

	Y1 Long term English Planning
Text Structure	<p><b>Fiction: To entertain</b>  <b>Expected:</b></p> <ol style="list-style-type: none"> <li>Write a sequence of sentences so writing makes sense</li> </ol> <p><b>Introduce:</b></p> <ol style="list-style-type: none"> <li><b>Planning Tools:</b> Story map / story mountain</li> <li><b>Plan opening –</b> <ul style="list-style-type: none"> <li>character(s)</li> <li>setting</li> <li>time of day or type of weather</li> </ul> </li> <li><b>Understanding - 3 parts to a story using pictures and modelling:</b> <ul style="list-style-type: none"> <li>Opening: Once upon a time...</li> <li>Sequencing- time words/connectives</li> <li>Middle</li> <li>End</li> <li>The consistent use of present tense versus past tense throughout text</li> <li>Suddenly,.. / Unfortunately,..</li> <li>Ending: Finally,....</li> </ul> </li> </ol>
	<p><b>Non-fiction: To inform</b>  <b>Expected:</b></p> <ol style="list-style-type: none"> <li>Writing a sequence of sentences so writing makes sense</li> </ol> <p><b>Introduce:</b></p> <ol style="list-style-type: none"> <li><b>Planning tools:</b> text map / washing line Pictures and vocabulary</li> <li><b>Title</b></li> <li><b>Introduction -</b> Opening factual statement</li> <li><b>Middle section(s) -</b> Simple factual sentences around a theme</li> <li><b>Ending –</b> Final sentence</li> <li><b>Simple Instructions</b></li> </ol>
Sentence Construction	<p><b>Expected:</b></p> <ol style="list-style-type: none"> <li>Simple sentences e.g. I went to the park. The castle is haunted. Jumping is fun!</li> <li>Conjunctions: and but so because when</li> </ol> <p><b>Introduce:</b></p> <ol style="list-style-type: none"> <li><b>Types of sentences:</b> Statements / Questions / Exclamations</li> <li><b>'ly' openers:</b> Fortunately,...Unfortunately, Sadly,...</li> <li><b>Noun openers and Time Words:</b> Dragons love children!</li> <li><b>Embellished simple sentences</b> using adjectives e.g. <ul style="list-style-type: none"> <li>The giant had an enormous beard.</li> <li>Red squirrels enjoy eating lovely nuts.</li> </ul> </li> <li><b>Compound sentences using conjunctions</b> (coordinating conjunctions) and/or/ but/so e.g. The children played on the swings and slid down the slide. Spiders can be small or they can be large. Charlie hid but Sally found him. It was raining so they put on their coats.</li> <li><b>Repetition for description</b> e.g. a lean cat, a mean cat a green dragon, a fiery dragon</li> </ol>
Word – language	<p><b>Expected:</b></p> <ol style="list-style-type: none"> <li><b>Regular plural noun suffixes –s or –es</b> (e.g. dog, dogs; wish, wishes)</li> <li><b>Suffixes that can be added to verbs</b> (e.g. –ing, -ed, -er, -est)</li> <li><b>How the prefix un– changes the meaning of verbs and adjectives</b> (negation, e.g. unkind, or undoing, e.g. untie the boat)</li> <li><b>Phoneme / grapheme</b></li> </ol> <p><b>Introduce and use correct vocabulary:</b></p> <ol style="list-style-type: none"> <li><b>Prepositions:</b> inside outside towards across under</li> <li><b>Adjectives</b> to describe e.g. The <b>old</b> house... The <b>huge</b> elephant...</li> <li><b>Alliteration</b> e.g. dangerous dragon, slimy snake</li> <li><b>Similes using as...like...</b> e.g. as tall as a house, as red as a radish</li> </ol>

	<p><b>9. Precise, clear language to give information e.g. <i>First, switch on the red button. Next, wait for the green light to flash...</i></b></p> <p><b>Continue verbal model:</b></p> <p><b>10. Determiners:</b> the a my you a an this that some all</p>
Punctuation	<p><b>Expected:</b></p> <ol style="list-style-type: none"> <li>1. Capital Letters: <i>Capital letter for names, Capital letter for the personal pronoun I</i></li> <li>2. Full stops</li> <li>3. Finger spaces</li> <li>4. Question marks</li> <li>5. Exclamation marks</li> </ol> <p><b>Introduce:</b></p> <ol style="list-style-type: none"> <li>6. Speech bubble</li> <li>7. <b>Bullet points</b></li> </ol>
Handwriting	<p><b>Expected:</b></p> <ol style="list-style-type: none"> <li>1. Sitting letters on the line.</li> <li>2. Even sizing of letters.</li> <li>3. Clear difference between capital and lower case</li> <li>4. Begin and end letters correctly</li> <li>5. Begin to form lower case letters correctly.</li> </ol> <p><b>Continue from EYFS</b></p> <ol style="list-style-type: none"> <li>6. Formation of letters</li> <li>7. Beginning to join some words legibly</li> </ol>
Spelling	<p><b>Expected:</b></p> <ol style="list-style-type: none"> <li>1. Letters and sounds – phase 5</li> <li>2. Spell many words with correct graphemes from this phase.</li> <li>3. Use phonetically plausible attempts with other words.</li> <li>4. Spell some common exception words using Y1/2 list.</li> </ol>
terminology	<p><b>Expected:</b></p> <p><b>YR:</b></p> <ol style="list-style-type: none"> <li>1. Finger spaces</li> <li>2. Letter</li> <li>3. Word</li> <li>4. Sentence</li> <li>5. Full stops</li> <li>6. Capital letter</li> </ol> <p><b>Y1</b></p> <ol style="list-style-type: none"> <li>7. Punctuation</li> <li>8. Question mark</li> <li>9. Exclamation mark</li> <li>10. Singular/ plural</li> </ol> <p><b>Introduce:</b></p> <ol style="list-style-type: none"> <li>11. Speech bubble</li> <li>12. <b>Bullet points</b></li> </ol>