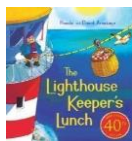























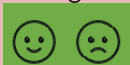
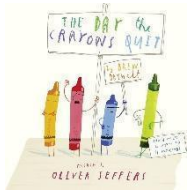
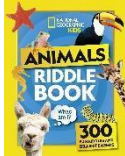














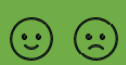






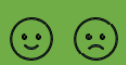




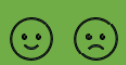



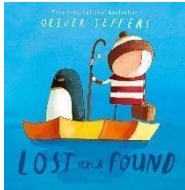
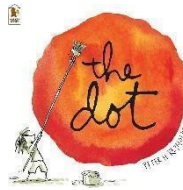





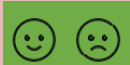


















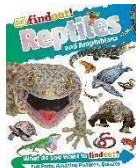









































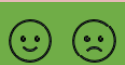







# Manor Park First School - Long Term Planning English - Year 1

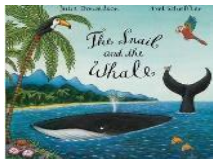
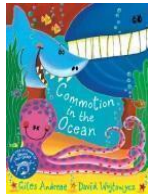
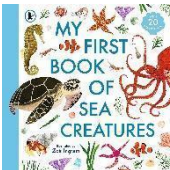









Autumn 1	Week 1 4 days	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8 2 days
	<div></div> <div><b>The Lighthouse Keeper's Lunch</b> Ronda &amp; David Armitage</div> <div>Can read other stories from the same series</div>					<div></div> <div><b>Seasons Come, Seasons Go Tree</b> Britta Teckentrup</div> <div><b>Linked texts:</b> The Boy and the Bear Tap the Magic Tree, Owl Babies</div>		
	<div><b>Writing outcome Non-Fiction:</b></div> <div>Labels for the items that Mrs Grinling is putting in the basket.</div> <div>Some children will write simple sentences.</div>	<div><b>Writing outcome Fiction:</b></div> <div>A message from the lighthouse.</div>	<div><b>Writing outcome Fiction:</b></div> <div>A postcard or letter from Mrs Grinling.</div> <div>Speech bubbles to show what characters are saying.</div>	<div><b>Writing outcome Non-Fiction:</b></div> <div>A set of instructions: how to make a delicious sandwich for Mr Grinling's lunch</div>	<div><b>Writing outcome Non-Fiction:</b></div> <div>Instructions: how to make a disgusting sandwich for Mr Grinling's lunch so the seagulls don't pick on it.</div>	<div><b>Writing outcome Poetry:</b></div> <div>Seasonal vocabulary – captions, labels.</div> <div>Rhyming words.</div>	<div><b>Writing outcome Poetry:</b></div> <div>Shape / calligram poem about the seasons.</div>	
	Oral retelling of the story and story mapping							
<b>Grammar Focus:</b>	<div>Leave spaces between words,</div> <div></div> <div>Use capital letters for names of people, places, days of the week</div> <div> </div> <div>Know letter names ABC etc.</div> <div></div>	<div>Leave spaces between words.</div> <div></div> <div>Begin to punctuate sentences using capital letters, full-stops.</div> <div>  </div>	<div>Leave spaces between words.</div> <div></div> <div>Begin to punctuate sentences using capital letters, full-stops.</div> <div>  </div> <div>Use some time movers: first, then, after (this will help children to learn how to sequence)</div> <div></div>	<div>Leave spaces between words.</div> <div> </div> <div>Begin to punctuate sentences using capital letters, full-stops.</div> <div> </div> <div>Use some describing words.</div> <div></div>	<div>Leave spaces between words.</div> <div> </div> <div>Begin to punctuate sentences using capital letters, full-stops.</div> <div> </div> <div>Begin to use words to describe feelings.</div> <div></div>			

