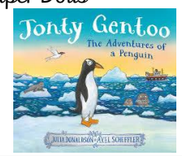
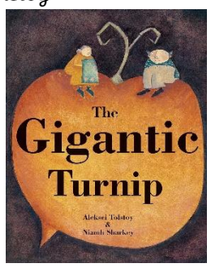
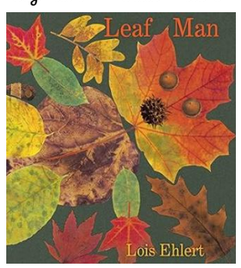
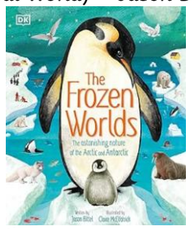
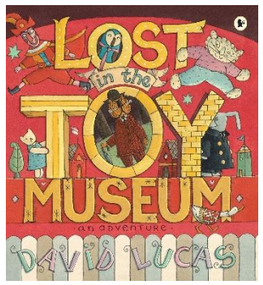
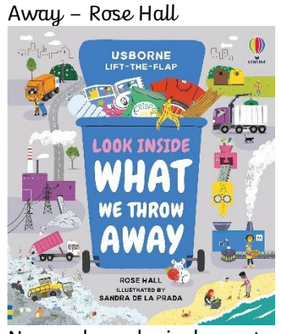
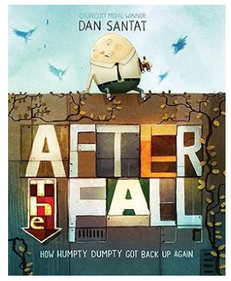
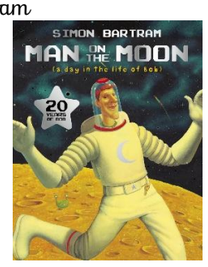
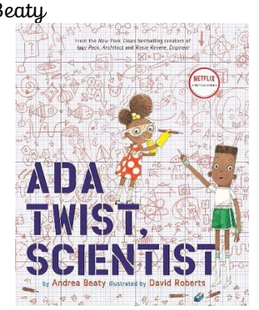
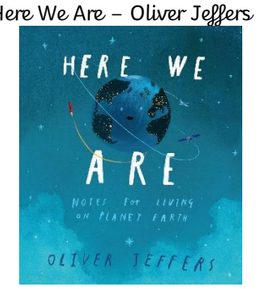
Year 1 English LTP

		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topics	History Geography Science	Historical Enquiry Feeding and Exercise	 Weather Explorers Changing Seasons	Toys Everyday Materials	 The United Kingdom Plants	Travel and Transport Seasonal Changes	Exploring Around our Locality Inventors
Whole Class Reading Texts		**Traditional Tales:** The Ugly Duckling The Elves and the Shoemaker Hansel and Gretel Mixed Up Fairy Tales – Hilary Robinson 	**Rhyming Books:** Oi Dog – Kes and Claire Gray Goat and the Stoat and the Boat – Em Lynas There's a Bear on my Chair – Ross Collins 	**Julia Donaldson – An Author Study:** Jonty Gentoo – The Adventures of a Penguin The Troll Zog The Paper Dolls 	**Heroes and Villains:** Greta and the Giants – Zoe Tucker Coming to England – Floella Benjamin If you Come to Earth – Sophie Blackall 	**Poetry:** Chocolate Cake – Michael Rosen Bananas in my Ears – Michael Rosen What Do You See When You Look at a Tree - Emma Carlisle 	**Animals:** Bee and Me – Alison Jay And Tango Makes Three – Justin Richardson Badger's Parting Gift – Susan Varley 
Key texts/writing stimulus		The Gigantic Turnip – Alexei Tolstoy  Narrative – Simple sentences and captions Leafman – Louis Ehlert  Narrative– Simple sentences and captions	The Frozen Worlds: The Astonishing Nature of the Arctic and Antarctic (The Magic and Mystery of the Natural World) – Jason Bittel  Fact Files. Pick a Pine Tree – Patricia Tort  Instruction writing	Lost in the Toy Museum – David Lucas  Narrative Look Inside What We Throw Away – Rose Hall  Non – chronological report	The Big Book of the UK – Imogen Russell Williams  Planet in a Pickle Jar – Martin Stanev  Newsflash – We have found a tiny planet	After the Fall: How Humpty Dumpty Got Back Up Again – Dan Santat  Man in the Moon – Simon Bartram 	Ada Twist, Scientist – Andrea Beaty  Here We Are – Oliver Jeffers 

