



English Planning

Year A Year R/1

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Project Question	What makes a polar bear perfect?		What is the Queen’s job?		What does Julia Donaldson tell us about the UK?	
Texts fiction and non fiction	Olaf and the three Polar Bears (retell of a traditional tale) When I was a child Polar Bear and the rainbow (description & adjectives)		The Snow Queen by Hans Christian Andersen Frozen (Little Golden Books) Snow White Alice and Wonderland (NF) info buzz Queen Elizabeth II by Izzi Howell (NF) Our Queen Elizabeth by Kate Williams and Helen Shoesmith		Stickman (seasons) The singing Mermaid (beaches) The Gruffalo (forests & comic strip of story with new monster) The Smartest Giant in Town (Towns) What the Ladybird heard on holiday (London) The nut tree and How does your garden grow poems from Wriggle and Roar	
Reading Objectives	R: (Lit) Read individual letters by saying the sounds for them. (Lit) Blend sounds into words, so that they can read short words made up of known letter-sound correspondences (C&L) Engage in story times. (C&L) Learn rhymes, poems and songs.		R: (Lit) Read some letter groups that each represent one sound and say sounds for them. (Lit) Read a few common exception words matched to the school’s phonic programme. (Lit) Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words. (Lit) Re-read these books to build their confidence in word reading, their fluency and their understanding and enjoyment. (C&L) Listen to and talk about stories to build familiarity and understanding. (C&L) Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words		R: (C&L) Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary	
Reading Comprehension	Year 1: Develop pleasure in reading, motivation to read, vocabulary and understanding by: listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently; being encouraged to link what they have read or hear to their own experiences; becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics; recognising and joining in with predictable phrases; learning to appreciate rhymes and poems, and to recite some by heart; discussing word meanings, linking new meanings to those already known; Understand both the books they can already read accurately and fluently and those they listen to by: drawing on what they already know or on background information and vocabulary provided by the teacher; checking that the text makes sense to them as they read and correcting inaccurate reading; discussing					

	the significance of the title and events; 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. Participate in discussion about what is read to them, taking turns and listening to what others say. Explain clearly their understanding of what is read to them.				
Writing Text Type	Report Description - All about me booklet Critique - Art self portrait Rewriting known stories - traditional tale	Report - Queen Elizabeth II Fact file on PP Recount - Challenge Day & Lincoln Castle Visit Instructions - how to make a sandwich Acrostic poems Persuasion - School street party Story - Being Queen for the day (character comparison of Elsa & the ice queen / The white Queen & the red Queen in Alice and Wonderland	Holiday Brochure Rewriting known stories - Comic strip (retell of the Gruffalo) Description Report - Write up of the growth of a flower Report - Science experiment write up Poetry performance - A Nut Tree (Wriggle and Roar)		
Writing Objectives					
Non-fiction	<u>Report</u> Content and Organisation: Order/draw pictures to explain ideas. (Rec) Begin to write own sentences to go with given subheadings.(Year 1) Language Features: Explain verbally how their pictures link to the topic (Rec). Read given facts linked to the topic and find important key words (Year 1).	R: (Lit) Form lower-case and capital letters correctly For report writing - see previous term. <u>Recount:</u> Content and Organisation: Guided use of simple timeline to order events. Simple sentences used to order events verbally or scribed. (Rec) Simple sentences used independently to write about known events. Some use of .!? and capital letters. Language Features: Talks in past tense. Use of increasing range of verbs. Some Tier 3 used verbally with guidance.(Rec)	R: (Lit) Spell words by identifying the sounds and then writing the sound with letter/s. <u>Persuasion:</u> Content and Organisation: Can express an opinion verbally and talk about likes/dislikes. (Rec) Can write simple sentences from a viewpoint. (year 1) Language Features: With support can choose vocabulary to express opinions (Rec). Beginning to use conjunctions to expand ideas (Year 1).	For report writing, see previous term.	R: (Lit) Write short sentences with words with known sound-letter correspondences using a capital and full stop. (Lit) Reread what they have written to check that it makes sense

