

## Class 1 Long term literacy plan Year A 2023 - 2024

	Advent 1	Advent 2	Lent 1	Lent 2	Pentecost 1	Pentecost 2
<b>Spine text</b>	<b>Good Night Moon</b>	<b>Six Dinner Sid</b>	<b>Farmer Duck</b>	<b>Mrs Armitage on Wheels</b>	<b>Rosie's Walk</b>	<b>Oi Frog!</b>
<b>Driver subject</b>	Space (science)	Pirates (Geography)	Big City vs Small town (Geography)	History of flight (History)	Queens Hat (Geography)	London's Burning (History)
Fiction	Text - The very hungry Caterpillar Toolkit - Dialogue	Text - Jack and the beanstalk Toolkit - Suspense	Text - The Gruffalo Toolkit - Dialogue	Text - Rocket Shoes Toolkit - Characterisation	Text - The Queens hat Toolkit - Description	Text - Katie in London Toolkit - Setting
Non-fiction	<b>Genre- Instructions</b> A title which should explain what is to be done  <b>(How to get to the reading shed from class one)</b>	<b>Genre -Recount</b> Imitation: learn and retell simple recounts based on real experiences that all children in the class have shared  <b>(The day we went to the park)</b>	<b>Genre - Information</b> Imitation: learn and retell simple information texts based on real experience  <b>(Information text about new mills)</b>	<b>Genre- Instructions</b> Imperative (bossy) language e.g. Put the flour in the bowl, then add some water, mix them together etc.  <b>(How to make biscuits)</b>	<b>Genre - Information</b> Link information text writing to stories that children have been working on  <b>(Seasonal changes in England)</b>	<b>Genre - Recount</b> Opening to describe When? Who? What? Where? to create introductory sentences which capture the main event  <b>(What happened in our science experiment)</b>
Non-Fiction layout and composition	<b>Heading</b> - Introduction/ Opening factual statement <b>Middle section(s)</b> - Simple factual sentences around a theme/Bullet points for instructions/Labelled diagrams <b>Ending</b> - Concluding sentence					

Poetry	<b>Acrostic poems</b> days of the week	<b>Pirate Poem</b> using alliteration	<b>Nonsense poetry</b> Poem adapted by an inspired piece	<b>Poems using the senses</b> Using the prefix 'un' (Hamilton planning)	<b>Fantastic first poems</b> exploring verbs (Hamilton planning)	<b>Rhyming poem</b> Based on their family
<b>EYFS Punctuation and Grammar</b>	Write simple sentences which can be read by themselves and others <u>Early Adopter</u> <ul style="list-style-type: none"> <li>Write recognisable letters, most of which are correctly formed.</li> <li>Spell words by identifying sounds in them and representing the sounds with a letter or letters.</li> <li>Write simple phrases and sentences that can be read by others</li> </ul>					
<b>Punctuation and Grammar coverage</b>	<u>Punctuation</u> Separation of words with spaces Introduction to capital letters  <u>Grammar</u> 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.	<u>Punctuation</u> Capital letters for names Capital letter for the personal pronoun I  <u>Grammar</u> 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'	<u>Punctuation</u> Capital letters for the days of the week  <u>Grammar</u> 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	<u>Punctuation</u> Introduction to question marks  <u>Grammar</u> 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	<u>Punctuation</u> Introduction to exclamation marks  <u>Grammar</u> Use connectives of sequence – first, second, third Adverbs of manner (how) to describe a verb ending in '-ly' Use noun phrases adjective +noun	<u>Punctuation</u> 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.  <u>Grammar</u> 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

