/revision of previously taught joins where necessary.

Year 1: Spellings

- ▶ Statutory word lists as part of daily retrieval
- ▶ Yearly spelling objectives (Spelling Shed)
- ▶ Weekly spelling rule introduced and displayed on English working wall with a selection of words which follow the rule
- ▶ Games/ activities to embed
- ▶ Retrieval practice daily
- ▶ Expectations in writing across the curriculum – children underline (with a ruler) any weekly spellings or statutory words used independently in end of unit piece of writing
- ▶ Mis-spelt words on working wall (spelling jail) from marking and feedback – address misconceptions and give strategies for children to use to remember the correct spelling
- ▶ Spelling mats used in all relevant lessons – not just English (Twinkl/Spelling Shed)
- ▶ Soft-testing of the rule each week including words which fit the rule but haven't been given

Year 1: Spelling Rules: Must be taught and soft-tested weekly

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>Step 1: Words ending in 'ff', 'll', 'zz', 'ss', 'ck'</p> <p>puff, fluff, bell, doll, grass, kiss, buzz, fizz, clock, back</p>	<p>Step 7: Compound words and words with unstressed vowels</p> <p>pocket, balloon, carrot, thunder, sunset, football, playground, farmyard, bedroom, starfish</p>	<p>Step 13: Words with the split digraph 'o_e'</p> <p>home, those, woke, hope, hole, mole, spoke, joke, bone, phone</p>	<p>Step 19: Words where the digraph 'er' is stressed</p> <p>herb, verb, her, term, person, germ, stern, perch, fern, mermaid</p>	<p>Step 25: Words where the digraph 'ou' makes an /ow/ sound</p> <p>out, mouth, sound, proud, shout, about, around, found, mound, count</p>	<p>Step 31: Words with the trigraph 'igh'</p> <p>high, night, light, bright, right, sight, tight, mighty, fright, midnight</p>
<p>Step 2: Words with the /k/ sound spelled 'k' and 'nk' spelling pattern</p> <p>bank, honk, tank, pink, think, kit, skin, mask, sketch, basket</p>	<p>Step 8: Words with the digraphs 'ai' and 'oi'</p> <p>rain, point, oil, wait, train, coin, join, paid, afraid, soil</p>	<p>Step 14: Words with the split digraph 'u_e'</p> <p>June, rude, tube, flume, huge, rule, use, tune, flute, plume</p>	<p>Step 20: Words where the digraph 'er' is unstressed</p> <p>better, summer, sister, after, never, under, winter, brother, ever, river</p>	<p>Step 26: Words where the digraph 'ow' makes an /ow/ or /oa/ sound</p> <p>down, town, frown, how, brown, own, grow, show, blow, snow</p>	<p>Step 32: Words with the digraph 'or' and the trigraph 'ore'</p> <p>forty, morning, north, torn, horse, more, score, before, wore, shore</p>
<p>Step 3: Words with the 'tch' trigraph</p> <p>catch, fetch, kitchen, switch, hutch, witch, ditch, patch, match, batch</p>	<p>Step 9: Words with the digraphs 'ay' and 'oy'</p> <p>day, play, cowboy, enjoy, stay, toy, joy, clay, say, way</p>	<p>Step 15: Words with the digraph 'ar'</p> <p>car, jar, park, arm, garden, hard, dark, stars, art, shark</p>	<p>Step 21: Words with the digraphs 'ir' and 'ur'</p> <p>girl, shirt, third, bird, first, turn, hurt, burst, church, Thursday</p>	<p>Step 27: Words ending in 'y' /ee/ and 've' /v/</p> <p>very, happy, funny, party, family, give, have, love, shove, dove</p>	<p>Step 33: Words where the digraphs 'aw' and 'au' make an /or/ sound</p> <p>saw, yawn, draw, crawl, lawn, drawn, author, autograph, August, astronaut</p>
<p>Step 4: Adding '-s' and '-es' to make plurals</p> <p>flowers, boxes, brushes, lunches, cars, foxes, dogs, dishes, boats, churches</p>	<p>Step 10: Words with the split digraph 'a_e'</p> <p>made, take, came, mistake, same, safe, awake, snowflake, rake, plate</p>	<p>Step 16: Words with the digraph 'ee'</p> <p>feel, tree, green, meet, week, see, free, sheet, feet, seek</p>	<p>Step 22: Words where the digraph 'oo' makes an /oo/ sound</p> <p>food, pool, moon, zoo, soon, tool, boots, spoon, afternoon, boom</p>	<p>Step 28: Words with the digraphs 'ue' and 'ew'</p> <p>Tuesday, blue, clue, true, rescue, threw, few, drew, grew, new</p>	<p>Step 34: Words with the trigraphs 'air' and 'ear'</p> <p>air, pair, chair, fairy, hairy, ear, hear, year, near, clear</p>
<p>Step 5: Adding the suffixes '-ing' and '-ed'</p> <p>looking, looked, buzzing, buzzed, jumping, jumped, helping, helped, fizzing, fizzed</p>	<p>Step 11: Words with the split digraph 'e_e'</p> <p>even, complete, delete, Chinese, these, evening, eve, athlete, extreme</p>	<p>Step 17: Words where the digraph 'ea' makes an /ee/ sound</p> <p>each, peach, reach, teach, lead, leaf, leap, beak, squeak, real</p>	<p>Step 23: Words where the digraph 'oo' makes an /u/ sound</p> <p>book, cook, foot, wood, good, shook, brook, stood, took, wool</p>	<p>Step 29: Words where the digraph 'ie' makes an /igh/ sound</p> <p>lie, tie, pie, cried, tried, died, spied, fried, dried, tied</p>	<p>Step 35: Words where the trigraphs 'ear' and 'are' make an /air/ sound</p> <p>bear, wear, pear, bare, care, scare, share, hare, mare, dare</p>
<p>Step 6: Adding the prefix 'un-' and the suffixes '-er' and '-est'</p> <p>fresher, higher, unload, unhappy, hardest, unfair, quicker, darkest, undo, unlock</p>	<p>Step 12: Words with the split digraph 'i_e'</p> <p>five, ride, like, time, side, slide, spike, trike, fire, mine</p>	<p>Step 18: Words where the digraph 'ea' makes an /e/ sound</p> <p>head, bread, meant, instead, wealth, sweat, threat, spread, dead, deaf</p>	<p>Step 24: Words where the digraphs 'oa' and 'oe' make an /oa/ sound</p> <p>goes, goat, boat, dominoes, woe, toe, doe, road, soap, coat</p>	<p>Step 30: Words where 'ie' makes an /ee/ sound</p> <p>chief, thief, piece, brief, handkerchief, field, belief, priest, shield, grief</p>	<p>Step 36: Words with the digraphs 'ph' and 'wh'</p> <p>dolphin, phonics, alphabet, elephant, wheel, white, when, which, while, why</p>

*To be reviewed against Little Wandle