

Year A 2019-20	<p>Key Stage 1 Intent: Learners will build upon work from early years foundation stage, learning to develop their spoken language and communication skills, their love of literature and command of the written language through a continuous provision model.</p>		
	<p>Key Stage 1 Opportunities:</p> <ul style="list-style-type: none"> • Communication opportunities are provided daily through a range of supported activities including the use of PECS and Sign Along ensuring every learner has a voice. Opportunities will include activities such as speaking to peers, adults and in front of an audience. Technology can be used to record this evidence and support feedback as well as peek interest in spoken language. Development of a spoken vocabulary will develop through every learning opportunity with symbols, pictures and resources and be provided in continuous provision areas. • Phonics will be delivered through discrete timetabled lessons in smaller groups within each class. Phonics will also be incorporated within other subjects' lessons and when teaching other strands of English to further embed and master their skills and knowledge. • Reading, decoding and comprehension will form a base for English lessons, exploring a range of texts matched to a genre. Individual learners will also have regular timetabled opportunities to read on a one to one basis with staff and peers. • Classes will offer a small reading library to develop a love for reading and literature, and give opportunity to explore literature based around current genres or focuses within other subjects. Reading will also be explored on educational visits to the library and around the school environment including the reading shed outside. • Learners will develop transcription and composition knowledge and skills through opportunities to respond and rewrite their own versions of identified genres, exploring the language that is used and how it can be used for effect. Visiting authors will provide opportunities for learners to understand what it means to be an author and have guidance in their writing process as well as enjoy and celebrate texts. • Handwriting and mark making opportunities will be offered through sensory activities and with advice for occupational therapy and be based upon current themes and topics. Our handwriting policy will be used to provide a clear format for letter formation including cursive script and the developmental stages of mark making and emergent writing. • Development of spelling will be incorporated within the development of vocabulary and with phonics sessions. The Letters and Sounds Document lists of high frequency and tricky words which is matched to phonics phase will provide a focus to work towards. 		
	Fiction	Non-Fiction	Poetry
Autumn	<p><u>Stories with familiar settings</u> Key Knowledge: familiar or unfamiliar, story structure, describing settings, using personal experience, Key Vocabulary: sentences, picture clues, adjectives, Texts/Opportunities: Peace at last by Jill Murphy, Going shopping by Sarah Garland, Not now, Bernard by David McKee</p>	<p><u>Non-Chronological Reports</u> Key Knowledge: Organisation by type of fact or content, writing statements and facts in sentences, third person, questions. Key Vocabulary: Titles and sub-headings, pictures with captions, facts, Texts/Opportunities: Write own non-chronological report with cross-curricular link E.g. Homes, School, Animals</p>	<p><u>Songs and Repetitive Poems</u> Key Knowledge: Can you identify the pattern in the poem (AABBA)? How does this help to read it? Key Vocabulary: Patterns, repeating, cumulative, rhyming words, emphasis, pause, rhythm. Texts/Opportunities: The Worm by Ralph Bergengren, There was an old lady who swallowed a fly by Pam Adams, The House that Jack Built by JP Miller and Golden Books</p>

Spring	<p><u>Funny Stories</u> Key Knowledge: Crazy escapades, animal adventures, vivid descriptions, fantastical creatures, Key Vocabulary: beginning, middle, ending, title, characters, funny, hilarious, silly, absurd, Texts/Opportunities: Peace at Last by Jill Murphy, Funny Bones by Allan Ahlberg You Can't Take an Elephant on a Bus! By Patricia Cleveland-Peck,</p>	<p><u>Instructions</u> Key Knowledge: Variety of types of instructions, defining the goal, material/equipment needed, rules to follow, extra tips, diagrams and sequencing Key Vocabulary: imperative (bossy) verbs, rules, tips, diagrams, sequencing, bullet points. Texts/Opportunities: Games, recipes, DIY instructions, Lego, programming, directions</p>	<p><u>Poems about the senses</u> Key Knowledge: creating stronger images through descriptions, and comparisons – similes, Key Vocabulary: Senses, touch, sight, smell, hearing, taste, performance, emphasis, pause, rhythm. Texts/Opportunities: The Five Senses by Janice Johnston, Sensational: Poems inspired by the Five Senses chosen by Roger McGough, Super Senses by Dr Seuss</p>
Summer	<p><u>Stories by the same author</u> Key Knowledge: Read and discuss books and stories by the same author, what is their style? Who is their audience? Key Vocabulary: style, characters, settings, patterns, beginning, middle, ending, words, sentences, titles, author, illustrator Texts/Opportunities: Lynley Dodd (Hairy McClary), Nick Butterworth, Jill Murphy, Janet and Alan Ahlberg</p>	<p><u>Recounts</u> Key Knowledge: Recount structure, personal experiences, how do you capture the reader's interest? Key Vocabulary: first person, group experiences, third person, past tense, chronological order, time connectives, Texts/Opportunities: School trips, themed events, show and tell, Stuck by Oliver Jeffers</p>	<p><u>List Poems</u> Key Knowledge: No rhyme or rhythm but order of words can provide extra details or information to show the author's thoughts, Key Vocabulary: Poets, commas, lists, topics, synonyms Texts/Opportunities: The Lost Lost-Property Office by Roger McGough, Mrs Pirate by Nick Sharratt</p>

