

Literacy long term planning

Year 1



This is the updated long term planning which includes genres to be taught each half term to ensure that there is coverage for narrative, poetry and nonfiction. Links have been made to topics when possible. Units have also been moved around to enable progression in writing to be used for moderation throughout the year.

Year 1	Autumn 1 7 weeks	Autumn 2 7 weeks	Spring 1 6 weeks	Spring 2 6 weeks	Summer 1 6 weeks	Summer 2 7 weeks
Genre moderation focus	Narrative	Instructions	Non-chronological report	Persuasive text	Explanation text	Recount
Narrative	<p>Shh, we have a plan (CLPE) 2 weeks</p> <p>We're Going to Find the Monster (school designed unit) 2 weeks</p>	<p>Bedtime for Monsters 2 weeks</p> <p>Lost and Found 2 weeks</p> <p>The Lonely Beast 2 weeks</p>	<p>The Snail and the Whale (CLPE) 2 weeks</p> <p>The Emperor's New Clothes and Rapunzel (literacy shed +) 2 weeks</p>	<p>Grandad's Island (Literacy Shed +) 2 weeks</p> <p>Visual literacy unit (Lava) 2 weeks</p>	<p>The Squirrels Who Squabbled (Literacy Shed +) 3 weeks</p> <p>Visual literacy unit (Pixar animation) 1 weeks</p>	<p>How to Find Gold (Literacy Shed +) 2 weeks</p> <p>What the Ladybird Heard? (Literacy Shed +) 2 weeks</p> <p>The Jolly Postman (to include letter writing) 2 weeks</p>
Poetry	<p>Poems linked to a theme (Food) Puffins First Poems 2 Weeks</p>			<p>Poems about nature Poems about plants and flowers, (linked to science topic) 1 week</p>		
Nonfiction		<p>Instructions Linked to a topic picked by the teacher 1 week</p>	<p>Information Texts Linked to snails or whales 2 week</p>		<p>Information text Create information text about animals (linked to science topic) 2 weeks</p>	<p>Recount Trip to the postal museum or school trip 1 week</p>

Explore stranger danger through stories. This can be done in Bedtime for Monsters, Lost and Found, The Lonely Beast, The Snail and the Whale , What The Ladybird Heard, The Jolly Postman

Explore what make a true friend and supportive friends in *We're Going to Find the Monster*, *Bedtime for Monsters*, *Lost and Found*, *The Lonely Beast*, *The Snail and the Whale*, *Grandad's Island*, *The Squirrels who Squabbled*, *What the ladybird Heard*, *The Jolly Postman*

Curriculum Drivers:

These drivers should shape and lead our curriculum, we need to plan with them consistently and are at the core of our curriculum

We want our children to have enquiring, creative, independent minds	We want our children to be good communicators	We want our children to be good problem solvers	We want our children to have a healthy future
<p>To have enquiring, creative, independent minds we need:</p> <ul style="list-style-type: none"> • Competitions • Explore • Research skills • Choices • Daily challenges • Reflective learning • Ask our own questions • make connections to ideas • encourage use of imagination • brainstorming 	<p>To be good communicators we need:</p> <ul style="list-style-type: none"> • Paired Talk • Debating • Presentations • Team Work • Letter Writing • BLOG/VLOG • Hot seating • Acting/Performing • Active and Attentive Listening • Learning Behaviours (DR) • ICT Literate 	<p>To be good problem solvers we need:</p> <ul style="list-style-type: none"> • Questioning • Experiments • Resilience • Real life problems • Discovery • To Find Solutions 	<p>To have a healthy future we need:</p> <ul style="list-style-type: none"> • First Aid • Cooking • Diet/Exercise • Recycle, Reuse, Reduce • Making correct choices • Campaigning • Emotional wellbeing • Open forums for discussions safety • Citizenship • Global Issues • Personnel responsibility

