

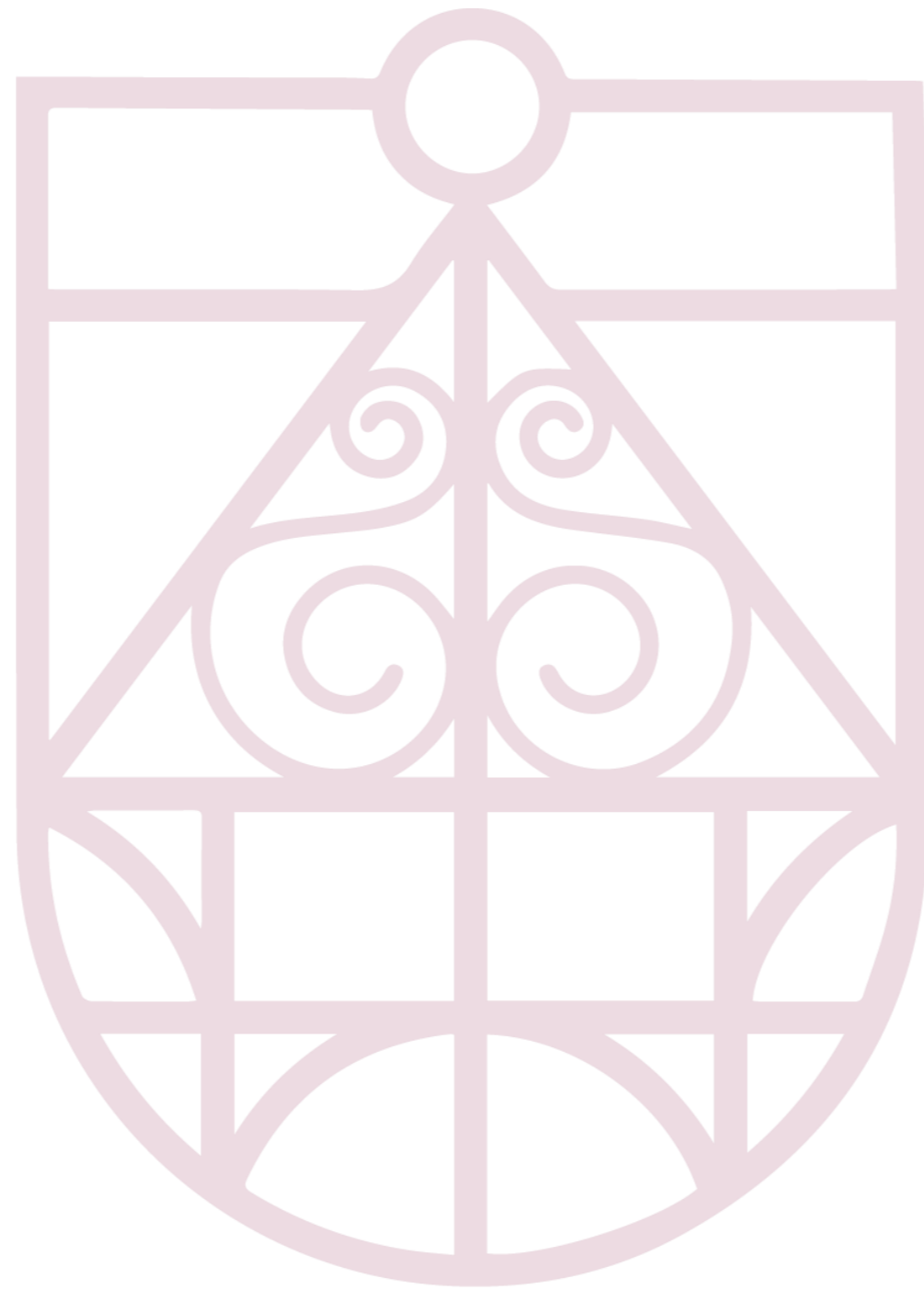
Warley Road Academy English Curriculum Long Term Plan