			<p>Consistent use of first person. Beginning to use some simple conjunctions. Can say the sentence before writing it. (Year 1)</p> <p><u>Instructions:</u> Content and Organisation: Use diagrams/pictures/labels to explain a process to an adult. (Rec) Use numbered steps to explain a process. With support, list equipment needed. (Year 1) Language Features: Use verbs to describe a process. (Rec) Use ‘bossy verbs’ to explain. Begin to use vocabulary of quantities/dimensions e.g. spoon/cupful (Year 1)</p>			
Fiction	<p>Traditional Tale <u>Generic text features</u></p> <ul style="list-style-type: none">- (REC) Simple narratives use some story language.- Simple narratives and retellings are told/ written in first or third person.- Simple narratives and retellings are told/ written in past tense- Simple narratives use typical characters, settings and events whether imagined or real.- Events are sequenced to create texts that make sense.- The main participants are human or animal.- (Y1) ‘Story language’ (e.g. once upon a time, later that day, etc.) may be used to create purposeful sounding writing. <p><u>Grammatical features</u> Reception:</p>	<p>Story <u>Generic text features</u></p> <ul style="list-style-type: none">- (REC) Simple narratives use some story language.- Simple narratives and retellings are told/ written in first or third person.- Simple narratives and retellings are told/ written in past tense- Simple narratives use typical characters, settings and events whether imagined or real.- Events are sequenced to create texts that make sense.- The main participants are human or animal.- (Y1) ‘Story language’ (e.g. once upon a time, later that day, etc.) may be used to create purposeful sounding writing. <p><u>Grammatical features</u> Reception:</p>	<p>Retell of a story <u>Generic text features</u></p> <ul style="list-style-type: none">- (REC) Simple narratives use some story language.- Simple narratives and retellings are told/ written in first or third person.- Simple narratives and retellings are told/ written in past tense- Simple narratives use typical characters, settings and events whether imagined or real.- Events are sequenced to create texts that make sense.- The main participants are human or animal.- (Y1) ‘Story language’ (e.g. once upon a time, later that day, etc.) may be used to create purposeful sounding writing. <p><u>Grammatical features</u> Reception: (C&L)</p>			

	<p>(C&L) - Understand how to listen carefully and why listening is important</p> <ul style="list-style-type: none"> - Engage in story times - Listen carefully to rhymes and songs, paying attention to how they sound - Learn rhymes, poems and songs <p>(EA&D) - Develop storylines in their pretend play</p> <p>Year1:</p> <ul style="list-style-type: none"> - Stories are often written in the third person and past tense e.g. Goldilocks ate the porridge; Goldilocks broke the chair; She fell asleep in Baby Bear's bed. - Personal recounts and retellings often use the first person and past tense, e.g. I had tea at my Granny's house on Saturday; We went to the park after school. - Sentences are demarcated using fullstops, capital letters and finger spaces. - Use of conjunctions e.g. and ... to join ideas and create variety in the sentence structure. - Use of exclamation marks to indicate emotions such as surprise or shock e.g. Help! Oh no! - Question marks can be used to form questions,e.g. I said to Mum can I have a biscuit? Who are you? Said the wolf. 	<p>(C&L) - Understand how to listen carefully and why listening is important</p> <ul style="list-style-type: none"> - Engage in story times - Listen carefully to rhymes and songs, paying attention to how they sound - Learn rhymes, poems and songs - Listen to and talk about stories to build familiarity and understanding - Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words <p>Year1:</p> <ul style="list-style-type: none"> - Stories are often written in the third person and past tense e.g. Goldilocks ate the porridge; Goldilocks broke the chair; She fell asleep in Baby Bear's bed. - Personal recounts and retellings often use the first person and past tense, e.g. I had tea at my Granny's house on Saturday; We went to the park after school. - Sentences are demarcated using fullstops, capital letters and finger spaces. - Use of conjunctions e.g. and ... to join ideas and create variety in the sentence structure. - Use of exclamation marks to indicate emotions such as surprise or shock e.g. Help! Oh no! - Question marks can be used to form questions,e.g. I said to Mum can I have a biscuit? Who are you? Said the wolf. 	<ul style="list-style-type: none"> - Understand how to listen carefully and why listening is important - Engage in story times - Listen carefully to rhymes and songs, paying attention to how they sound - Learn rhymes, poems and songs - Listen to and talk about stories to build familiarity and understanding - Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words - Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary <p>(L)</p> <ul style="list-style-type: none"> - Write short sentences with words with known sound-letter correspondences using a capital and full stop - Reread what they have written to check that it makes sense <p>Year1:</p> <ul style="list-style-type: none"> - Stories are often written in the third person and past tense e.g. Goldilocks ate the porridge; Goldilocks broke the chair; She fell asleep in Baby Bear's bed. - Personal recounts and retellings often use the first person and past tense, e.g. I had tea at my Granny's house on Saturday; We went to the park after school. - Sentences are demarcated using fullstops, capital letters and finger spaces. - Use of conjunctions e.g. and ... to join ideas and create variety in the sentence structure. - Use of exclamation marks to indicate emotions such as surprise or shock e.g. Help! Oh no! - Question marks can be used to form questions,e.g. I said to Mum can I have a biscuit? Who are you? Said the wolf.
<p>Planning Preparation</p>	<ul style="list-style-type: none"> - (REC) Make simple innovations to known stories e.g. change main character. - (REC) Introduce story characters/ props into provision areas to structure play - Learn stories orally and retell them with actions. 		

