



English Long-term planner KSI



Term	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8		
Autumn	Scaredy Squirrel		Little Evie and the Wild Wood		Nibbles		The Owl and the Pussy Cat			
	The Queen's Hat		The Lion Inside		Non-Fiction - animals	Meerkat Christmas				
Spring	The Day the Crayons Quit		Troll Swap		I am Rosa					
	The Curious Case of the Missing Mammoth		Seahorse: The Shyest Fish in the Sea		The Light House Keepers' Lunch					
Summer	Jack and the Baked Bean Stalk			SATs <small>Y1 start next unit which will mean finish earlier to do phonics revision before half term.</small>	The Owl Who Was Afraid of The Dark					
	A River			The Last Wolf		Poetry				
Focus for writing		Narrative		Non-Fiction		Poetry to perform/ read/ oral retell		Poetry writing		

English Curriculum - Writing Outcomes KSI- Cycle A

KSI 15 core Text- Cycle A	Term	Entertain	Persuade	Explain/ discuss	Inform
Scaredy Squirrel- <i>Melanie Watt</i> The Lion Inside- <i>Rachel Bright</i> The Queen's Hat- <i>Steve Anthony</i> Little Evie and the Wild Wood- <i>Jackie Morris</i> Meerkat Christmas- <i>Emily Gravett</i> Troll Swap- <i>Leigh Hodgkinson</i> The Lighthouse Keeper's Lunch- <i>Ronda & David Armitage</i>	Autumn	1 Little Evie and the Wild Wood <i>Narrative retell</i> Nibbles <i>Diary: A Day in the life of Nibbles</i> The Owl and the Pussy Cat <i>Rhyming Poem</i>			Scaredy Squirrel <i>Instructions</i>
		2 The Queen's Hat <i>Recount</i> The Lion Inside <i>Narrative: Description/ adventure</i>		Meerkat Christmas <i>Postcard home- why I left to find the perfect Christmas</i>	Non- Fiction on animals <i>Information page on an animal from the Lion Inside or other</i>
The Last Wolf- <i>Mini Grey</i> Jack and the Baked Bean Stalk- <i>Colin Stimpson</i> A River - <i>Marc Martin</i> The Day the Crayons Quit- <i>Drew Daywalt</i> Curious Case of the Missing Mammoth- <i>Ellie Hattie</i> I am Rosa Parks- <i>Brad Meltzer</i> The Owl who was Afraid of the Dark- <i>Jill Tomlinson</i>	Spring	1 Troll Swap <i>Character based story/ character comparison description</i>	The Day the Crayons Quit <i>Persuade the crayons not to quit</i>		I am Rosa <i>Simple biography- facts about Rosa and the bus boycott</i>
		2 The Curious Case of the Missing Mammoth <i>Narrative adventure/ simple story retell</i> The Light House Keeper's Lunch <i>Mr Grindling's day Retell based on the structure of Mr Grindling's day. At the beach etc</i>			Seahorse: The Shyest Fish in the Sea <i>Non chronological report- seahorses</i>
Seahorse: The Shyest Fish in the sea- <i>Christine Butterworth</i> The Owl and the Pussycat Edward Lear	Summer	1 Jack and the Baked Bean Stalk <i>Story retell/ narrative</i>			The Owl who was Afraid of the Dark <i>Guide to owls to not be afraid of the dark</i>
		2 A River <i>Recount to inform</i> Poetry	The Last Wolf <i>Letter in role as the character to save the trees</i>		

