
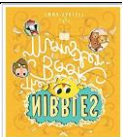


Parklands Infant and Nursery School English Long Term Plan Year 1

	Focus Text and Writing Outcome	National Curriculum coverage	Gateway Keys (non-negotiables, basic skills)	Mastery Keys (links to National Curriculum)	Feature keys (vocabulary, manipulating sentences and tense, structure)	Vocabulary
Autumn 1	 <p>Lost and Found by Oliver Jeffers</p> <p>Adventure story based on Lost and Found with a new character</p>	<p>Spoken language:</p> <ul style="list-style-type: none"> * Listen and respond. * Ask relevant questions. * Build vocabulary. * Participate in discussions, presentations, performances, role play, improvisations and debates. <p>Reading comprehension:</p> <ul style="list-style-type: none"> * Retell stories and consider their particular characteristics. * Discuss words meanings, lining new meanings to those already known. * Discuss the significance of the title and events. * Make inferences on the basis of what is being said and done. * Predict what might happen on the basis of what has been read so far. * Participate in discussion about what has been read to them. <p>Writing Composition:</p> <ul style="list-style-type: none"> * Compose a sentence orally before writing it. * Sequence sentences to form short narratives. * Re-read 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. 	<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. 	<ul style="list-style-type: none"> * Combine words to make sentences. * Leave spaces between words. * Begin to use capital letters and full stops. * Use capital letters for names of people and the personal pronoun 'I'. 	<ul style="list-style-type: none"> * Use some story language. * Include and describe a new animal character. * Include and describe the setting (new setting for greater depth). * Write simple sentences in sequence. * Include a beginning, middle and end. 	<p>Common Exception words:</p> <p>was a he they some there were my his where come so to said push(ed) have</p> <p>Developing vocabulary:</p> <p>decide check disappointment discover delight realise head back reach wonderful penguin office float South Pole rowboat south waves mountains</p>



Nibbles the
Book Monster
by Emma
Yarlett

Recount –
Diary Entry

Spoken language:

- * Listen and respond.
- * Ask relevant questions.
- * Build vocabulary.
- * Participate in discussions, presentations, performances, role play, improvisations and debates.

Reading Comprehension:

- * Become familiar with key stories, fairy stories and traditional tales.
- * Retell stories and consider their particular characteristics.
- * Make inferences on the basis of what is being said and done.
- * Predict what might happen on the basis of what has been read so far.
- * Participate in discussion about what has been read to them.

Writing Composition:

- * Compose a sentence orally before writing it.
- * Sequence sentences to form short narratives.
- * Re-read 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.

- * Combine words to make sentences.
- * Use capital letters for names of people and the personal pronoun 'I'.
- * Leave spaces between words.
- * Begin to use capital letters and full stops.

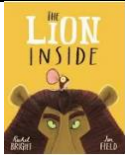
- * Join words using and.
- * Punctuate sentences using a capital letter and a full stop.
- * Use capital letters for names of people.
- * Sequence sentences to form short narratives (link ideas or event by pronoun)

Opportunity to apply word skills:
* Spell words containing phonemes already taught.
* Use plural noun suffixes –s and –es.

- * Some simple description.
- * 1st person (based on own experiences).
- * Begin to link events using and.
- * Events in order.
- * Past tense.

Common Exception words:
a to of is no
love(s) you his
she was they
were my the one

Developing vocabulary:
nibble chomp
curious rascal
critter adventure
nab cottage
hullabaloo crate
forest beanstalk
goose atlas
mountain
tambourine



The lion inside
by Rachel
Bright

Write a story
about a
mouse who
befriends a
large animal in
the African
savannah.

Spoken language:

- * Build vocabulary.
- * Give well-structured descriptions, explanations and narratives.
- * Participate in discussions, presentations, performances, role play, improvisations and debates.

Reading comprehension:

- * Link what is read or heard to own experiences.
- * Retell stories and consider their particular characteristics.
- * Discuss word meanings, linking new meanings to those already known.
- * Draw on what they already know.
- * Discuss the significance of the title and events.
- * Make inferences on the basis of what is being said and done.
- * Predict what might happen on the basis of what has been read so far.
- * Participate in discussion about what has been read to them.
- * Explain clearly understanding of what is read to them.

Writing composition:

- * Say out loud what is going to be written about.
- * Compose a sentence orally before writing it.
- * Sequence sentences to form short narratives.
- * Re-read what they have written to check that it makes sense.
- * Discuss what has been written with the teacher or other pupils.
- * Read writing aloud clearly enough to be heard by peers and the teacher.
- * Spell words containing phonemes already taught.
- * Spell common exception words.

* Compose a sentence orally before writing it.

- * Join words using and.
- * Use plural noun suffixes -s and -es.
- * Punctuate sentences using a capital letter and a full stop.
- * Use capital letters for names of people.
- * Leave spaces between words.

* Punctuate sentences using a capital letter and a full stop, some question marks and exclamation marks.

- * Join words and clauses using and.
- * Some accurate use of the prefix un-.
- * Add suffixes where no change is needed to the root word e.g. -ed, -ing, -er, -est.

* Use some story language.

- * Include and describe new characters.
- * Include and describe the setting.
- * Write simple sentences in sequence (link ideas with pronouns).
- * Include a beginning, middle and end.

Common Exception words:

a the house so
he was were our
by love(d)
friend(s) my you
come his to they

Developing vocabulary:

Ignore forgotten
toothsome tough
mighty weeniest
feast slumber
whimper foe pack
sand rock lion
mouse paw plain
mane week



The curious case of the missing mammoth by Ellie Hattie

Story based on the same structure with a change of character.