	<ul style="list-style-type: none"> - Tell and retell stories orally using props and plans for assistance (e.g. story maps, puppets, pictures) and through drama activities. - Think, say and write sentences to tell the story or narrative in their own words. - (Y1) Listen to/ learn stories and narrative texts that use the features required for the writing. - (Y1) Use drama to understand to deepen understanding of chosen text. - (Y1) Activities to deepen the understanding of the structure of the chosen story e.g. using Story Mountain. - (Y1) Think about the intended audience and the purpose of the story (e.g. to scare, amuse, and teach a moral...) so that plans are shaped to satisfy the audience and purpose. - (Y1) Make structured plans based on the chosen story by changing characters and key events. - (Y1) Recognise and use 'story language' e.g. Once upon a time, later that day, happily ever after etc. 					
Phonics/Spelling/ Grammar (Phonics Bug Planning Progression for more detail)	Reception -Hear initial sounds in words. -Hears phonemes and write phonemes in simple words. -Use phonic knowledge to write in their spoken words. -Some words are spelt correctly others are phonetically plausible. -Begins to write words with same ending (rhyming string). -Begins to write sentences independently. -Writes some irregular words. Y1 Spell the days of the week accurately. Spell common exception words. (tricky words) Letters of the alphabet in order. Spell words phonetically. Write simple sentences to practice spelling. Begin to use noun phrases Use co-ordinating conjunctions i.e. but, or, and.		Y1 Words with known phonemes- first 40 sounds learnt Spell words with alternative sounds. Some common exception words. (tricky words) Use noun phrases. Use subordinating conjunctions i.e. because.		Y1 Adding the suffix -s, -es, -ing, -ed, -er, -est. (with root words e.g. helping, helped, helper) Adding the prefix -un. Know how to make plurals +s or +es. Begin to use possessive apostrophes e.g. Alfie's. Begin to spell contracted words accurately. Use co-ordinating conjunctions - but, or, and independently. Use past/present tense consistently.	
Punctuation	Year 1 Use full stops and capital letters and ! ?.		Year 1: Use full stops and capital letters ? ! independently.		Year 1: Use full stops and capital letters and ? ! correctly and consistently.	
Spoken Language						

Year B Year R/1

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Project Question	What makes a superhero?		What does water cost?		Farms/ growing/ farms around the world/Lincolnshire	
Texts	Traction Man Superhero ABC		We're going on a bear hunt Tinga Tales How Elephant got his trunk		Farmer Duck Little Red Hen	