Literacy Medium Term Planning

Year 1

Autumn 1				
Transcription	Vocabulary, Grammar & Punctuation	Being a Writer	Spoken Language	
Genre/ text	Outcomes	Assessment	National curriculum objective	Fundamental
Narrative Shh! We have a plan (CLPE)	Captions, sentences, speech and thought bubbles, character description, own story ideas, story boards	No blue or yellow/pink paper	<ul style="list-style-type: none"> Spells the days of the week saying out loud what they are going to write about beginning to write complete sentences using capital letters at the start of a sentence and full stops at the end 	<p>Names the letters of the alphabet in order and uses letter names to distinguish between alternative spellings of the same sound.</p> <p>Says out loud what they are going to write about.</p> <p>Reads aloud writing clearly enough to be heard.</p> <p>Uses capital letter for: names, places, days of week and personal pronoun I.</p> <p>Separates words with spaces.</p> <p>Listens & responds using appropriate register, asks & answers questions, maintains attention.</p>
Poetry Puffin book of fantastic first poems (CLPE)	Vocabulary and phrase collections - Poems inspired by the collection	No blue or yellow/pink paper	<ul style="list-style-type: none"> Develop positive attitudes and stamina for writing by writing poetry; draft and write by noting ideas, key phrases and vocabulary, and composing and rehearsing phrases and sentences orally; write for different purposes including poetry; reread and evaluate writing to check it makes sense and make simple revisions; read writing aloud with appropriate intonation to make the meaning clear; use new and familiar punctuation correctly; use sentences in different forms; expand noun phrases to describe and specify. 	<p>Begins to form lower case letters in the correct direction, understanding which letters belong to which handwriting families, and forms capital letters and digits 0-9.</p> <p>Uses capital letter for: names, places, days of week and personal pronoun I.</p> <p>Separates words with spaces.</p> <p>Says out loud what they are going to write about.</p> <p>Reads aloud writing clearly enough to be heard.</p> <p>Listens & responds using appropriate register, asks & answers questions, maintains attention.</p>
Narrative We're Going to find the Monster School	Retelling Character descriptions Writing own tale		<ul style="list-style-type: none"> Spells common exception words sequencing sentences to form short narratives re-reading what they have written to check that it makes sense joining words and joining clauses using 'and' using a capital letter for names of people, places, the 	<p>Uses and understands plural noun suffixes -s and -es (dog, dogs, wish, wishes). Knows that suffixes can be added to verbs (helping, helped, helper) and how the prefix un- changes the meaning of words (unkind).</p> <p>Begins to use capital letters, full stops, question marks and exclamation marks to demarcate sentences.</p> <p>Composes a sentence orally before writing it.</p> <p>Re-read what they have written to check it makes sense.</p>

designed unit			using the spelling rule for adding –s or –es as the plural marker for nouns and the third person singular marker for verbs <ul style="list-style-type: none"> days of the week, and the personal pronoun ‘I’ 	Listens & responds using appropriate register, asks & answers questions, maintains attention.
Autumn 2				
Transcription	Vocabulary, Grammar & Punctuation	Being a Writer	Spoken Language	
Genre/text	Outcomes	Assessment	National curriculum objective	Fundamental
Narrative Bedtime for Monsters	Shared Journal Speech/Thought Bubbles Poetry Caption Writing Own and Class Books	No blue or yellow/pink paper	<ul style="list-style-type: none"> using –ing, –ed, –er and –est where no change is needed in the spelling of root words [for example, helping, helped, helper, eating, quicker, quickest] leaving spaces between words 	Spells words containing each of the 40+ phonemes already taught. <i>Begins to use capital letters, full stops, question marks and exclamation marks to demarcate sentences.</i> <i>Reads aloud writing clearly enough to be heard.</i> <i>Considers different viewpoints, attending to and building on contributions of others.</i>
Narrative Oliver Jeffers- Lost and Found	Writing about feelings Questions and answers	No blue or yellow/pink paper	<ul style="list-style-type: none"> naming the letters of the alphabet in order saying out loud what they are going to write about re-reading what they have written to check that it makes sense 	Begins to form lower case letters in the correct direction, understanding which letters belong to which handwriting families, and forms capital letters and digits 0-9. <i>Begins to use capital letters, full stops, question marks and exclamation marks to demarcate sentences.</i> <i>Re-read what they have written to check it makes sense.</i> <i>Develops understanding through speculating, hypothesising, imagining and exploring ideas.</i>
Narrative The lonely beast	‘Tell Me’ responses Role on the Wall Character descriptions of The Beast and a friend for The Beast An underwater creature poem Interview questions Script for news report including interview Front page newspaper article Persuasive letter to the city Mayor The story of a Beast’s journey Writing in role (diary entries, postcards, letters and invitations)	Blue paper – newspaper Yellow paper/pink paper - newspaper	<ul style="list-style-type: none"> Draft and write by noting ideas, key phrases and vocabulary, and composing and rehearsing sentences orally; sequence sentences to form short narratives; write for different purposes including about fictional personal experiences, poetry, non-fiction and real events; reread and evaluate writing to check it makes sense and make simple revisions; read writing aloud with appropriate intonation to make the meaning clear; use new and familiar punctuation correctly; use sentences in different forms; expand noun phrases to describe and specify; 	Uses and understands plural noun suffixes –s and –es (dog, dogs, wish, wishes). Knows that suffixes can be added to verbs (helping, helped, helper) and how the prefix un- changes the meaning of words (unkind). <i>Begins to use capital letters, full stops, question marks and exclamation marks to demarcate sentences.</i> <i>Sequence sentences to form short narratives.</i> <i>Gives well structured descriptions, explanations & narratives including expressing feelings</i>

