

ENGLISH LONG TERM PLAN ELSTON HALL LEARNING TRUST

SCHOOL: ELSTON HALL

YEAR: 1



DIMENSIONS UNITS FOR THIS TERM	CORE UNIT	COMPETENCY UNIT	NC ESSENTIALS UNIT
	Unity in the Community	Jurassic Hunter	

UNIT	GENRE	GOLDEN WRITING OUTCOME	FICTION OR NON-FICTION	TEXT	STIMULUS	READING SKILLS	WRITING SKILLS	WRITING OUTCOMES IN ENGLISH BOOKS
ONE THREE WEEKS	Fantasy Story	Rewrite short narrative change where Beegu goes/ who she meets/ what she is given park – football pitch – children - ball	Fiction	Beegu by Alexis Deacon	Audio story tell	14. Develop pleasure in reading. 20. Explain what has been read to them. 22. Understand text by answering questions. 24. Discuss main events. 26. Discuss main characters.	23. Orally compose sentences. 24. Re-read sentences to check for sense. 25. Orally plan and rehearse ideas. 26. Sequence events to form short narratives. 27. Use formulaic phrases to open and close texts. 28. Use familiar plots for beginning, middle and end of stories. 29. Write a narrative. 30. Discuss writing with adults. 31. Read aloud own work. 32. Say and hold sentence. 33. Write simple sentences. 35. Punctuate CL and FS. 37. CL for people, places, days of the week. 39. Use and, but conjunction. 45. Expanded noun-phrases. 48. Generate nouns. 49. Generate adjectives. 8. Spell days of the week.	Rewrite short narrative change where Beegu goes/ who she meets/ what she is given Elston – dining room – children - cake

TWO ONE WEEK	Poetry	Winter poem	Non-fiction	Range of familiar poems and poems on a theme.	Winter clip	13. Develop fluency, accuracy and confidence by re-reading. 14. Develop pleasure in reading. 32. Recite and perform familiar poems by heart.	25. Orally plan and rehearse ideas. 29. Write in different forms – poem. 31. Read aloud own work. 47. Generate verbs. 49. Generate adjectives.	Community and school poem
THREE FOUR WEEKS	Patterned Story	Character description – blob fish	Fiction	The Ugly Five by Julia Donaldson	Story tell by Jack Ashton	14. Develop pleasure in reading. 15. Recognise and join in with language patterns and repetition. 16. Use patterns and repetitions to support oral retelling. 19. Discuss word meaning. 26. Identify and discuss main characters. 29. Retelling familiar stories.	38. Identify and use question marks. 39. Use simple connectives to link ideas – and/but 44. Punctuate simple and compound sentences using conjunctions – and/but 51. Use commas to separate items in a list. 12. Use suffixes -ed, -er, -est 47. To select, generate and effectively use verbs. 49. To select, generate and effectively use adjectives. 50. Use suffix ly to turn adjectives into adverbs. 7. Spell CEW 35. Punctuate sentences with capital letters and full stops. 36. Use capital letters for the personal pronoun I. 51. Use commas to separate items in a list. 38. Identify and use question marks. 7. Spell helpful words.	Character description – star nosed mole
UNIT	GENRE	GOLDEN WRITING OUTCOME	FICTION OR NON-FICTION	TEXT	STIMULUS	READING SKILLS	WRITING SKILLS	WRITING OUTCOMES IN ENGLISH BOOKS
FOUR ONE WEEKS	Instructions	Write instructions on how to make a dinosaur craft	Non-fiction	Instructions related to dinosaurs.	Grow your own dinosaur	20. explain what has been read to them.	23. Orally compose sentences. 24. Re-read sentences to check for sense. 25. Orally plan and rehearse ideas. 29. Write instructions. 30. Discuss writing with adults.	Write instructions on how to make a

							<p>31. Read aloud own work. 32. Say and hold sentence. 33. Write simple sentences. 35. Punctuate CL and FS. 39. Use and conjunction. 50. Use adverbs.</p>	dinosaur craft.
<p>FIVE THREE WEEKS</p>	Narrative	Rewrite short narrative, change sandwich/animal	Fiction	Lighthouse keepers lunch	Lighthouse Keepers Lunch animation	<p>14. Develop pleasure in reading. 15. Recognise and join in with language patterns and repetition. 16. Use patterns and repetitions to support oral retelling. 19. Discuss word meaning. 20. Explain what has been read to them. 26. Identify and discuss main characters. 29. Retelling familiar stories.</p>	<p>23. Orally compose sentences. 24. Re-read sentences to check for sense. 25. Orally plan and rehearse ideas. 26. Sequence events to form short narratives. 27. Use formulaic phrases to open and close texts. 28. Use familiar plots for beginning, middle and end of stories. 29. Write a narrative. 30. Discuss writing with adults. 31. Read aloud own work. 32. Say and hold sentence. 33. Write simple sentences. 35. Punctuate CL and FS. 37. CL for people, places, days of the week. 39. Use and, but conjunction. 45. Expanded noun-phrases. 49. Generate and use adjectives. 50. Generate and use adverbs. 8. Spell days of the week. 51. Commas in a list. 9. Use the spelling rule for adding s/es.</p>	<p>Rewrite short narrative. Change lunch/animal</p>
<p>WRITING ASSESSMENT WEEK PRIOR TO</p>								

TEACHER ASSESSMENT								
SIX	Instructions on how to make a sandwich Character description for LHKL Poem – verb, adj, adverb poem							