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| **Class 1 Long term literacy plan Year B 2020** | | | | | | |
|  | Advent 1 | Advent 2 | Lent 1 | Lent 2 | Pentecost 1 | Pentecost 2 |
| **Spine text** | **Dogger** | **Handa’s Surprise** | **Cops and Robbers** | **Lost and Found** | **Mr Gumpy’s outing** | **The Elephant and the Bad Baby** |
| **Driver subject** | **Toys**  **(History)** | **CAFOD – Gambia**  **(Geography)** | **Florence Nightingale**  **(History)** | **Long Journey**  **(Geography/Science)** | **Long journey**  **(Geography/Science)** | **Japan Olympics**  **(Geography)** |
| Fiction | **Text – The three little pigs**  Toolkit - Characterisation | **Text – Handa’s surprise**  Toolkit – Settings | **Text – The Three Bears**  Toolkit – Dialogue | **Text – The Odd egg**  Toolkit - Description | **Text – Stanley’s stick**  Toolkit – Description | **Text – Monkey see, monkey do**  Toolkit -Openings and endings |
| Non-fiction | **Genre- Persuasion**  Beginning, middle and end  Logical  Estate agents details for the three little pigs houses | **Genre –Report**  Beginning, middle and end  Chronological  Have you seen a rainbow giant? | **Genre – Discussion**  Beginning, middle and end  Logical  Should Goldilocks be arrested? | **Genre – Explanation**  Beginning, middle and end  Chronological or Logical  Headings  Animal description  Why might some animals be scary? | **Genre – Instruction**  Structure – Beginning, middle and end  Logical  Headings  How to make a magic stick | **Genre –Recount**  Structure –  Beginning, middle and end  Chronological  Sorry letter from the Monkey’s |
| Non-Fiction layout and composition | **Heading** – Introduction/ Opening factual statement  **Middle section(s)** - Simple factual sentences around a theme/Bullet points for instructions/Labelled diagrams  **Ending** - Concluding sentence | | | | | |
| Poetry | **Acrostic poems** about my favourite toy | **Rainbow rhymes** using alliteration  Colours of the rainbow | **Where is it?**  Poetry on something that is lost or found using prepositions | **Poems using the senses**  Using the prefix ‘un’  (Hamilton planning) | **Fantastic first poems** exploring verbs  (Hamilton planning) | **The secret song**  Build and punctuate questions and answers  (Hamilton planning) |
| EYFS  Punctuation and Grammar | Write simple sentences which can be read by themselves and others  Early Adopter   * 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 | | | | | |
| Punctuation and Grammar coverage | Punctuation  Separation of words with spaces  Introduction to capital letters  Grammar  Understanding nouns – Using a specific noun such as Alsatian rather than dog  To orally use simple co-ordinating conjunctions (and, but)  Write a simple sentence with a personal pronoun  Write a simple sentence starting with a noun/proper noun. | Punctuation  Capital letters for names  Capital letter for the personal pronoun I  Grammar  Orally devise alliteration – a cool cat  Using similes in my writing – As big as an elephant  Write a compound sentence using the coordinating conjunction ‘and’ | Punctuation  Capital letters for the days of the week  Grammar  Using preposition in poetry (up, down, in, into, out, to, onto, under, inside)  First person (I and we)  Second person (you) and third person (he, she)  Subject verb agreement with ‘I’ and he/she with to do and to be and to have i.e.  I/you/we have  He/she has  I/you we do | Punctuation  Introduction to question marks  Grammar  Use the prefix ‘un’ to create antonyms Comparative and superlative adjectives, adding ‘-er’ and ‘-est’ to regular adjectives fast, faster, fastest  Write a sentence that includes an adjective  Adverbs of manner (how) to describe verb ending in ‘-ly-  Use noun phrases adjective +noun | Punctuation  Introduction to exclamation marks  Grammar  Use connectives of sequence – first, second, third  Adverbs of manner (how) to describe a verb ending in ‘-ly’  Use noun phrases adjective +noun | Punctuation  Separation of words with space, capital letters and full stops used consistently.  Capital letters used for names, days of the week and personal pronoun I  Question & exclamation marks used correctly.  Grammar  Suffixes of verbs adding ‘-ed’ or  –‘ing’  Use a regular simple past-tense verb in a sentence – He walked to school (Non-Fiction)  Regular plurals where you only add an -s or -es |
