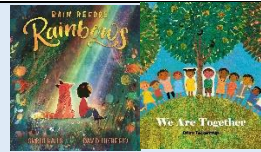
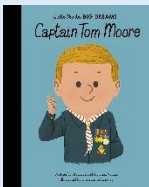
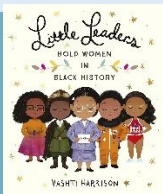
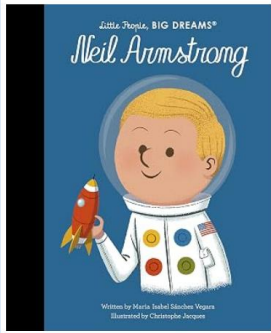
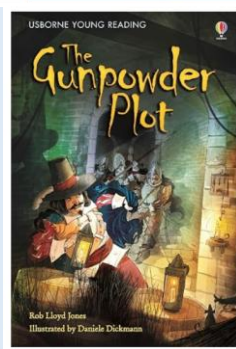
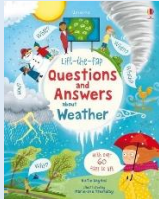
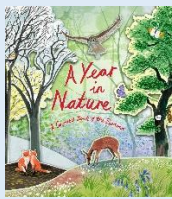
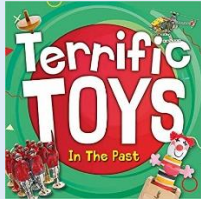
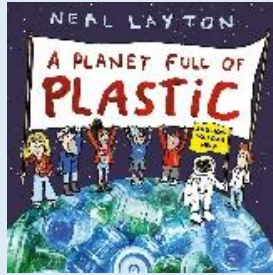


Hill View Academy English Curriculum Long Term Plan

Year 1



Topics	Around Almondbury	Neil Armstrong	Weather + Seasons	Toy story	Nurturing Nurses	Holiday's in the UK
Key Text	Autumn term 1	Autumn 2	Spring term 1	Spring term 2	Summer term 1	Summer term 2
Supplementary texts	Autumn term 1	Autumn 2	Spring term 1	Spring term 2	Summer term 1	Summer term 2
Storytime	Autumn term 1	Autumn 2	Spring term 1	Spring term 2	Summer term 1	Summer term 2

						
Reading for Pleasure Texts	Class library	Class library	Class library	Class library	Class library	Class library
Rhymes and Poems	When I am by Myself Firework poems		Seasonal Poems		Animal Poems	
Non-Fiction Text	 	 	 			
Writing Text Type	Fiction: narrative retell Non Fiction:	Fiction: Poetry – Firework poems Non Fiction: Information Text – Facts about Neil Armstrong	Fiction – Lost and Found, story retell with a change of character (animal from the Antarctic) Information Text – Winter poems	Fiction- setting description of the museum. Non- Fiction – Recount of our visit to Bradford Industrial Museum	Fiction- setting description of the woods Character description of red riding hood/ grandma/ the wolf Non- Fiction – Information text-facts about Florence Nightengale	Fiction – Last stop on Market Street, character descriptions of people riding the bus. To create own character. Non fiction – Post card from Lytham St. Anees
RAFT	Story re-tell R – To retell the events of a familiar story and share what happened to the characters. A – Children in the class F – Past tense, third person, sequencing words (<i>first, next, then, after that, finally</i>), simple sentences, descriptive adjectives, capital letters	Information Text R – To give information A – Children and adults who want to learn about Neil Armstrong. F – Present tense, factual information, headings, labelled pictures, simple sentences, key facts, capital letters for names and places, subject-	Story retell- Change of character R – To retell a familiar story and describe the adventures of the characters. A – Children F – Past tense, third person, sequencing words (<i>first, next, then, after that, finally</i>), character names, simple and compound sentences, descriptive adjectives,	Setting description- R – To describe a setting and help the reader imagine what the toy museum is like. A – Children F - Present tense, descriptive adjectives, expanded noun phrases, using 'and' to join ideas , prepositions (e.g. <i>behind, next to</i> ,	Character Description: R – To describe a character and help the reader imagine what Little Red Riding Hood is like. A – Children F – Present tense, descriptive adjectives, expanded noun phrases, using 'and' to join ideas , simple and compound sentences, question marks (?), exclamation marks (!),	Character Description: A New Character on the Bus R – To describe a new character and help the reader imagine what they look like, what they do and what they are like. A – Children F –descriptive adjectives, expanded noun phrases, simple and compound sentences, using 'and' to