Year 1 English LTP

Ongoing writing objectives throughout year	**Year 1**	**Ongoing objectives across the year:** Write sentences: • Orate the sentence (Teacher model 'I do, We Do, You do') Discuss what they have written with others Read aloud their writing *Pupils' vocabulary should be developed when they listen to books read aloud and when they discuss what they have heard. Such vocabulary can also feed into their writing. (NC Reading non-statutory)*					
Composition	**Year 1**	• Continue to orally compose and sequence sentences before writing • Begin to sequence sentences to form short written narratives • Leave spaces between words • Re-read what they have written to check that it makes sense • Read aloud their writing to some of their peers • Continue to discuss what they have written with the teacher or other pupils	• Continue to focus on speaking coherently and developing the use of complete sentences when verbally communicating thoughts and ideas • Continue to orally compose and sequence sentences before writing • Sequence sentences to form short narratives • Sequence sentences to share information • Create opportunities to discuss and read aloud their writing with peers and teacher • Continue to focus on leaving spaces between words • Use regular plural noun suffixes –s in writing • Re-reading what they have written to check that it makes sense	• Continue to orally compose and sequence sentences before writing • Begin to sequence sentences to form short written narratives • Leave spaces between words • Re-read what they have written to check that it makes sense • Read aloud their writing to some of their peers • Continue to discuss what they have written with the teacher or other pupils	• Continue to focus on speaking coherently and developing the use of complete sentences when verbally communicating thoughts and ideas • Continue to orally compose and sequence sentences before writing • Sequence sentences to form short narratives • Sequence sentences to share information • Create opportunities to discuss and read aloud their writing with peers and teacher • Continue to focus on leaving spaces between words • Use regular plural noun suffixes –s in writing • Re-reading what they have written to check that it makes sense	• Say what they are going to write about • Discuss and select new vocabulary for writing • Continue to orally compose and sequence sentences before writing • Continue to focus on use of complete sentences when verbally communicating thoughts and ideas with others (speaking coherently) • Sequence sentences to form short narratives and recount narratives of an imaginary event • Continue to embed re-reading what they have written to check that it makes sense and is coherently sequenced • Ensure opportunities to read aloud their writing with their peers and the teacher	• Continue to embed orally composing and sequence sentences before writing • Consolidate coherent sequencing of simple sentences • Embed re-reading what they have written to check that it makes sense and is coherently sequenced • Provide opportunity to read aloud their writing with their peers and teacher
Grammar and punctuation	**Year 1** **New learning** **Recap/refine**	• Practise punctuating sentences using capital letters and full stops to demarcate sentences • Begin to use 'and' to join words • Continue to develop the use of complete sentences when verbally communicating thoughts and ideas with others (speaking coherently) • Begin to use regular plural noun suffixes –s in writing • Recognise suffixes that can be added to	• Continue to use 'and' to join words • Begin to use 'and' to join clauses • Introduce questions marks to demarcate question sentences • Continue to practise punctuating sentences with both capital letters and full stops to demarcate sentences • Consistently use a capital letter for names of people • Use a capital letter for the days of the week, and the personal pronoun 'I'	• Practise punctuating sentences using capital letters and full stops to demarcate sentences • Begin to use 'and' to join words • Continue to develop the use of complete sentences when verbally communicating thoughts and ideas with others (speaking coherently) • Begin to use regular plural noun suffixes –s in writing • Recognise suffixes that can be added to verbs	• Continue to use 'and' to join words • Begin to use 'and' to join clauses • Introduce questions marks to demarcate question sentences • Continue to practise punctuating sentences with both capital letters and full stops to demarcate sentences • Consistently use a capital letter for names of people • Use a capital letter for the days of the week, and the personal pronoun 'I'	• Begin to use regular plural noun suffixes –es in writing • Continue to demarcate sentences with capital letters, full stops, question marks • Further embed use 'and' to join clauses • Introduce exclamation marks to demarcate sentences and phrases • Use a capital letter for the names of places • Develop range of adjectives used in spoken language to describe the characters • Continue to leave spaces between words	• Develop use of varied sentence structure when sequencing to include simple and compound using 'and' • Use regular plural noun suffixes s/es in writing • Identify and use suffixes that can be added to verbs when no change is needed • Continue to recognise and begin to use how the prefix –un changes the meaning of verbs and adjectives

