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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 endChronological 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
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| 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 GrammarOrally devise alliteration – a cool cat Using similes in my writing – As big as an elephant Write a compound sentence using the coordinating conjunction ‘and’  | PunctuationCapital 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 adjectiveAdverbs of manner (how) to describe verb ending in ‘-ly- Use noun phrases adjective +noun  | PunctuationIntroduction to exclamation marks GrammarUse connectives of sequence – first, second, third Adverbs of manner (how) to describe a verb ending in ‘-ly’ Use noun phrases adjective +noun  | PunctuationSeparation 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. GrammarSuffixes 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  |
| TerminologyP&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
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| 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 anthis that his her theirsome all lots ofmany more thosethese | **Alliteration** e.g. dangerousdragon slimy snake**Similes** using as….as…e.g. as tall as a house as red as a radish | **Prepositions** insideoutsidetowardsacrossunder | **Adjectives** to describee.g. The old house…The hugeelephant…**Prefix -un**How the prefix un–changes themeaning of verbsand adjectives(negation, e.g.unkind, or undoing,e.g. untie the boat) | **Instructions**Precise, clearlanguage to giveinformation e.g.First, switch on the redbutton.Next, wait for thegreen light to flash... | **Prefixes and suffixes**Regular plural nounsuffixes –s or –es(e.g. dog, dogs;wish, wishes)Suffixes that can beadded 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 phonemesPhase 5 phonicsSpelling – 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 soundPhonic 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
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