



Raeburn Primary School LONG TERM ENGLISH PLAN YEAR 1

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Fiction/Non Fiction Text Focus	Harry's Home The Queen's Knickers	Stickman, The Jolly Postman, Red Riding Hood	Dogger, Ambrose goes for gold, Lost in the toy museum, Traction man	Where the wild things are, Rainbow Fish, Hooray for Fish	Katie in London Jack and the Beanstalk Beegu	Where the Forest meets the sea.
Poetry Focus	Rhyming book- The Little Knight		Colour Poems		Senses Poems	
Purpose for writing - Entertain - Inform	Entertain <ul style="list-style-type: none"> Descriptive writing (knickers) Describing Harry's Journey. Inform <ul style="list-style-type: none"> Recount of the journey in Harry's home. 	Entertain <ul style="list-style-type: none"> Setting and character description of Red Riding Hood. Describe Jolly Postman Inform <ul style="list-style-type: none"> Recount of the Jolly Postman's journey. 	Entertain <ul style="list-style-type: none"> Speech from the different characters in Traction man. Describe Traction man Retelling the story of Dogger. Inform <ul style="list-style-type: none"> Fact file of a toy 	Entertain <ul style="list-style-type: none"> To write in role as the characters from the story Where the wild things are. Describe the monsters Retelling the story Rainbow Fish. 	Entertain <ul style="list-style-type: none"> Write in role as the characters from Beegu. Inform <ul style="list-style-type: none"> Instructions for Beegu to follow. Write a postcard in role as Katie from the story. 	Entertain <ul style="list-style-type: none"> Describing the scene within 'Where the forest meets the sea'.
National Curriculum Objectives	Year 1 <ul style="list-style-type: none"> saying out loud what they are going to write about composing a sentence orally before writing it 		Year 1 <ul style="list-style-type: none"> saying out loud what they are going to write about composing a sentence orally before writing it sequencing sentences to form short narratives 		Year 1 <ul style="list-style-type: none"> saying out loud what they are going to write about composing a sentence orally before writing it 	

	<ul style="list-style-type: none"> • sequencing sentences to form short narratives • re-reading what they have written to check that it makes sense • discuss what they have written with the teacher or other pupils • read aloud their writing clearly enough to be heard by their peers and the teacher. • leaving spaces between words • joining words and joining clauses using and beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark • using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I' 	<ul style="list-style-type: none"> • re-reading what they have written to check that it makes sense • discuss what they have written with the teacher or other pupils • read aloud their writing clearly enough to be heard by their peers and the teacher. • leaving spaces between words • joining words and joining clauses using and beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark • using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I' 	<ul style="list-style-type: none"> • sequencing sentences to form short narratives • re-reading what they have written to check that it makes sense • discuss what they have written with the teacher or other pupils • read aloud their writing clearly enough to be heard by their peers and the teacher. • leaving spaces between words • joining words and joining clauses using and beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark • using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'
Vocabulary	<i>letter, capital letter word, singular, plural sentence punctuation, full stop, question mark, exclamation mark</i>		