Year 1 English LTP

		verbs when no change is needed (ed, ing, er)	• Use a capital letter for names of people and the days of the week	when no change is needed (ed, ing, er)	• Use a capital letter for names of people and the days of the week		• Consolidate sentence demarcation learned across Year 1, including consistently using a capital letter for proper nouns, names of people and the personal pronoun 'I'

Rainbow Grammar

Compose a simple statement sentence where the predicate is:

■ ■ ■

verb — The moon shone.
+ object — The boy opened the gate.

Add a where or when adverbial to a simple statement sentence:

■ ■ ■

The moon shone in the sky.
The moon shone all night.

Join 2 subjects with a coordinating conjunction

■ △ ■ ■ ■

The boy and his dog entered the old house.

Join 2 predicates with a coordinating conjunction

■ ■ △ ■ ■

The boy trembled but stepped into the hall.

Start a sentence with a capital letter
The moon shone in the sky.

Complete a sentence with a full stop
The boy opened the gate.

Complete a sentence with an exclamation mark
A scream suddenly filled the air!

Complete a question with a question mark
Who made that terrible sound?

Understand an adjective as a single word that describes a noun

Use adjectives of colour
red white blue orange black

Use adjectives of size
tiny small little large gigantic

Use an adjective before a noun
a **black** cat the **huge** dog

Understand a noun as a single word that names a person, place or thing

Distinguish between singular and plural nouns, adding -s and -es suffixes to form plural nouns

singular	cat	dog	box
-s plural	cats	dogs	cakes
es plural	boxe**s**	dish**es**	

Capitalise proper nouns (people)
The house was watching **J**ames.

Understand a verb as a single word that describes an action

Use the suffixes -s and -es to write verbs in the 3rd person present tense

-s	lift**s**	smile**s**	jump**s**
-es	buzz**es**	push**es**	mix**es**

Use the -ed suffix to write verbs in the simple past tense
walt**ed** watch**ed** sniff**ed**

Understand a preposition as a single word that describes time (a when word) or place (a where word)

Know and use the following prepositions:
after at before behind beside between down in inside near off on outside up with

Understand a conjunction as a single word that joins (a joining word)

Know and use the following coordinating conjunctions:
and but

Coordinate 2 nouns or two adjectives using the conjunction *and*
cats **and** dogs egg **and** chips
black **and** blue cold **and** wet

Understand a subject as who or what performs the action in a simple sentence

who or what did the chasing?	**The dog** chased the cat.
who or what did the eating?	**Jim** ate a huge cake.

Understand an object as who or what receives the action in a simple sentence

who or what was chased?	The dog chased **the cat**.
who or what was eaten?	Jim ate **a huge cake**.

Use prepositions to compose simple adverbial phrases of time (when phrase) and place (where phrase)

time	**on** Tuesday	**at** night	**in** the morning		
place	**on** the desk	**with** Jim	**outside** the house		

Year 1 English LTP