	and full stops, character names, events in the correct order. T –Informal- simple	specific vocabulary (e.g. astronaut, Moon, space), bullet points where appropriate. T –Formal- Informative, clear and factual.	feelings and emotions, events retold in the correct order, capital letters and full stops. T – Informal- imaginative and engaging.	<i>under</i>), exclamation marks (!), question marks (?) senses (what can be seen, heard or felt). T – Informal- Exciting.	descriptions of appearance and personality, capital letters and full stops. T – Informal- descriptive and engaging.	join ideas, character appearance and personality descriptions, feelings, capital letters and full stops, question marks (?), exclamation marks (!), singular and plural nouns, regular -ed and -ing words, prefixes un- where appropriate, sequencing of ideas, and vocabulary chosen to make the character interesting to the reader. T –Informal- imaginative and engaging.
		Poetry- Fireworks R – To entertain by describing fireworks using exciting words and create pictures in the reader’s mind. A – Children F – Descriptive vocabulary, adjectives, repeated phrases, simple similes (e.g. <i>like a star</i>), short lines, rhyme where appropriate, alliteration, capital letters and full stops where needed, sensory language (what can be seen and heard). T – Informal-Exciting, colourful and imaginative	Poetry- Winter poems R – To describe the sights, sounds and feelings of winter A – Children F– Each line begins with “Winter is...”, descriptive adjectives, simple similes, sensory language, repetition, short poetic lines, alliteration where appropriate, capital letters and full stops where needed, commas in a list T –informal- imaginative and descriptive	curious and imaginative Trip recount- R – To retell and record what happened during a visit to Bradford Industrial Museum. A – Other teachers and pupils or parents F – Past tense, first person (<i>I, we</i>), sequencing words (<i>first, next, then, finally</i>), using ‘and’ to join ideas, simple sentences, question marks (?), exclamation marks (!), thoughts and feelings, events in the correct order, spelling words with -ed and -ing endings, capital letters and full stops. T –Informal- Personal, enthusiastic and informative.	Setting Description: The Woods (<i>Little Red Riding Hood</i>) R– To describe the setting and help the reader picture the woods. A – Children F – Present tense, descriptive adjectives, expanded noun phrases, using ‘and’ to join ideas, prepositions (e.g. <i>behind, under, beside</i>), simple and compound sentences, question marks (?), exclamation marks (!), sensory language (what can be seen, heard and felt), capital letters and full stops. T– Informal-exciting and descriptive. Fact page- R – To give information and facts about Florence Nightingale and her life. A – Children F – Present tense, factual information, headings, labelled pictures, simple sentences, using ‘and’ to join ideas, key facts, capital letters for names and places, subject-specific vocabulary (e.g. <i>nurse, hospital, patient</i>), spelling words with -ed and -ing endings, plural nouns (e.g. <i>nurses, hospitals, lamps</i>),	Postcard: Visit to Lytham St Annes R – To persuade others to visit. A – Friends, family and other people who may want to visit Lytham St Annes. F – First person (<i>I, we</i>), past tense, simple sentences and compound sentences, using ‘and’ to join ideas, persuasive vocabulary (e.g. <i>amazing, exciting, beautiful, fun</i>), descriptions of places visited, thoughts and feelings, question marks (?), exclamation marks (!), capital letters and full stops, regular -ed and -ing words, sequencing words (<i>first, next, then, finally</i>), and reasons why others should visit.