Autumn 2	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7 4 days	
	<div></div> <div>The Day the Crayons Quit Drew Daywalt</div>			<div></div> <div>Animal riddles</div>		<div></div> <div>Mog's Christmas Judith Kerr</div>		
	<div>Writing outcome Fiction:</div> <div>Describing the crayons using a range of adjectives.</div>	<div>Writing outcome Fiction:</div> <div>Character description: Describe the different crayons and their personalities. Speech bubbles.</div>	<div>Writing outcome Fiction:</div> <div>A letter from a crayon to Duncan telling him why they quit.</div>	<div>Writing outcome Poetry:</div> <div>A riddle about animals.</div>	<div>Writing outcome Non-Fiction:</div> <div>A missing poster for Mog focusing on good use of vocabulary.</div>	<div>Writing outcome Fiction:</div> <div>A simple narrative.</div>		
Grammar Focus:	<div>Leave spaces between words.</div> <div></div>	<div>Leave spaces between words.</div> <div></div>	<div>Leave spaces between words.</div> <div></div>	<div>Leave spaces between words.</div> <div></div>	<div>Use some describing words.</div> <div></div>	<div>Leave spaces between words.</div> <div></div>		
	<div>Use capital letters for names of people, places, days of the week, using grammatical terminology.</div> <div></div>	<div>Use capital letters for names of people, places, days of the week, using grammatical terminology.</div> <div></div>	<div>Use capital letters for names of people, places, days of the week, using grammatical terminology.</div> <div></div>	<div>Use some describing words.</div> <div></div>	<div>Use words that describe feelings.</div> <div></div>	<div>Use capital letters for names of people, places, days of the week, using grammatical terminology.</div> <div></div>		
	<div>Use 'and' to extend sentences – other conjunctions if ready.</div> <div></div>	<div>Use some describing words.</div> <div></div>	<div>Use 'and' to extend sentences – other conjunctions if ready.</div> <div></div>	<div>Use a simple structure in my writing.</div> <div></div>	<div>Use words that describe feelings.</div> <div></div>			
	<div>Use 'and' to extend sentences – other conjunctions if ready.</div> <div></div>	<div>First person</div> <div></div>	<div>Use 'and' to extend sentences – other conjunctions if ready.</div> <div></div>	<div>Use a simple structure in my writing.</div> <div></div>	<div>Use words that describe feelings.</div> <div></div>			
	<div>Use some time movers: first, then, after</div> <div></div>		<div>First person</div> <div></div>	<div>Introduction to question marks</div> <div></div>				

Spring 1	Week 1 4 days	Week 2	Week 3	Week 4	Week 5	Week 6
	<div></div> <div><b>Lost and Found</b> Oliver Jeffers</div> <div>Linked text: Dogger: Shirley Hughes</div>			<div></div> <div><b>The Dot</b> Peter H Reynolds</div>		
	<b>Writing outcome Fiction:</b> Write a narrative including feeling words.		<b>Writing outcome Fiction:</b> Write a diary entry from the perspective of the penguin.	<b>Writing outcome Non-Fiction:</b>  A recount about the events that happen in the book. (first person recount)		<b>Writing outcome Non-Fiction:</b>  Instructions for how to mix different colours and how to start painting.
	Oral retelling of the story and story mapping					
<b>Grammar Focus:</b>	<div>Leave spaces between words. </div> <div>Use capital letters for names of people, places, days of the week, using grammatical terminology.  </div> <div>Use full stop at the end of a sentence.</div> <div>Use 'and' to extend sentences – other conjunctions if ready </div> <div>Use a simple structure in my writing. E.g beginning, middle and end. </div> <div>Use words that describe feelings. </div>	<div>Leave spaces between words. </div> <div>Use capital letters for names of people, places, days of the week, using grammatical terminology.  </div> <div>Use 'and' to extend sentences – other conjunctions if ready. </div> <div>Use words that describe feelings. </div>	<div>Leave spaces between words. </div> <div>Use capital letters for names of people, places, days of the week, using grammatical terminology.  </div> <div>Use 'and' to extend sentences – other conjunctions if ready. </div> <div>Use past and present mostly accurately – if ready, expose to grammatical terms. /ed suffix/ </div> <div>Use some time movers: first, then, after </div> <div>Use some describing words. </div>	<div>Leave spaces between words. </div> <div>Use capital letters for names of people, places, days of the week, using grammatical terminology.  </div> <div>Use 'and' to extend sentences – other conjunctions if ready. </div> <div>Use some time movers: first, then, after </div> <div>Use some describing words. </div>		