KSI Reading Overview- Cycle A

Terminology	<p>grapheme, phoneme, digraph, split vowel digraph, contraction, blend, predict, title, event, syllable, sequence, structure, discuss, question</p>	Oracy	<p>Learn some poems and rhymes by heart using intonation to make meaning clear. Recognise simple recurring literary language in stories and poetry- joining in with predictable phrases Retell key stories orally using language used in stories Discuss what is read by taking turns and listening to what others say Discuss the sequence of events in books and how items of information are related</p>
Word	<p><u>Y1: These are taught predominantly through RWI and in additional English lessons.</u></p> <ul style="list-style-type: none"> • apply phonic knowledge and skills as the route to decode words • respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes • read accurately by blending sounds in unfamiliar words containing GPCs that have been taught • read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word • read words containing taught GPCs and -s, -es, -ing, -ed, -er and -est endings • read other words of more than one syllable that contain taught GPCs • read words with contractions (for example, I'm, I'll, we'll), and understand that the apostrophe represents the omitted letter(s) • read aloud accurately books that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words • re-read these books to build up their fluency and confidence in word reading 	<p><u>Y2: These are taught through a combination of RWI and Reading lessons as the year goes on.</u></p> <ul style="list-style-type: none"> • continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent • read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes • read accurately words of two or more syllables that contain the same graphemes as above • read words containing common suffixes • read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word • read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered • read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation • re-read these books to build up their fluency and confidence in word reading 	
Skills/ strategies	<p>Pupils should have extensive experience of listening to, sharing and discussing a wide range of high-quality books with the teacher, other adults and each other to engender a love of reading at the same time as they are reading independently. Pupils' vocabulary should be developed when they listen to books read aloud and when they discuss what they have heard. Such vocabulary can also feed into their writing. Knowing the meaning of more words increases pupils' chances of understanding when they read by themselves.</p> <p>The meaning of some new words should be introduced to pupils before they start to read on their own, so that these unknown words do not hold up their comprehension. However, once pupils have already decoded words successfully, the meaning of those that are new to them can be discussed with them, so contributing to developing their early skills of inference.</p> <p>By listening frequently to stories, poems and non-fiction that they cannot yet read for themselves, pupils begin to understand how written language can be structured in order, for example, to build surprise in narratives or to present facts in non-fiction. Listening to and discussing information books and other non-fiction establishes the foundations for their learning in other subjects.</p> <p>Pupils should be shown some of the processes for finding out information. Through listening, pupils also start to learn how language sounds and increase their vocabulary and awareness of grammatical structures.</p> <p>In due course, they will be able to draw on such grammar in their own writing. Rules for effective discussions should be agreed with and demonstrated for pupils. They should help to develop and evaluate them, with the expectation that everyone takes part. Pupils should be helped to consider the opinions of others.</p> <p>Role-play can help pupils to identify with and explore characters and to try out the language they have listened to</p>	<p>Pupils should monitor what they read, checking that the word they have decoded fits in with what else they have read and makes sense in the context of what they already know about the topic.</p> <p>The meaning of new words should be explained to pupils within the context of what they are reading, and they should be encouraged to use morphology (such as prefixes) to work out unknown words.</p> <p>Pupils should learn about cause and effect in both narrative and non-fiction (for example, what has prompted a character's behaviour in a story; why certain dates are commemorated annually). 'Thinking aloud' when reading to pupils may help them to understand what skilled readers do. Deliberate steps should be taken to increase pupils' vocabulary and their awareness of grammar so that they continue to understand the differences between spoken and written language.</p> <p>Discussion should be demonstrated to pupils. They should be guided to participate in it and they should be helped to consider the opinions of others. They should receive feedback on their discussions.</p> <p>Role-play and other drama techniques can help pupils to identify with and explore characters. In these ways, they extend their understanding of what they read and have opportunities to try out the language they have listened to.</p>	

Comprehension	Develop pleasure in reading, motivation to read, vocabulary and understanding by: <ul style="list-style-type: none"> • listening to and discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently • discussing the sequence of events in books and how items of information are related • being encouraged to link what they read or hear read to their own experiences • becoming very familiar with a wider range of stories, fairy stories and traditional tales key stories, retelling them and considering their particular characteristics • recognising simple recurring literary language in stories and poetry- joining in with predictable phrases • being introduced to non-fiction books that are structured in different ways • learning to appreciate rhymes and poems, and to recite some by heart • discussing and clarifying word meanings, linking new meanings to those already known • continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear • discussing their favourite words and phrases 	
	Key focus and end points for each term (It is expected that the comprehension and oracy objectives are taught each term and then consolidated and embedded in each subsequent term. Word reading will be mapped out as per phonics programme)	
	POS 1	POS 2
Word Reading	Read and match all graphemes to their 44 phonemes (set 1/2)	Apply phonic knowledge to decode words until automatic decoding has become embedded and fluent (approx. 70 wpm)
	Read common exception words (including with unusual correspondences between spelling and sound when this occurs)	
	Read words with contractions, e.g. I'm, I'll, we'll, and understand that the apostrophe represents the omitted letter(s)	Read most words quickly and accurately, without overt sounding and blending
	Read words of more than one syllable that contain taught GPCs	Read accurately most words of 2 or more syllables
	Read phonically decodable texts with confidence and accuracy	
	Read words containing taught GPCs and 's, es, ing, ed, er, est' endings	Read words containing common suffixes
	Read accurately by blending sounds in unfamiliar words containing CPC that have been taught	Read accurately by blending sounds in words that contain all the graphemes taught so far- recognising alternative sounds (Set 3)
Oracy	Learn some poems and rhymes by heart using intonation to make meaning clear.	
	Retell key stories orally using language used in stories	
	Discuss what is read by taking turns and listening to what others say	