	Caption for Tourist Information Poster Party preparations (lists, invitations, banners, etc)		<ul style="list-style-type: none"> • use past and present tense correctly and consistently; • use simple conjunctions to link subordinate and co-ordinating clauses. 	
Instructions	Writing a set of instructions	No blue or yellow/pink paper	<ul style="list-style-type: none"> • Spells words containing each of the 40+ phonemes already taught • composing a sentence orally before writing it • read their writing aloud, clearly enough to be heard by their peers and the teacher • using letter names to distinguish between alternative spellings of the same sound • leaving spaces between words • write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far 	<p>Spells words containing each of the 40+ phonemes already taught.</p> <p>Separates words with spaces.</p> <p>Knows words combine to make sentences and can sequence sentences to form short narratives.</p> <p>Discusses own writing with teacher and other pupils.</p> <p>Reads aloud writing clearly enough to be heard.</p> <p>Gives well structured descriptions, explanations & narratives including expressing feelings Articulates & justifies answers, arguments and opinions, speaking audibly and fluently.</p>

Spring 1

Transcription Vocabulary, Grammar & Punctuation Being a Writer Spoken Language

Genre/text	Outcomes	Assessment	National curriculum objective	Fundamental
Narrative The Snail and the Whale	Predicting Character and setting descriptions Retelling the story Diary/letter writing	No blue or yellow/pink paper	<ul style="list-style-type: none"> • Spells common exception words • composing a sentence orally before writing it • re-reading what they have written to check that it makes sense • leaving spaces between words 	<p>Spells common exception words and days of the week.</p> <p>Knows words combine to make sentences and can sequence sentences to form short narratives.</p> <p>Composes a sentence orally before writing it.</p> <p>Actively engages in role play to explore characters and language.</p> <p>Develops understanding through speculating, hypothesising, imagining and exploring ideas.</p>
Non-fiction linked to snails or whales	Information text	No blue or yellow/pink paper	<ul style="list-style-type: none"> • using -ing, -ed, -er and -est where no change is needed in the spelling of root words [for example, helping, helped, helper, eating, quicker, quickest] • leaving spaces between words • beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark 	<p>Spells words containing each of the 40+ phonemes already taught.</p> <p>Begins to use capital letters, full stops, question marks and exclamation marks to demarcate sentences.</p> <p>Drafts ideas before writing.</p> <p>Discusses own writing with teacher and other pupils.</p> <p>Gives well structured descriptions, explanations & narratives including expressing feeling</p>
Narrative Traditional	*Pattern and rhyme *Traditional tales/fairy	Blue paper – write a	<ul style="list-style-type: none"> • Spells common exception words • composing a sentence orally before writing it 	<p>Spells common exception words and days of the week.</p> <p>Knows words combine to make sentences and can sequence sentences</p>

tales by Hans Christen Anderson's Emperor's New Clothes, Rapunzel	tales *character profile *describing characters and settings *Retelling story *Plan, write, edit and publish story	traditional tale No yellow or pink paper	<ul style="list-style-type: none"> re-reading what they have written to check that it makes sense leaving spaces between words 	<p>to form short narratives.</p> <p>Composes a sentence orally before writing it.</p> <p>Actively engages in role play to explore characters and language.</p> <p>Develops understanding through speculating, hypothesising, imagining and exploring ideas.</p>
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Spring 2