Year 1



Topics	Amazing Me, where I live and my awesome journey to school!	Remember, remember, the fifth of November, gunpowder treason and plot!	Totally Terrific Toys	A day out in the United Kingdom	The Lady with the Lamp	Clever changes to Warley Road
	Autumn term 1	Autumn term 2	Spring term 1	Spring term 2	Summer term 1	Summer term 2
Key Text	 <p>Ruby's Worry- Tom Percival R The Rainbow Fish- Marcus Pfister R When I am by myself poem- Elouise Greenfield Yr1</p>	 <p>Stardust- Jeanne Willis Yr2 Firework Night poetry- Andrew Collett Yr1 Bear Hunt- Michael Rosen Yr1 The Gunpowder Plot</p>	 <p>Lost & Found- Oliver Jeffers Penguins- National Geographic R Toys from the Past- Sally Hewitt Yr1</p>	 <p>Little Red Riding Hood- Lari Don Yr1 Jack & the Jellybean Stalk- Rachel Mortimer R Pinocchio- Carlo Collodi Yr1</p>	 <p>Handa's Surprise- Eileen Brown R Grandad's Island- Benji Davies Yr1 Bold Women in Black History- Vashti Harrison Yr1</p>	 <p>The Way Back Home- Oliver Jeffers Yr1 Our trip to the Woods (recount focus) Yr1 On Safari (travel journal) Yr1</p>
Whole Class Guided Reading Y1						
Storytime						
Reading for Pleasure Texts						
Rhymes and Poems	When I am by Myself Firework poems		Seasonal Poems		Animal Poems	

Non-Fiction Text	Little Leaders- Black Women in Bold History	Captain Tom Moore- Little People Big Dreams	Inventors who changed the World- Heidi Poleman	Look inside London- Jonathan Melmoth	Little People, Big Dreams- Florence Nightingale	Little People Big Dreams- Steven Hawkins
Writing Text Type	Narrative - story	Narrative - story, adventure	Penguins: Report/fact file Toys from the past: Report Narrative – adventure story	Narrative – traditional tales and tale with a twist	Narrative – adventure story	Our trip to the Woods (recount focus) On Safari (travel journal)
Grammar and Punctuation	<p>Use a capital letter for “I”</p> <p>Start sentences with a capital letter</p> <p>Separate words with spaces</p> <p>Finish the sentence with a full stop</p> <p>To orally use simple co-ordinating conjunctions: And</p> <p>Write a compound sentence using the coordinating conjunction “and”</p>	<p>Teach imperative verbs first, next, then</p> <p>Capital letters and full stops to mark sentences</p> <p>Teach what is a noun and verb to use in simple sentences</p> <p>Use capital letters for days of the week</p>	<p>Begin to use comparative adjectives</p> <p>Conjunctions: and, because</p> <p>Plurals - Regular plurals where you only add an “-s” or “-es”</p> <p>Use capital letters for proper nouns (people and places)</p> <p>Write a sentence that includes an adjective</p>	<p>Past and present tense verbs- Suffixes of verbs, adding “-ed” or “-ing”</p> <p>Use the prefix of “un-”</p> <p>Use question marks in sentences</p> <p>Use determiners: the, a, an, my your, his, her</p>	<p>Orally devise alliteration: a cool cat a sneaky snake</p> <p>Similes: as big as an elephant</p> <p>Continue with past and present tense verbs</p> <p>Conjunctions: and, but, so, because, when</p> <p>Comparative and superlative adjectives, adding, “-er” and “-est” to regular adjectives:</p>	<p>Use noun phrases: adjective + noun</p> <p>Use exclamation marks</p> <p>Introduce adverbs</p> <p>Prepositions: <i>up, down, in, into, out, to, onto, under, inside, outside, above</i></p>
Spelling	<ul style="list-style-type: none"> Use letter names to distinguish spelling alternate sounds Use phonics and common exception words – Phase 3 and Phase 5 		<ul style="list-style-type: none"> Use suffixes –ed and –ing where no change in needed on root words Use suffixes –er and –est where no change in needed on root words Use -s or -es for regular plural noun 		<ul style="list-style-type: none"> Continue to consolidate previously taught spelling patterns Apply alternative spelling from phonics Use prefix -un 	



WARLEY
ROAD
Academy