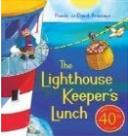
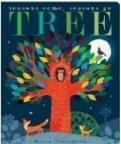
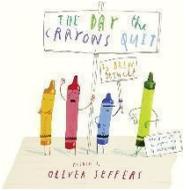
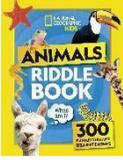
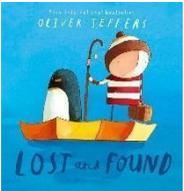
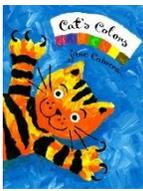
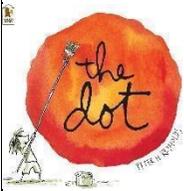
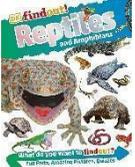
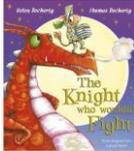


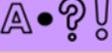
Manor Park First School - Long Term Planning English - Year 1

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

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

Spring 1	Week 1 4 days	Week 2	Week 3	Week 4	Week 5	Week 6		
	 <p>Lost and Found Oliver Jeffers</p>	<p>Linked text: Dogger: Shirley Hughes</p>		 <p>Cat's Colours Jane Cabrera</p>	 <p>The Dot Peter H Reynolds</p>			
	<p>Writing outcome Fiction: Describe the characters' feelings.</p>	<p>Writing outcome Fiction: Write captions to retell the story.</p>	<p>Writing outcome Fiction: A description of Dogger, linked text.</p>	<p>Writing outcome Poetry: Non-rhyming descriptive poem.</p>	<p>Writing outcome Non-Fiction: A recount about the events that happen in the book.</p>	<p>Writing outcome Non-Fiction: Instructions for how to mix different colours and how to start painting.</p>		
	<p>Oral retelling of the story and story mapping</p>							
<p>Grammar Focus:</p>	<p>Leave spaces between words. </p> <p>Use capital letters for names of people, places, days of the week, using grammatical terminology.  </p> <p>Use full stop at the end of a sentence. </p> <p>Use 'and' to extend sentences – other conjunctions if ready </p> <p>Use a simple structure in my writing. E.g beginning, middle and end. </p> <p>Use words that describe feelings. </p>		<p>Leave spaces between words. </p> <p>Use capital letters for names of people, places, days of the week, using grammatical terminology.  </p> <p>Use 'and' to extend sentences – other conjunctions if ready. </p> <p>Use words that describe feelings. </p>		<p>Leave spaces between words. </p> <p>Use capital letters for names of people, places, days of the week, using grammatical terminology.  </p> <p>Use 'and' to extend sentences – other conjunctions if ready. </p> <p>Use past and present mostly accurately – if ready, expose to grammatical terms. /ed suffix/ </p>		<p>Leave spaces between words. </p> <p>Use capital letters for names of people, places, days of the week, using grammatical terminology.  </p> <p>Use 'and' to extend sentences – other conjunctions if ready. </p> <p>Use some time movers: first, then, after </p> <p>Use some describing words. </p>	

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

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

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