					question marks (?) and exclamation marks (!) where appropriate. T –Formal- Informative, clear and factual.	T –Informal and persuasive.
Generating Ideas - Blue	Re-tell familiar stories and recount events; include main events in sequence, focusing on who is in the event, where events take place and what happens in each event; use story language, sentence patterns and sequencing words to organise events, (e.g.) then, next etc.; recite stories, supported by story boxes, pictures etc.; act out stories and portray characters and their motives.	Information Text - Convey information and ideas in simple non- narrative forms such as labels for drawings and diagrams, extended captions and simple lists for planning or reminding. Through talk and role play explore how others might think, feel and react differently from themselves and from each other. In reading explore how different characters might think, feel and react differently from themselves and from each other. Firework Poetry- Develop pleasure in reading, motivation to read, vocabulary and understanding by listening to, discussing, and expressing views about a wide range of contemporary and classic poetry at a level beyond that at which they can read independently. Recognise simple recurring literary language in stories and poetry.	Story Retell with a change of character- Re-tell familiar stories and recount events; include main events in sequence, focusing on who is in the event, where events take place and what happens in each event; use story language, sentence patterns and sequencing words to organise events, (e.g.) then, next etc.; recite stories, supported by story boxes, pictures etc.; act out stories and portray characters and their motives.. Winter Poetry- Develop pleasure in reading, motivation to read, vocabulary and understanding by listening to, discussing, and expressing views about a wide range of contemporary and classic poetry at a level beyond that at which they can read independently. Recognise simple recurring literary language in stories and poetry.	Story setting: Story Retell with a change of character- Re-tell familiar stories and recount events; include main events in sequence, focusing on who is in the event, where events take place and what happens in each event; use story language, sentence patterns and sequencing words to organise events, (e.g.) then, next etc.; recite stories, supported by story boxes, pictures etc.; act out stories and portray characters and their motives.. Trip recount: Describe incidents from own experience in an audible voice, using sequencing words and phrases such as ‘then’, ‘after that’; listen to other’s recounts and ask relevant questions. Read personal recounts and begin to recognise generic structure, e.g. ordered sequence of events, use of words like first, next, after, when	Story: Story Retell with a change of character- Re-tell familiar stories and recount events; include main events in sequence, focusing on who is in the event, where events take place and what happens in each event; use story language, sentence patterns and sequencing words to organise events, (e.g.) then, next etc.; recite stories, supported by story boxes, pictures etc.; act out stories and portray characters and their motives.. Information Text (Florence Nightengale) Convey information and ideas in simple non- narrative forms such as labels for drawings and diagrams, extended captions and simple lists for planning or reminding. Through talk and role play explore how others might think, feel and react differently from themselves and from each other. In reading explore how different characters might think, feel and react differently from themselves and from each other.	Story: Story Retell with a change of character- Re-tell familiar stories and recount events; include main events in sequence, focusing on who is in the event, where events take place and what happens in each event; use story language, sentence patterns and sequencing words to organise events, (e.g.) then, next etc.; recite stories, supported by story boxes, pictures etc.; act out stories and portray characters and their motives.. Postcard: Describe incidents from own experience in an audible voice, using sequencing words and phrases such as ‘then’, ‘after that’; listen to other’s recounts and ask relevant questions. Read personal recounts and begin to recognise generic structure, e.g. ordered sequence of events, use of words like first, next, after, when. Read captions, pictures, posters and adverts that are trying to persuade. Begin to recognise what they are trying to do and some of the ways they do it. Through games and role play begin to explore what it means to persuade or be persuaded, and what different methods might be effective.
Creating Information - Red	Use patterns and language from familiar stories in own writing; write complete stories with a simple structure: beginning – middle – end, decide where it is set and use ideas from reading for some incidents and events.	Information text (Neil Armstrong) Independently choose what to write about, orally rehearse, plan and follow it through. Write a simple non-chronological report by writing	Story Retell with a change of character- Use patterns and language from familiar stories in own writing; write complete stories with a simple structure: beginning – middle – end, decide where it is set and use ideas from reading for some incidents and events.	Story setting: Story Retell with a change of character- Use patterns and language from familiar stories in own writing; write complete stories with a simple structure: beginning – middle – end, decide where it is set and use ideas from	Story: Use patterns and language from familiar stories in own writing; write complete stories with a simple structure: beginning – middle – end, decide where it is set and use ideas from reading for some incidents and events.	Story: Use patterns and language from familiar stories in own writing; write complete stories with a simple structure: beginning – middle – end, decide where it is set and use ideas from reading for some incidents and events.

		sentences to describe aspects of the subject. Firework Poetry- Write poetry.	Winter Poetry- Write poetry.	reading for some incidents and events. Trip recount: Write simple first person recounts linked to topics of interest/study or to personal experience, using the language of texts read as models for own writing, maintaining consistency in tense and person.	Information Text- Florence Nightengale- Independently choose what to write about, orally rehearse, plan and follow it through. Write a simple non-chronological report by writing sentences to describe aspects of the subject.	Postcard: Write simple first person recounts linked to topics of interest/study or to personal experience, using the language of texts read as models for own writing, maintaining consistency in tense and person.
Spelling	• Use letter names to distinguish spelling alternate sounds • Use phonics and common exception words – Phase 3 and Phase 5 Capital Letters		• 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		• Continue to consolidate previously taught spelling patterns • Apply alternative spelling from phonics • Use prefix -un	
Punctuation & Grammar	Vocabulary: Leave spaces between words. Use alliteration in a poem or a story. (WAF) Grammar: Use adjectives to describe nouns. Write simple sentences that are sequenced to form a narrative (WAF) Punctuation: Use a capital letter for proper nouns and the personal pronoun ‘I’. Use capital letters and full stops to punctuate most sentences (WAF) Use basic sentence punctuation, capital letter and a full stop.		Vocabulary: Leave spaces between words. Use alliteration in a poem or a story. (WAF) Use a regular pattern of rhyme at the end of a lines (WAF) Grammar: Join words and clauses using ‘and’. Use adjectives to describe nouns. Write simple sentences that are sequenced to form a narrative (WAF) Use Capital letters for some names and places. (WAF) Punctuation: Use a capital letter for proper nouns and the personal pronoun ‘I’. Use basic sentence punctuation, capital letter and a full stop, question mark or exclamation mark.		Vocabulary: Leave spaces between words. Use alliteration in a poem or a story. (WAF) Use simple past and present tense verbs with some consistency and accuracy (WAF) Grammar: Join words and clauses using ‘and’. Use adjectives to describe nouns. Write simple sentences that are sequenced to form a narrative (WAF) Use Capital letters for some names and places. (WAF) Punctuation: Use a capital letter for proper nouns and the personal pronoun ‘I’. Use basic sentence punctuation, capital letter and a full stop, question mark or exclamation mark.	