Comprehension	Explain my understanding of what has been read to me by answering and asking questions 1a	
	Make inferences on the basis of what is being said and done 1d	
	Recognise and join in with repeated/ predictable words/ phrases in poems, stories and rhymes	
	Predict what might happen based on what has been read so far 1e	
	Talk about new words by linking their meaning to words I already know 1a	
	Link what I read or hear being read to me to my own experiences	
	Discuss the significance of the title and the events 1c	Discuss the sequence of events in books and how items of information are related 1c
	Check that what I read makes sense and correct myself as I read	
Draw on what I already know and vocabulary from the teacher to help me understand 1a		

KSI Writing Overview- Cycle A

Transcription	All word level writing is covered through our spelling scheme- predominantly in KSI- especially throughout the Y1 journey this is taught alongside reading. As we progress, and therefore the children, we introduce and consolidate some spelling rules along with those from Appendix 2. This is mapped out across the year on our LTP spelling plans. In Y2 spelling is taught 15 minutes every day. In Y1 spelling is taught within the English lessons and in the RWI sessions. Handwriting is also taught via our letter join scheme- it is taught every day.
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Key focus and end points for each term

(It is expected that the composition elements will be taught with most units- if not all - as the year progresses. Grammar objectives will be taught each term and then consolidated/ embedded over subsequent terms)

	POS 1	POS 2
Handwriting	Leave spaces between words.	Use spacing between words that reflects the size of the letters.
	Form the digits 0-9.	Form lower case letters of the correct size relative to one another
	Understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and to practise these.	Start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left un-joined
	Sit correctly at a table, holding a pencil comfortably and correctly.	
	Form capital letters.	Write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters
	Form lower case letters in the correct direction, starting and finishing in the right place. (cursive- kicks and flicks)	
Sp	Spelling in Y1 is supported by our phonics programme. Children are expected to spell once they are able to read certain sounds and words. This is supported by the Year 1 and 2 common exception words and spelling patterns set out in Appendix 1: spelling NC	

Spell words containing each of the 40+ phonemes already taught	Segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly
Use -ing, -ed, -er and -est where no change is needed in the spelling of root words [for example, helping, helped, helper, eating, quicker, quickest]	Add suffixes to spell longer words, including -ment, -ness, -ful, -less, -ly, -er
Use the spelling rule for adding -s or -es as the plural marker for nouns and the third person singular marker for verbs (Cats/ dogs/ catches)	Formation of nouns by compounding [for example, whiteboard, superman]
Spell common exception words- see RWI programme and list below	Spell words with the possessive apostrophe (singular) [for example, the girl's book]
Name the letters of the alphabet: <ul style="list-style-type: none"> naming the letters of the alphabet in order use letter names to distinguish between alternative spellings of the same sound 	Spell some homophones and near-homophones (there/their/they're, here/hear, quite/quiet, see/sea, bare/bear, one/won, sun/son, to/too/two, be/bee, blue/blew, night/knight, wear/where/were, which/witch)
Spell the days of the week	Spell more common exception words- see RWI programme and list below
Use the prefix un-	Spell more words with contracted forms (can't, didn't, hasn't, couldn't, it's, I'll)
Write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far	
Write sentences by: <p>saying out loud what they are going to write about</p> <p>composing a sentence orally before writing it (Hold a sentence)</p>	Develop positive attitudes towards and stamina for writing by: Writing narratives about personal experiences and those of others (real and fictional); writing about real events; writing poetry and writing for different purposes.
sequencing sentences to form short narratives	
re-reading what they have written to check that it makes sense	Consider what they are going to write before beginning by: planning or saying out loud what they are going to write about; writing down ideas and/or key words, including new vocabulary and encapsulating what they want to say, sentence by sentence
Discuss what they have written with the teacher or other pupils	Make simple additions, revisions and corrections to their own writing by: evaluating their writing with the teacher and other pupils; re-reading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form and proof-reading to check for errors in spelling, grammar and punctuation [for example, ends of sentences punctuated correctly]
Read aloud their writing clearly enough to be heard by their peers and the teacher.	
5	Use a capital letter for the start of a sentence and a full stop to end it. (Most to be correct by the end of Y2)

Use an exclamation mark in an exclamation sentence (Y1 begin to- some evidence)

Use a question mark when writing questions-(Y1 begin to- some evidence)

Use capital letters for the names of people, places and days of the week.

Use and to join words and clauses within a sentence. -

Use co -ordination (or,and, but). Use subordination (When, if that or because).

Use the personal pronoun 'I'

Use past and present tenses correctly including the progressive form (he is drumming, he was shouting).

Know words can combine to make sentences.

Use expanded noun phrases to describe and specify [for example, the blue butterfly].

Sequence sentences to form short narratives.

Use some features of written Standard English was/were, did/done

Terminology:

Y1 letter, capital letter word, singular, plural sentence punctuation, full stop, question mark, exclamation

Y2 noun, noun phrase statement, question, exclamation, command compound, suffix adjective, adverb, verb tense (past, present) apostrophe, comma