<p><b>Terminology P&amp;G</b></p>	<ul style="list-style-type: none"> <li>• Letter, capital letter</li> <li>• Word, singular, plural</li> <li>• Sentence</li> <li>• Punctuation, full stop, question mark, exclamation mark</li> <li>• Simile 'like'</li> <li>• Speech bubble</li> <li>• Describing words / adjectives</li> <li>• Doing words / verbs</li> <li>• Joining words / conjunctions</li> <li>• Connective</li> <li>• Alliteration</li> </ul>					
<p><b>Sentence structure</b></p>	<p>Retell simple 5 part story orally/written</p> <ol style="list-style-type: none"> <li>1. One upon a time</li> <li>2. One day/morning</li> <li>3. But, suddenly, unfortunately</li> <li>4. Luckily</li> <li>5. Finally</li> </ol>	<p>Compound sentences using connectives (co-ordinating conjunctions)</p> <p>The children played on the swings <b>and</b> slide down the slide.</p>	<p>Write simple sentences in the first, second and third person (I am happy, you are happy, he is happy)</p>	<p>Repetition for description</p> <p>e.g. a lean cat, a mean cat a green dragon, a fiery dragon</p>	<p>Embellished simple sentences using adjectives – The giant had an enormous beard. Red squirrels enjoy eating delicious nuts.</p>	<p>Use of 'who' relative clause</p> <p>e.g. Once upon a time there was a little old woman <b>who</b> lived in a forest.</p>
<p><b>Word structure and language</b></p>	<p><b>Determiners:</b> the a my your an this that his her their some all lots of many more those these</p>	<p><b>Alliteration</b> e.g. dangerous dragon slimy snake</p> <p><b>Similes</b> using as....as... e.g. as tall as a house as red as a radish</p>	<p><b>Prepositions</b> inside outside towards across under</p>	<p><b>Adjectives</b> to describe e.g. The old house... The huge elephant...</p> <p><b>Prefix -un</b> How the prefix un- changes the meaning of verbs and adjectives (negation, e.g. unkind, or undoing, e.g. untie the boat)</p>	<p><b>Instructions</b> Precise, clear language to give information e.g. First, switch on the red button. Next, wait for the green light to flash...</p>	<p><b>Prefixes and suffixes</b> 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)</p>
<p><b>Spelling EYFS</b></p>	<p>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</p>					

<p><b>Spelling</b></p>	<p>Name the letters of the alphabet -name in order</p> <p>Initial CVC spellings and CVVC sounds using Phase 2</p> <p>Determiners – the, a, my, your, an, this, that, his, her, some, all)</p> <p>Pronouns – I, he, she, you</p>	<p>Spellings use Phase 3 phonics Digraphs and trigraphs</p> <p>Conjunctions – and, but, then and so</p> <p>Common nouns</p>	<p>Spell words containing each of the +40 phonemes</p> <p>Phase 5 phonics</p> <p>Spelling – prepositions</p> <p>Verbs present tense for ‘to be’ and ‘to have’</p>	<p>Spell common exception words</p> <p>Spell adjectives (non-gradable) colour, size and age</p> <p>Simple adverbs ending in -ly (nicely, madly)</p>	<p>Spell days of the week (proper nouns)</p> <p>Spell connectives such as first, second, third</p> <p>-use letter names to distinguish between alternative spellings of the same sound Phonic recap (phonic families)</p>	<p>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)</p>
<p><b>Phonics</b></p>	<p>Recap phase 3 phonics -</p>	<p>Recap phase 3 phonics and begin phase 4 (blends)</p>	<p>Phase 5 phonics</p>	<p>Recap all phase 3, 4 and 5 phonics</p> <p>Phonics assessment Real and nonsense words</p>	<p>Phonic family’s recap – Different spellings for the same sound</p>	<p>Phase 6 phonics Prefixes and suffixes</p>
<p><b>Handwriting</b></p>	<p>Fine motor control, pencil &amp; drawing.</p>	<p>Family 1 – straight – i l Family 1 – straight – t j Family 2 – coat hanger – co Family 2 – coat hanger – a d Family 2 – coat hanger – g q e Family 3 – bridge – n m r</p>	<p>Family 3 – bridge – h b Family 3 – bridge - k p Family 4 – zig-zag – v w Family 5 – Smile – u y Family 6 – misfits – s f Family 6 – misfits – x z</p>	<p>Uppercase Letters KS1 programme lessons 1-6</p>	<p>Number Formation Revisit Family 1-6</p>	<p>Revisit Family 1-6</p>