Landgate School Long Term Planning 2019-2021- English KS1

Year B 2020-2021	<p>Key Stage 1 Intent: A high-quality education in English will teach learners to speak, write or communicate fluently so that they can convey their ideas and emotions to others and through their reading and listening, others can communicate with them.</p>		
	<p>Key Stage 1 Opportunities: Phonics, reading comprehension, decoding, transcription and composition, proofreading and editing, speaking and listening, handwriting and spelling. Learners will explore a wide range of genres as per the KS1 National Curriculum and have opportunities to rewrite their own versions of texts. Read Write Perform and Talk for Writing strategies will be used to scaffold understanding and writing of specific genres. Learners will have opportunities to read individually and in small and larger groups. Educational visits will be planned to include libraries and theatre shows. A residential author will provide opportunities for learners to understand what it means to be an author and have guidance in their writing process.</p>		
	Fiction	Non-Fiction	Poetry

Autumn	<p><u>Traditional Tales</u> Key Knowledge: A well-known story told for many years, story structure, Key Vocabulary: beginning, middle, ending, characters, settings, Texts/Opportunities: Story maps, retelling own versions, puppet shows, role-playing Goldilocks, Cinderella, Jack and Beanstalk,</p>	<p><u>Postcards & Letters</u> Key Knowledge: communication that is written, sharing experiences and asking or answering questions. Letter and address writing format Key Vocabulary: formal and informal writing, salutations, address, letter, envelope, postcard, signed, from, to Texts/Opportunities: The Jolly Postman by Allen Ahlberg , Mr Postmouse's Rounds by G Ghione and M Dubuc</p>	<p><u>Poems with Pattern and Rhyme</u> Key Knowledge: Can you identify the pattern or the rhyme? What does the pattern look like (spelling/syllables)? Rhyme helps to keep the reader interested Key Vocabulary: pattern, repeating, rhyme, rhythm, poem, pause, Texts/Opportunities: <i>The Gingerbread man</i> by Audrey Daly, <i>Down behind the Dustbin</i> by Michael Rosen, <i>Batman's Exercise Video</i> by Ian McMillan</p>
Spring	<p><u>Stories from Other Cultures</u> Key Knowledge: Comparison of known story structures, characters, settings and problems. Who wrote the story and why? Key Vocabulary: beginning, middle, ending, characters, settings, Texts/Opportunities: <i>Hansel and Gretel</i> by Anthony Browne, <i>Hansel and Gretel Ladybird Tales</i>, <i>Baba Yaga and the Stolen Baby</i> by Alison Lurie</p>	<p><u>Information Texts</u> Key Knowledge: difference between fact and fiction, writing captions and sentences about one topic. Layout of non-fiction books Key Vocabulary: fact, fiction, information, truth, made up, contents, page numbers, glossary, index, Texts/Opportunities: reference and information texts on topic related to another area of learning such as <i>Romans</i>, <i>Night Time</i> etc.</p>	<p><u>Funny Rhymes</u> Key Knowledge: Rhyming schemes, rhyming couplets, humour, what makes the poem or rhyme funny? Timing and performance to audience Key Vocabulary: poem, poet, rhyme, listening, audience Texts/Opportunities: <i>Oi Frog</i> by Kes Gray and Jim Field, <i>Oi Dog</i> by Kes Gray and Jim Field, <i>Three Little Kittens</i>, <i>Hey Diddle Diddle</i>, <i>Peas Porridge Pot</i>,</p>
Summer	<p><u>Quest and Adventure Stories</u> Key Knowledge: What is a hero in a story? What problems do they face and how are they overcome? Key Vocabulary: Journey, hero, important task, mission, overcome. Texts/Opportunities: <i>Lost and Found</i> and <i>The Way Back Home</i> by Oliver Jeffries, <i>We're going on a bear hunt</i> by Michael Rosen,</p>	<p><u>Recounts</u> Key Knowledge: recalling events from the past, some knowledge of time and including emotions to make the writing more interesting. Key Vocabulary: recount, happened, past, Who? What? Where? When? Texts/Opportunities: <i>Maisie's Dragon</i> by Philippa Danvers, <i>On the way home</i> by Jill Murphy, <i>The Adventures of the Dish and the Spoon</i> by Mini Grey</p>	<p><u>Traditional Poems for Young Children</u> Key Knowledge: Poem content and issues from the past, old words and terms, how are they different today? Key Vocabulary: poem, poet, old, past, traditional, modern, new, Texts/Opportunities: <i>Peas Porridge Pot</i>, <i>Incy Wincy Spider</i>, <i>Hot Cross Buns</i>, <i>Georgie Porgie</i>, <i>Jack and Jill</i>, <i>The Caterpillar</i> by Christina Rossetti, <i>The Star</i> by Jane Taylor,</p>