| Terminology  P&G | * Letter, capital letter * Word, singular, plural * Sentence * Punctuation, full stop, question mark, exclamation mark * Simile ‘like’ * Speech bubble * Describing words / adjectives * Doing words / verbs * Joining words / conjunctions * Connective * Alliteration | | | | | |
| Sentence structure | Retell simple 5 part story orally/written  1.One upon a time  2.One day/morning  3. But, suddenly, unfortunately  4. Luckily  5. Finally | Compound sentences using connectives (co-ordinating conjunctions)  The children played on the swings **and** slide down the slide. | Write simple sentences in the first, second and third person (I am happy, you are happy, he is happy) | Repetition for description  e.g. a lean cat, a mean cat  a green dragon, a fiery dragon | Embellished simple sentences using adjectives – The giant had an enormous beard. Red squirrels enjoy eating delicious nuts. | Use of ‘who’ relative cause  e.g. Once upon a time there was a little old woman **who** lived in a forest. |
| Word structure and language | **Determiners:**  the a my your an  this that his her their  some all lots of  many more those  these | **Alliteration**  e.g. dangerous  dragon  slimy snake  **Similes** using as….as…  e.g. as tall as a house  as red as a radish | **Prepositions**  inside  outside  towards  across  under | **Adjectives** to describe  e.g. The old house…  The huge  elephant…  **Prefix -un**  How the prefix un–  changes the  meaning of verbs  and adjectives  (negation, e.g.  unkind, or undoing,  e.g. untie the boat) | **Instructions**  Precise, clear  language to give  information e.g.  First, switch on the red  button.  Next, wait for the  green light to flash... | **Prefixes and suffixes**  Regular plural noun  suffixes –s or –es  (e.g. dog, dogs;  wish, wishes)  Suffixes that can be  added to verbs (e.g. helping, helped,  helper) |
| **Spelling EYFS** | Use phonic knowledge to write words in ways which match spoken sounds  Some words are spelt correctly and others are phonetically plausible – ELG  Write some common irregular words | | | | | |
| Spelling | Name the letters of the alphabet  -name in order  Initial CVC spellings and CVVC sounds using Phase 2    Determiners – the, a, my, your, an, this, that, his, her, some, all)  Pronouns – I, he, she, you | Spellings use Phase 3 phonics  Digraphs and trigraphs  Conjunctions – and, but, then and so  Common nouns | Spell words containing each of the +40 phonemes  Phase 5 phonics  Spelling – prepositions  Verbs present tense for ‘to be’ and ‘to have’ | Spell common exception words  Spell adjectives (non-gradable) colour, size and age  Simple adverbs ending in -ly (nicely, madly) | Spell days of the week (proper nouns)  Spell connectives such as first, second, third  -use letter names to distinguish between alternative spellings of the same sound  Phonic recap (phonic families) | Add prefixes and suffixes –  -s or -es  -un  -ing, -ed, -er and -est (where no change is needed in the spelling of the root words) |
| Phonics | Recap phase 3 phonics - | Recap phase 3 phonics and begin phase 4 (blends) | Phase 5 phonics | Recap all phase 3, 4 and 5 phonics  Phonics assessment  Real and nonsense words | Phonic family’s recap – Different spellings for the same sound | Phase 6 phonics  Prefixes and suffixes |
| **Handwriting** | * Sit correctly at the table, holding pencil comfortably and correctly * Begin to form lower case letters in the correct direction, starting and finishing in the right place * Form capital letters * Form digits 0-9 * Understand which letters belong to which handwriting ‘families’ and practise these | | | | | |