fiction and non fiction	Supertato Evil Pea	Handa’s surprise Anna Hibiscus	The Enormous Turnip Apple Tree Farm (Poppy and Sam) Rosie’s Walk		
Reading Objectives	R: (Lit) Read individual letters by saying the sounds for them. (Lit) Blend sounds into words, so that they can read short words made up of known letter-sound correspondences (C&L) Engage in story times. (C&L) Learn rhymes, poems and songs.	R: (Lit) Read some letter groups that each represent one sound and say sounds for them. (Lit) Read a few common exception words matched to the school’s phonic programme. (Lit) Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary a few exception words. (Lit) Re-read these books to build their confidence in word reading, their fluency and their understanding and enjoyment. (C&L) Listen to and talk about stories to build familiarity and understanding. (C&L) Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words	R: (C&L) Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary		
Writing Text Type	Report - of chosen ‘real life hero’ Story - Comic strip of a problem in BB with a hero Rewriting known stories - Supertato Acrostic poem	Persuasive writing - sponsorship Rewriting known stories - We’re going on a lion hunt - with UK animals and fruit A new Tinga Tales story	Instructions - how to plant a seed Report - How a flower grows - voice over for stop motion film		
Writing Objectives					
Non Fiction	<u>Report</u> Content and Organisation: Order/draw pictures to explain ideas. (Rec) Begin to write own sentences to go with given subheadings.(Year 1) Language Features: Explain verbally how their pictures link to the topic (Rec). Read given facts linked to the topic and find important key words (Year 1).	R: (Lit) Form lower-case and capital letters correctly <u>Persuasion:</u> Content and Organisation: Can express an opinion verbally and talk about likes/dislikes. (Rec) Can write simple sentences from a viewpoint. (year 1) Language Features: With support can choose vocabulary to express opinions (Rec).	R: (Lit) Spell words by identifying the sounds and then writing the sound with letter/s.	<u>Instructions:</u> Content and Organisation: Use diagrams/pictures/labels to explain a process to an adult. (Rec) Use numbered steps to explain a process. With support, list equipment needed. (Year 1) Language Features: Use verbs to describe a process. (Rec) Use ‘bossy verbs’ to explain.	R: (Lit) Write short sentences with words with known sound-letter correspondences using a capital and full stop. (Lit) Reread what they have written to check that it makes sense <u>Report</u> Content and Organisation: Order/draw pictures to explain ideas. (Rec) Begin to write own sentences to go with given subheadings.(Year 1)

		Beginning to use conjunctions to expand ideas (Year 1).		Begin to use vocabulary of quantities/dimensions e.g. spoon/cupfull (Year 1)	Language Features: Explain verbally how their pictures link to the topic (Rec). Read given facts linked to the topic and find important key words (Year 1).
Fiction	<p>Story <u>Generic text features:</u></p> <ul style="list-style-type: none">- (REC) Simple narratives use some story language.- Simple narratives and retellings are told/ written in first or third person.- Simple narratives and retellings are told/ written in past tense- Simple narratives use typical characters, settings and events whether imagined or real.- Events are sequenced to create texts that make sense.- The main participants are human or animal.- (Y1) 'Story language' (e.g. once upon a time, later that day, etc.) may be used to create purposeful sounding writing. <p><u>Grammatical features:</u> Reception: (C&L) - Understand how to listen carefully and why listening is important</p> <ul style="list-style-type: none">- Engage in story times- Listen carefully to rhymes and songs, paying attention to how they sound- Learn rhymes, poems and songs <p>(EA&D) - Develop storylines in their pretend play Year1:</p> <ul style="list-style-type: none">- Stories are often written in the third person and past tense e.g. Goldilocks ate the porridge; Goldilocks broke the chair; She fell asleep in Baby Bear's bed.- Personal recounts and retellings often use the first person and past tense, e.g. I had tea at my Granny's house on Saturday; We went to the park after school.- Sentences are demarcated using fullstops, capital letters and finger spaces.	<p>Story <u>Generic text features:</u></p> <ul style="list-style-type: none">- (REC) Simple narratives use some story language.- Simple narratives and retellings are told/ written in first or third person.- Simple narratives and retellings are told/ written in past tense- Simple narratives use typical characters, settings and events whether imagined or real.- Events are sequenced to create texts that make sense.- The main participants are human or animal.- (Y1) 'Story language' (e.g. once upon a time, later that day, etc.) may be used to create purposeful sounding writing. <p><u>Grammatical features:</u> Reception: (C&L) - Understand how to listen carefully and why listening is important</p> <ul style="list-style-type: none">- Engage in story times- Listen carefully to rhymes and songs, paying attention to how they sound- Learn rhymes, poems and songs- Listen to and talk about stories to build familiarity and understanding- Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words <p>Year1:</p> <ul style="list-style-type: none">- Stories are often written in the third person and past tense e.g. Goldilocks ate the porridge; Goldilocks broke the chair; She fell asleep in Baby Bear's bed.- Personal recounts and retellings often use the first person and past tense, e.g. I had tea at my	<p>Retell of a story <u>Generic text features:</u></p> <ul style="list-style-type: none">- (REC) Simple narratives use some story language.- Simple narratives and retellings are told/ written in first or third person.- Simple narratives and retellings are told/ written in past tense- Simple narratives use typical characters, settings and events whether imagined or real.- Events are sequenced to create texts that make sense.- The main participants are human or animal.- (Y1) 'Story language' (e.g. once upon a time, later that day, etc.) may be used to create purposeful sounding writing. <p><u>Grammatical features:</u> Reception: (C&L)</p> <ul style="list-style-type: none">- Understand how to listen carefully and why listening is important- Engage in story times- Listen carefully to rhymes and songs, paying attention to how they sound- Learn rhymes, poems and songs- Listen to and talk about stories to build familiarity and understanding- Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words- Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary <p>(L)</p>		