Spring 2	Week 1	Week 2	Week 3	Week 4	Week 5
	<div></div> <b>Reptile non-fiction books</b>			<div></div> <b>The Knight Who Wouldn't Fight</b> Helen Docherty	
	<b>Writing outcome Non-Fiction:</b>  Formal letter to reptile owner asking if they would be able to visit.	<b>Writing outcome Non-Fiction:</b>  Recount about their visit by the reptile owner.	<b>Writing outcome Non-Fiction:</b>  Non-chronological report about a reptile.	<b>Writing outcome Fiction:</b>  Character description. A guide to 'How to be a Knight'.	<b>Writing outcome Fiction:</b>  Character description. A guide to 'How to be a dragon'.
	Oral retelling of the story and story mapping				
<b>Grammar Focus:</b>	<div>Leave spaces between words.</div> <div>Use capital letters for names of people, places, days of the week.</div> <div>Introduce further punctuation ?</div> <div>Use 'and' to extend sentences – other conjunctions if ready.</div> <div>I don't start all my sentences with "the" or the character name or a pronoun. (GDS target)</div>	<div>Leave spaces between words.</div> <div>Use capital letters for names of people, places, days of the week, using grammatical terminology.</div> <div>Use 'and' to extend sentences – other conjunctions if ready.</div> <div>Use some time movers: first, then, after</div>	<div>Leave spaces between words.</div> <div>Use capital letters for names of people, places, days of the week, using grammatical terminology.</div> <div>Use 'and' to extend sentences – other conjunctions if ready.</div> <div>Use past and present mostly accurately. /ed suffix/</div> <div>Evidence of plural ending should now be seen.</div>	<div>Leave spaces between words.</div> <div>Use capital letters for names of people, places, days of the week. Question marks.</div> <div>Use 'and' to extend sentences – other conjunctions if ready.</div> <div>I don't start all my sentences with "the" or the character name or a pronoun. GDS target</div>	<div>Leave spaces between words.</div> <div>Use capital letters for names of people, places, days of the week, using grammatical terminology.</div> <div>Use 'and' to extend sentences – other conjunctions if ready.</div> <div>Use a simple structure in my writing. E.g beginning, middle and end.</div> <div>Noun phrases</div> <div>Use story language and structure</div>

Summer 1	Week 1 4 days	Week 2	Week 3 4 days	Week 4 4 days	Week 5	Week 6
	<div>  <b>Jack and the Beanstalk</b> </div>					
	<b>Writing outcome Non-Fiction:</b>  Instructions: how to plant and grow a bean.	<b>Writing outcome Fiction:</b>  Thought bubbles. Letter of advice to Jack about stealing the golden goose.	<b>Writing outcome Fiction:</b>  Character description and setting description, leading to a narrative using an innovated character or setting.			<b>Writing outcome Non-Fiction:</b>  Plant diary, using observations from the term.
	Oral retelling of the story and story mapping		Retelling own story			
<b>Grammar Focus:</b>	Use capital letters for names of people, places, days of the week, using grammatical terminology.   Introduce further punctuation.  Use some time movers: first, then, after  Use some describing words.  Use 'and' to extend sentences – other conjunctions if ready. 	Punctuate sentences using a variety of punctuation.  Use 'and' to extend sentences – other conjunctions if ready.  Write for intended audience  Use words that describe feelings. 	Punctuate sentences using a variety of punctuation.  Use 'and' to extend sentences. Use other conjunctions if ready.  Use some describing words.  Use a simple structure in my writing. E.g beginning, middle and end. 			Punctuate sentences using a variety of punctuation.  Using 'and' to extend sentences – other conjunctions if ready.  I don't start all my sentences with "the" or the character name or a pronoun. (GDS target) 

Summer 2	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
	 <b>The Snail and the Whale</b> Julia Donaldson			 <b>Commotion in the Ocean</b> Giles Andreae		 <b>My First Book of Sea Creatures</b> Zoe Ingram	
	<b>Writing outcome Fiction:</b>  Diary entry from the perspective of the snail – talking about what they have seen around the world.			<b>Writing outcome Poetry:</b>  Describe sea creatures.  Rhyming couplets	<b>Writing outcome Poetry:</b>  Create own version of Commotion in the ..... focusing on word choices and vocabulary.	<b>Writing outcome Non-Fiction:</b>  Non-chronological report about sea creature	
<b>Grammar Focus:</b>	Punctuate sentences using capital letters, full stops and question marks, exclamations.   Use some time movers: first, then, after (this will help children to learn how to sequence)   Use some describing words.   Use 'and' to extend sentences – other conjunctions if ready   I don't start all my sentences with 'the' or 'character name'. 			Use similes   Use noun phrases 		Punctuate sentences using a variety of punctuation.   Use some describing words.   Use 'and' to extend sentences – other conjunctions if ready. 