



St. John's English Long Term Plan: Year 1

Refer to the 'Genre Progression of Knowledge' document for additional detail regarding the genre and required prior learning knowledge.

Year	Autumn 1 Weather & Climate	Autumn 2 Toys	Spring 1 The United Kingdom	Spring 2 Local History Significant Individuals	Summer 1 Our Local Area	Summer 2 The Great Fire of London
1 Non-Fiction		Reports: Labels, lists & captions.	Reports: Fact files.	Simple Recount: Recount of an event.	Simple Instructions: How to plant a seed	Simple Recount: Diaries and journals.
Reading		<ul style="list-style-type: none"> 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 read or hear read to their own experiences 				
Purpose		Writing to Inform	Writing to Inform	Writing to Inform	Writing to Inform	Writing to Inform
Writer Knowledge		<ul style="list-style-type: none"> word choices, labels and captions 	<ul style="list-style-type: none"> concept of a sentence capital letters and end marks word choices labels and captions 	<ul style="list-style-type: none"> concept of a sentence capital letters and end marks word choices correct past tense form written in the first person 	<ul style="list-style-type: none"> concept of a sentence basic sequencing of sentences capital letters and end marks word choices correct past tense form labels and captions 	<ul style="list-style-type: none"> concept of a sentence capital letters and end marks word choices correct past tense form written in the first person
1 Poetry	Shape poems / calligrams				Acrostics	
Reading	<ul style="list-style-type: none"> learning to appreciate rhymes and poems, and to recite some by heart 				<ul style="list-style-type: none"> learning to appreciate rhymes and poems, and to recite some by heart 	

Writer Knowledge	<ul style="list-style-type: none"> usually describes an object presented in the shape of the object which it is describing layout may either be with the words inside a shape or around the outline of a shape 				<ul style="list-style-type: none"> first (most common) or last letter in each line spells out a word links to a given theme, e.g. winter lines usually end with commas 	
1 Fiction	<p>Genre: Stories with a familiar setting Model Text: The Tiger who Came to Tea Outcome: List</p>	Writing linked to 'The Nativity'	<p>Genre: Traditional Tales / Rags to Riches Tale Model text: Cinderella / Jack and the Beanstalk Outcome: Retell</p>		<p>Genre: Journey Tale Model Text: (Paddington at The Tower Outcome: Innovated story</p>	
Reading	<ul style="list-style-type: none"> predicting what might happen on the basis of what has been read so far making inferences on the basis of what is being said and done 		<ul style="list-style-type: none"> 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 making inferences on the basis of what is being said and done 		<ul style="list-style-type: none"> discussing the significance of the title and events making inferences on the basis of what is being said and done 	
Purpose	Writing to Entertain		Writing to Entertain		Writing to Entertain	
Text Structure	<ul style="list-style-type: none"> simple narratives and retellings are told/ written in first or third person simple narratives are told/ written in past tense events are sequenced to create texts that make sense main participants are human or animal simple narratives use typical characters, settings and events 		<ul style="list-style-type: none"> simple narratives and retellings are told/ written in first or third person simple narratives are told/ written in past tense events are sequenced to create texts that make sense main participants are human or animal simple narratives use typical characters, settings and events whether imagined or real 'story language' (e.g. once upon a time, later that day etc.) may be used to create purposeful sounding writing 		<ul style="list-style-type: none"> simple narratives and retellings are told/ written in first or third person simple narratives are told/ written in past tense events are sequenced to create texts that make sense main participants are human or animal simple narratives use typical characters, settings and events 	

	<p>whether imagined or real</p> <ul style="list-style-type: none"> • 'story language' (e.g. once upon a time, later that day etc.) may be used to create purposeful sounding writing 				<p>whether imagined or real</p> <ul style="list-style-type: none"> • 'story language' (e.g. once upon a time, later that day etc.) may be used to create purposeful sounding writing
Writer Knowledge	<ul style="list-style-type: none"> • concept of a sentence • basic sequencing of sentences • begin to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark • correct past tense form • written in the third person • conjunction 'and' to join ideas • separate words with spaces • capital letters for names of people, places, the days of the week and the personal pronoun 'I' 		<ul style="list-style-type: none"> • concept of a sentence • basic sequencing of sentences • begin to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark • correct past tense form • written in the third person • conjunction 'and' to join ideas • separate words with spaces • capital letters for names of people, places, the days of the week and the personal pronoun 'I' 		<ul style="list-style-type: none"> • concept of a sentence • basic sequencing of sentences • begin to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark • correct past tense form • written in the third person • conjunction 'and' to join ideas • separate words with spaces • capital letters for names of people, places, the days of the week and the personal pronoun 'I'
Phonics & Spelling	See Bug Club Phonics Progression Document				
Handwriting	<ul style="list-style-type: none"> • sit correctly at a table, holding a pencil comfortably and correctly • begin to form lower-case letters in the correct direction, starting and finishing in the right place • form capital letters • form digits 0-9 • understand which letters belong to which handwriting 'families' and to practise these 				
Terminology	letter, capital letter, word, singular, plural, sentence punctuation, full stop, question mark, exclamation mark				