Transcription	Vocabulary, Grammar & Punctuation	Being a Writer	Spoken Language	
Genre/text	Outcomes	Assessment	National curriculum objective	Fundamental
Narrative Grandad's Island	Making inferences and predicting, setting description, role play, hot seating, debating, letter writing	No blue or yellow/pink paper	<ul style="list-style-type: none"> Draft and write by composing and rehearsing sentences orally; Sequence sentences to form short narratives; Write for different purposes including about fictional personal experiences and fictional narratives; Reread writing to check it makes sense and make simple revisions; Read writing aloud with appropriate intonation to make the meaning clear. 	<p>Uses and understands plural noun suffixes -s and -es (dog, dogs, wish, wishes). Knows that suffixes can be added to verbs (helping, helped, helper) and how the prefix un- changes the meaning of words (unkind).</p> <p>Joins words and clauses using <i>and</i>.</p> <p>Sequence sentences to form short narratives.</p> <p>Makes improvements to their own writing based on feedback.</p> <p>Articulates & justifies answers, arguments and opinions, speaking</p>
Pixar animation – Lava	Postcards Settings	Blue paper – write a postcard No yellow or pink paper	<ul style="list-style-type: none"> naming the letters of the alphabet in order saying out loud what they are going to write about sequencing sentences to form short narratives joining words and joining clauses using 'and' using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I' 	<p>Begins to form lower case letters in the correct direction, understanding which letters belong to which handwriting families, and forms capital letters and digits 0-9.</p> <p>Begins to use capital letters, full stops, question marks and exclamation marks to demarcate sentences.</p> <p>Says out loud what they are going to write about.</p> <p>Listens & responds using appropriate register, asks & answers questions, maintains attention.</p>
Poems about nature (plants and flowers)	Notes Vocabulary and phrase collections Poems inspired by the collection Reciting poems	No blue or yellow/pink paper	<ul style="list-style-type: none"> Develop positive attitudes and stamina for writing by writing poetry; draft and write by noting ideas, key phrases and vocabulary, and composing and rehearsing phrases and sentences orally; write for different purposes including poetry; reread and evaluate writing to check it makes sense and make simple revisions; 	<p>Begins to form lower case letters in the correct direction, understanding which letters belong to which handwriting families, and forms capital letters and digits 0-9.</p> <p>Uses capital letter for: names, places, days of week and personal pronoun I.</p> <p>Separates words with spaces.</p> <p>Says out loud what they are going to write about.</p> <p>Reads aloud writing clearly enough to be heard.</p> <p>Listens & responds using appropriate register, asks & answers</p>

			<ul style="list-style-type: none"> ● read writing aloud with appropriate intonation to make the meaning clear; ● use new and familiar punctuation correctly; ● use sentences in different forms; ● expand noun phrases to describe and specify. 	<p>questions, maintains attention.</p>
Summer 1				
Transcription	Vocabulary, Grammar & Punctuation	Being a Writer	Spoken Language	
Genre/ text	Outcomes	Assessment	National curriculum objective	Fundamental
Narrative The Squirrels who Squabbled	Predictions Describe setting/character Diary Story writing	No blue or yellow/pink paper	<ul style="list-style-type: none"> ● using the prefix un- ● composing a sentence orally before writing it ● discuss what they have written with the teacher or other pupils ● leaving spaces between words ● beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark 	<p>Spells common exception words and days of the week.</p> <p>Uses capital letter for: names, places, days of week and personal pronoun I.</p> <p>Says out loud what they are going to write about.</p> <p>Drafts ideas before writing.</p> <p>Articulates & justifies answers, arguments and opinions, speaking audibly and fluently.</p>
Narrative Visual literacy School designed unit	Description and adjectives focus Writing for scene	No blue or yellow/pink paper	<ul style="list-style-type: none"> ● Spells words containing each of the 40+ phonemes already taught ● composing a sentence orally before writing it ● beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark 	<p>Spells words containing each of the 40+ phonemes already taught.</p> <p>Begins to use capital letters, full stops, question marks and exclamation marks to demarcate sentences.</p> <p>Writes from memory simple sentences dictated by teacher inc. GPCs and common exception words.</p> <p>Reads aloud writing clearly enough to be heard.</p> <p>Gives well structured descriptions, explanations & narratives including expressing feeling</p>
Nonfiction Information text	Fact files about animals	None	<ul style="list-style-type: none"> ● Spells the days of the week ● re-reading what they have written to check that it makes sense ● read their writing aloud, clearly enough to be heard by their peers and the teacher ● leaving spaces between words ● joining words and joining clauses using 'and' 	<p>Spells words containing each of the 40+ phonemes already taught.</p> <p>Uses capital letter for: names, places, days of week and personal pronoun I.</p> <p>Re-read what they have written to check it makes sense.</p> <p>Develops understanding through speculating, hypothesising, imagining and exploring ideas.</p>

