



Tittensor CE (VC) First School



Class 1 English Long Term Plan Year B

Year B	Class 1 (Year N/R)	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Unit:	 Me and My Community	 Starry Night	 Marvellous Machines	 Once Upon a Time	 Sunshine and Sunflowers	 Big Wide World
	Mini Project:	Exploring Autumn	Winter Wonderland	Puppets and Pop Ups	Sparkle and Shine	Shadows and Reflections	Splash!
	Texts: <i>*Choose a selection as whole-class focus for English then use the rest as class reading for pleasure*</i>	The Lion and the Mouse Lost and Found Specs for Rex The Crocodile Who Didn't Like Water Have You Filled a Bucket Today? Enemy Pie Colin and Lee, Carrot and Pea Superhero Dad Once There Were Giants The Rainbow Fish The Baby's Catalogue Families, Families, Families!	Peace at Last Whatever Next! Night Monkey, Day Monkey How to Catch a Star The Dark The Night Pirates Owl Babies Bedtime for Monsters By the Light of the Moon Can't You Sleep, Little Bear? Astro Girl How the Stars Came to Be Dave and the Tooth Fairy Look Up! Twinkle Twinkle, Little Star	We Catch the Bus Car, Car, Truck, Jeep What Do Machines Do All Day Machine Poems The Diggers are Coming! No-Bot the Robot with No Bottom Rosie Revere, Engineer Mrs Armitage Queen of the Road Dot. Chicken Clicking Webster's Email The Internet is Like a Puddle Winnie's New Computer	Goldilocks and the Three Bears Little Red Riding Hood Hansel and Gretel Cinderella The Three Billy Goats Gruff The Enormous Turnip The Elves and the Shoemaker The Little Red Hen Eat Your Greens, Goldilocks The Three Little Wolves and the Big Bad Pig The Gruffalo Princess Smartypants Each Peach Pear Plum The Gingerbread Man The Worst Princess	What Can You See in Summer? Summer is Here! Summer Days and Nights Planting a Rainbow My First Book of Garden Bugs Poems about Seasons Shark in the Park! RHS How Does a Butterfly Grow? The Tiny Seed The Secret Sky Garden Katie and the Sunflowers The Very Hungry Caterpillar The Crunching Munching Caterpillar My Butterfly Bouquet The Amazing Life Cycle of Butterflies Jump and Shout!	Our World: A First Book of Geography Fatou, Fetch the Water Don't Spill the Milk Mama Panya's Pancakes Welcome to our World - A celebration of children everywhere! Cultures, People & Places A Flower in the Snow Handa's Surprise/ Handa's Hen Little Turtle and the Sea The Snail and the Whale
	EYFS Focus:	Nursery: Begins to understand the cause and effect of their actions in mark making <ul style="list-style-type: none"> Knows that the marks they make are of value Enjoys the sensory experience of making marks 	Nursery: Distinguishes between the different marks they make <ul style="list-style-type: none"> 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 <ul style="list-style-type: none"> 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 	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 	



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						combinations of lines, circles and curves, or letter-type shapes	<ul style="list-style-type: none"> Copies some letters from their name. Can write all the letters in their name in the correct order.
		<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.
	Phonics Focus:	<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</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</p>	<p style="text-align: center;"><u>Reception:</u></p> <p>Week 1: ai ee igh oa</p> <p>Week 2: oo oo ar or</p> <p>Week 3: ur ow</p>	<p style="text-align: center;"><u>Reception:</u></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:</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</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>



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		u r Week 5: h bf l Assessment	ng nk Week 5: Words with S plural words with S at the end Z Assessment	oi ear Week 4: air er double letters bb, rr, mm,tt, pp,dd Week 5: Longer words Assessment	Longer words words ending in -ing compound words Week 5: Longer words /z/ -s /s/-s /es/ -s Assessment	-est Assessment	Week 5: Root words -er -est Review Assessment
	Tricky word focus:	<u>Reception</u> Week 1: N/A Week 2: N/A Week 3: Is Week 4: I Week 5: the	<u>Reception:</u> 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	<u>Reception</u> Revisit any tricky words and graphemes not secure	<u>Reception</u> Revisit any tricky words and graphemes not secure	<u>Reception:</u> 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	<u>Reception:</u> Revisit any tricky words not secure