Spoken language:

- * Ask relevant questions.
- * Build vocabulary.
- * Articulate and justify answer.
- * Use spoken language: speculating, hypothesising, imagining and exploring ideas

Reading comprehension:

- * Retell stories and consider their particular characteristics.
- * Learn to appreciate rhymes and poems.
- * Recite some rhymes and poems by heart.
- * Draw on what they already know.
- * Check that the text makes sense.
- * Make inferences on the basis on what is being said and done.
- * Predict what might happen on the basis of what has been read so far.

Writing composition:

- * Say out loud what is going to be written about.
- * Compose a sentence orally before writing it.
- * Sequence sentences to form short narratives.
- * Re-read what they have written to check that it makes sense.
- * Discuss what has been written with the teacher or other pupils.
- * Read writing aloud clearly enough to be heard by peers and the teacher.
- * Spell words containing phonemes already taught.
- * Spell common exception words.

- * Punctuate sentences using a capital letters and a full stop, some question marks and exclamation marks.
- * Use 'and' between words and some clauses.
- * Some accurate use of the prefix un-.
- * Add suffixes where no change is needed to the root word e.g. -ed, -ing, -er, -est.
- * Leave spaces between words.

- * Join words and clauses using and.
- * Punctuate sentences using a capital letter and a full stop, question mark or exclamation mark.
- * Add suffixes where no change is needed to the root word e.g. -ed, -ing, -er, -est.

- * Use some story language.
- * Include and describe a character.
- * Include and describe the setting (new setting for greater depth).
- * Write simple sentences in sequence.
- * Include a beginning, middle and end.

Common Exception words:

the he in a our
you my his and
come here no
be said friend
where there
go(ing) was to
they are

Developing vocabulary:

peep gasp toot
thunderous din
regal mutter
tramp struck
unusual wild
statue midnight
mammoth museum
exhibition/exhibits
underwater portrait
carnivore extinct
endangered



Toys in Space
by Mini Grey

A fantasy story
about some
toys who are
taken onto a
spaceship.

Spoken language:

- * Build vocabulary.
- * Articulate and justify answers.
- * Give well-structured descriptions, explanations and narratives.
- * Participate in discussions, presentations, performances, role play, improvisations and debates.

Reading comprehension:

- * Learn to appreciate rhymes and poems.
- * Recite some rhymes and poems by heart.
- * Discuss word meanings, linking new meanings to those already known.
- * Make inferences on the basis of what is being said and done.
- * Predict what might happen on the basis of what has been read so far.
- * Participate in discussion about what has been read to them.

- * Explain clearly understanding of what is read to them.

Writing composition:

- * Say out loud what is going to be written about.
- * Sequence sentences to form short narratives.
- * Re-read what they have written and check that it makes sense.
- * Discuss what has been written with the teacher or other pupils.
- * Read writing aloud clearly enough to be heard by peers and the teacher.
- * Spell words containing phonemes already taught.
- * Spell common exception words.

- * Join words and clauses using and.

- * Punctuate sentences using a capital letter and a full stop, question mark or exclamation mark.

- * Add suffixes where no change is needed to the root word e.g. -ed, -er, -ing, -est.

- * Join words and clauses using and.

- * Punctuate sentences using a capital letter and a full stop, question mark or exclamation mark.

- * Add suffixes where no change is needed to the root word e.g. ed, -ing, -er, -est.

- * Change the meaning of verbs and adjectives by adding the prefix un.

- * Use some story language.

- * Include and describe characters.

- * Include and describe the setting.

- * Write simple sentences in sequence.

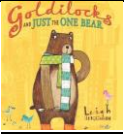
- * Include a beginning, middle and end.

Common Exception Words:

I house he she
put was were be
one has

Developing Language:

grew quiet scared
resourceful clever
helpful thoughtful
beam probe float
summer spaceship
medal dawn
reptile antennae
sphere streamers

Summer 2	 <p>Goldilocks and just the one bear by Leigh Hodgkinson</p> <p>A new version of the story with a new character or new setting</p>	<p>Spoken language:</p> <ul style="list-style-type: none"> * Listen and respond. * Ask relevant questions. * Build vocabulary. * Participate in discussions, presentations, performances, role play, improvisations and debates. <p>Reading comprehension:</p> <ul style="list-style-type: none"> * Become familiar with key stories, fairy tales and traditional tales. * Retell stories and consider their particular characteristics. * Make inferences on the basis of what is being said and done. * Predict what might happen on the basis of what has been read so far. * Participate in discussion about what has been read to them. <p>Writing composition:</p> <ul style="list-style-type: none"> * Re-read what they have written and check that it makes sense. * Discuss what has been written with the teacher or other pupils. * Read writing aloud clearly enough to be heard by peers and the teacher. * Spell words containing phonemes already taught. * Spell common exception words. 	<ul style="list-style-type: none"> * Join words and clauses using and. * Punctuate sentences using a capital letter and a full stop, question mark or exclamation mark. * Add suffixes where no change is needed to the root word e.g – ed, -er, -ing, -est. * Change the meaning of verbs and adjectives by adding the prefix un-. 	<ul style="list-style-type: none"> * Join words and clauses using and. * Use simple description. * Sequence sentences to form short narratives (link ideas or events by pronouns). * Use a capital letter for places and days of the week. * Punctuate sentences using a capital letters, full stop, question mark or exclamation mark. 	<ul style="list-style-type: none"> * Story language. * Simple description for character and setting. * Sequence of events. * Include a beginning, middle and end. * Past tense. 	<p>Common Exception Words:</p> <p>a was once he one the where said ask some here there so to of has my me</p> <p>Developing language:</p> <p>lolloping nip (into) peeked pleasant frothy nodded off pottering familiar penny dropped plonked bear wood minute twigs leaves cactus duvet</p>
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