Summer 2				
Transcription	Vocabulary, Grammar & Punctuation	Being a Writer	Spoken Language	
Genre/ text	Outcomes	Assessment	National curriculum objective	Fundamental
Narrative How to find gold	Character profile Map on how to find gold Writing in role Persuasive letter Letter Story writing	No blue or yellow/pink paper	<ul style="list-style-type: none"> using the spelling rule for adding –s or –es as the plural marker for nouns and the third person singular marker for verbs sequencing sentences to form short narratives discuss what they have written with the teacher or other pupils using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I' 	<p>Spells words containing each of the 40+ phonemes already taught.</p> <p>Joins words and clauses using <i>and</i>.</p> <p>Actively engages in role play to explore characters and language.</p> <p>Makes improvements to their own writing based on feedback.</p> <p>Develops understanding through speculating, hypothesising, imagining and exploring ideas.</p>
Narrative What the Ladybird Heard	Writing about feelings Questions and answers	No blue or yellow/pink paper	<ul style="list-style-type: none"> naming the letters of the alphabet in order saying out loud what they are going to write about re-reading what they have written to check that it makes sense 	<p>Begins to form lower case letters in the correct direction, understanding which letters belong to which handwriting families, and forms capital letters and digits 0-9.</p> <p>Begins to use capital letters, full stops, question marks and exclamation marks to demarcate sentences.</p> <p>Re-read what they have written to check it makes sense.</p> <p>Develops understanding through speculating, hypothesising, imagining and exploring ideas.</p>
Narrative The Jolly Postman	Narrative *Stories from other cultures – link to going on holiday destinations *Recount of character from book *recount of trip *character profile *sequel of narrative *Letters/ Postcards *advert	Blue paper – letter Yellow paper/pink paper – letter to character	<ul style="list-style-type: none"> using the spelling rule for adding –s or –es as the plural marker for nouns and the third person singular marker for verbs sequencing sentences to form short narratives discuss what they have written with the teacher or other pupils using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I' 	<p>Spells words containing each of the 40+ phonemes already taught.</p> <p>Joins words and clauses using <i>and</i>.</p> <p>Actively engages in role play to explore characters and language.</p> <p>Makes improvements to their own writing based on feedback.</p> <p>Develops understanding through speculating, hypothesising, imagining and exploring ideas.</p>
Nonfiction Recount of a trip	Note taking Sequencing Writing a recount using time connectives	No blue or yellow/pink paper	<ul style="list-style-type: none"> using the spelling rule for adding –s or –es as the plural marker for nouns and the third person singular marker for verbs sequencing sentences to form short narratives 	<p>Spells words containing each of the 40+ phonemes already taught.</p> <p>Joins words and clauses using <i>and</i>.</p> <p>Actively engages in role play to explore characters and language.</p> <p>Makes improvements to their own writing based on feedback.</p> <p>Develops understanding through speculating, hypothesising, imagining</p>

			<ul style="list-style-type: none">• <i>discuss what they have written with the teacher or other pupils</i>• <i>using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'</i>	<i>and exploring ideas.</i>
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