









Tittensor CE (VC) First School



Class 1 English Long Term Plan Year A

Year B	Class 1 (Year N/R)	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Unit:	 Let's Explore	 Dangerous Dinosaurs	 Long Ago	 Ready Steady Grow	 Animal Safari	 On the Beach
	Mini Project:	Build It Up	Puddles and Rainbows	Stories and Rhymes	Signs of Spring	Creep, Crawl and Wriggle	Move It Moving On
	Texts: <i>*Choose a selection as whole-class focus for English then use the rest as class reading for pleasure*</i>	Were going on a bear hunt The pirates next door Owl babies Lost and found Where the wild things are The big adventure In every house on every street Where's my teddy?	Dinosaurs Don't have Bedtimes Flip Flap Dinosaur Book Dear Dinosaur: T. Rex on Tour Dinosaur Roar! If I had a dinosaur Tyrannosaurus Drip Never ask a Dinosaur to Dinner Dinosaurs in the Supermarket Are the Dinosaurs Dead, Dad? The Dirty Great Dinosaur Mamasaurus Dinosaurs Love Underpants The Big Book of Dinosaurs Prehistoric Mammals	Major Glad, Major Dizzy Little Red Riding Hood Grandad's Island When I was a child The Tiger who came to Tea Mog the forgetful cat The history of toys Clothes now and then Houses now and then toys now and then	The Hungry Caterpillar The Gigantic Turnip Oliver's Fruit Salad I went to the supermarket Oliver's vegetables Jack and the Beanstalk The Little Red Hen A squash and a squeeze Farmer Duck Life on a farm	Pardon? Said the Giraffe Dee Zoo A Frist Book of animals Monkey Puzzle Pets Vets Giraffes Can't Dance Monkey and Me Elmer collection	At the beach Where's the starfish Rainbow Fish The See Saw Tidder the story telling fish The snail and the whale A first book of the sea commotion in the ocean Clem and Crab Exploring rock pools
	EYFS Focus:	Nursery: Begins to understand the cause and effect of their actions in mark making • Knows that the marks they make are of value • Enjoys the sensory experience of making marks	Nursery: Distinguishes between the different marks they make • Enjoys drawing and writing on paper, on screen and on different textures, such as in sand or playdough and through using touch-screen technology	Nursery: Understands that marks have meaning and represent something. Makes own purposeful marks and talks about their meaning. Experiments with a variety of marks using lines, shapes and symbols.	Nursery: Sometimes gives meaning to their drawings and paintings • Ascribes meanings to signs, symbols and words that they see in different places, including those they make themselves • Includes mark making and early writing in their play • Imitates adults' writing by making continuous lines of shapes and symbols (early writing) from left to right • Attempts to write their own name, or other names and words, using combinations of lines, circles and curves, or letter-type shapes	Nursery: <ul style="list-style-type: none"> Begins to make letter-type shapes to represent the initial sound of their name and other familiar words Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; writing 'm' for mummy. Write some or all of their name. Write some letters accurately Copies some letters from their name. Can write all the letters in their name in the correct order. 	



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		<p>Reception:</p> <ul style="list-style-type: none"> • Begins to make letter-type shapes to represent the initial sound of their name and other familiar words • Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; writing 'm' for mummy. • Write some or all of their name. • Write some letters accurately • Copies some letters from their name. • Can write all the letters in their name in the correct order 	<p>Reception:</p> <p>Developing and working towards a comfortable pencil grip. Beginning to use a comfortable pencil grip with good control. Consistently uses a dynamic tripod grip when drawing and writing.</p>	<p>Reception:</p> <p>Can write each letter of the alphabet, most of which are correctly formed. Forms all lower case and capital letters correctly. Understands the link between the shape of a letter and the sound it represents. Can identify separate words in spoken sentences. Attempts to write CVC words by identifying some of the sounds they can hear and writing these down. Can correctly spell CVC words by segmenting all of the sounds and writing the corresponding letters in the correct order.</p>	<p>Reception:</p> <p>Understands the link between the shape of a letter and the sound it represents. Can identify separate words in spoken sentences. Attempts to write CVC words by identifying some of the sounds they can hear and writing these down. Can correctly spell CVC words by segmenting all of the sounds and writing the corresponding letters in the correct order.</p>	<p>Reception:</p> <ul style="list-style-type: none"> • Can write short sentences using phonic knowledge. • Can write short sentences with spaces to separate words. • Can write short sentences that start with a capital letter and end with a full stop. • Rereads what they have written to check it makes sense. • Can write phrases and sentences that can be read by others. 	<p>Reception:</p> <ul style="list-style-type: none"> • Write recognisable letters, most of which are correctly formed • Spell words by identifying sounds in them and representing the sounds with a letter or letters • Write simple phrases and sentences that can be read by others. and to others' needs. • Developing fluency and accuracy when writing. • Explores writing for a range of purposes using a variety of writing structures. • Can write some simple words that contain digraphs/trigraphs. • Can write longer words using phonic knowledge.
	<p>Phonics Focus:</p>	<p>Week 1: S a t P</p> <p>Week 2: i n m d</p> <p>Week 3: g o c k</p> <p>Week 4: Ck e u r</p> <p>Week 5:</p>	<p>Week 1: ff ll s j</p> <p>Week 2: V w x y</p> <p>Week 3: Z qu words with s at the end (plural) ch</p> <p>Week 4: Sh th ng nk</p> <p>Week 5: Words with S plural words with S at the end Z</p>	<p>Reception:</p> <p>Week 1: ai ee igh oa</p> <p>Week 2: oo oo ar or</p> <p>Week 3: ur ow oi ear</p> <p>Week 4:</p>	<p>Reception:</p> <p>Week 1: Review of phase 3 graphemes</p> <p>Week 2: Review of double letters</p> <p>Week 3: Words with 2 or more digraphs</p> <p>Week 4: Longer words words ending in -ing compound words</p> <p>Week 5:</p>	<p>Week 1: Phase 4 cvcc words with short vowels</p> <p>Week 2: CVCC words</p> <p>Week 3: CCVCC words</p> <p>Week 4: Phase 4 longer words</p> <p>Week 5: Words ending in -ing -ed/t -ed/id -est Assessment</p>	<p>Week 1: Phase 4 CVCC and CCVC with long vowel sounds</p> <p>Week 2: CVCC/ CCCVC/ CVC</p> <p>Week 3: Words ending in S/s S/Z -es</p> <p>Week 4: Root words -ing -ed/t -ed/id -ed/d</p> <p>Week 5: Root words -er -est Review</p>



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		h bf l Assessment	Assessment	air er double letters bb, rr, mm,tt, pp,dd Week 5: Longer words Assessment	Longer words /z/ -s /s/-s /es/ -s Assessment		Assessment
	tricky word focus:	Reception Week 1: N/A Week 2: N/A Week 3: Is Week 4: I Week 5: the	Reception: Week 1: Put pull full as Week 2: and has his her Week 3: Go no to into Week 4: She push he of Week 5: we me be	Reception Revisit any tricky words and graphemes not secure	Reception Revisit any tricky words and graphemes not secure	Reception: Week 1: Said so have like Week 2: Some come love do Week 3: Were here little says Week 4: There when what one Week 5: Out today	Reception: Revisit any tricky words not secure