	<ul style="list-style-type: none"> - Use of conjunctions e.g. and ... to join ideas and create variety in the sentence structure. - Use of exclamation marks to indicate emotions such as surprise or shock e.g. Help! Oh no! - Question marks can be used to form questions,e.g. I said to Mum can I have a biscuit? Who are you? Said the wolf. 	<p>Granny's house on Saturday; We went to the park after school.</p> <ul style="list-style-type: none"> - Sentences are demarcated using fullstops, capital letters and finger spaces. - Use of conjunctions e.g. and ... to join ideas and create variety in the sentence structure. - Use of exclamation marks to indicate emotions such as surprise or shock e.g. Help! Oh no! - Question marks can be used to form questions,e.g. I said to Mum can I have a biscuit? Who are you? Said the wolf. 	<ul style="list-style-type: none"> - Write short sentences with words with known sound-letter correspondences using a capital and full stop - Reread what they have written to check that it makes sense - <p>Year1:</p> <ul style="list-style-type: none"> - Stories are often written in the third person and past tense e.g. Goldilocks ate the porridge; Goldilocks broke the chair; She fell asleep in Baby Bear's bed. - Personal recounts and retellings often use the first person and past tense, e.g. I had tea at my Granny's house on Saturday; We went to the park after school. - Sentences are demarcated using fullstops, capital letters and finger spaces. - Use of conjunctions e.g. and ... to join ideas and create variety in the sentence structure. - Use of exclamation marks to indicate emotions such as surprise or shock e.g. Help! Oh no! - Question marks can be used to form questions,e.g. I said to Mum can I have a biscuit? Who are you? Said the wolf.
Planning and Preparation	<ul style="list-style-type: none"> - (REC) Make simple innovations to known stories e.g. change main character. - (REC) Introduce story characters/ props into provision areas to structure play - Learn stories orally and retell them with actions. - Tell and retell stories orally using props and plans for assistance (e.g. story maps, puppets, pictures) and through drama activities. - Think, say and write sentences to tell the story or narrative in their own words. - (Y1) Listen to/ learn stories and narrative texts that use the features required for the writing. - (Y1) Use drama to understand to deepen understanding of chosen text. - (Y1) Activities to deepen the understanding of the structure of the chosen story e.g. using Story Mountain. - (Y1) Think about the intended audience and the purpose of the story (e.g. to scare, amuse, and teach a moral...) so that plans are shaped to satisfy the audience and purpose. - (Y1) Make structured plans based on the chosen story by changing characters and key events. - (Y1) Recognise and use 'story language' e.g. Once upon a time, later that day, happily ever after etc. 		
Phonics/Spelling/ Grammar (Phonics Bug Planning for more detail)	<p>Reception-Hear initial sounds in words. -Hears phonemes and write phonemes in simple words. -Use phonic knowledge to write in their spoken words. -Some words are spelt correctly others are phonetically plausible. -Begins to write words with same ending (rhyming string). -Begins to write sentences independently. -Writes some irregular words.</p>	<p>Y1 Words with known phonemes- first 40 sounds learnt Spell words with alternative sounds. Some common exception words. (tricky words)</p> <p>Use noun phrases. Use subordinating conjunctions i.e. because.</p>	<p>Y1 Adding the suffix -s, -es, -ing, -ed, -er, -est. (with root words e.g. helping, helped, helper) Adding the prefix -un.</p> <p>Know how to make plurals +s or +es. Begin to use possessive apostrophes e.g. Alfie's. Begin to spell contracted words accurately.</p>

	Y1 Spell the days of the week accurately. Spell common exception words. (tricky words) Letters of the alphabet in order. Spell words phonetically. Write simple sentences to practice spelling. Begin to use noun phrases Use co-ordinating conjunctions i.e. but, or, and.				Use co-ordinating conjunctions - but, or, and independently. Use past/present tense consistently.	
Punctuation	Year 1 Use full stops and capital letters and ? !.		Year 1: Use full stops and capital letters and ? ! independently.		Year 1: Use full stops and capital letters and ? ! correctly and consistently.	
Spoken Language						