


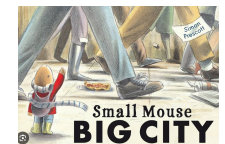
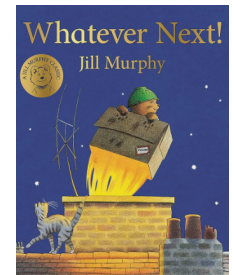
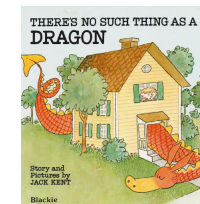
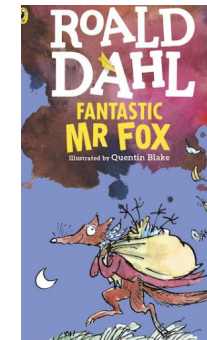
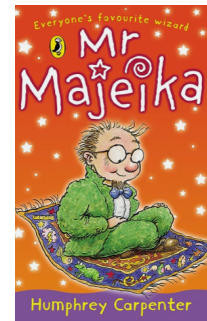
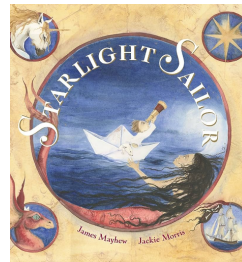
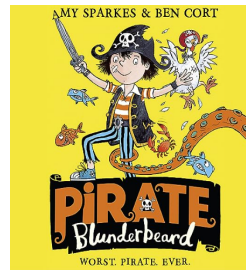
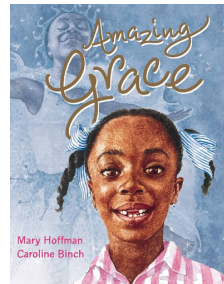
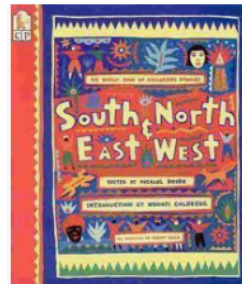
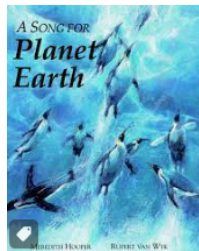
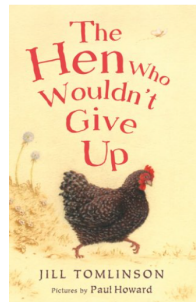
English Long Term Plan: Thunberg Class (Year 1/2)


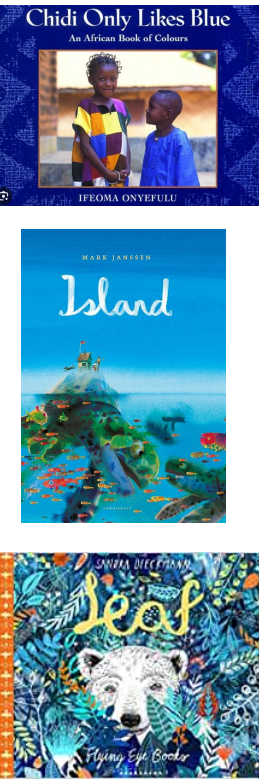
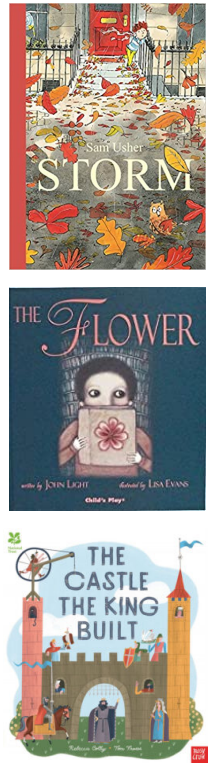


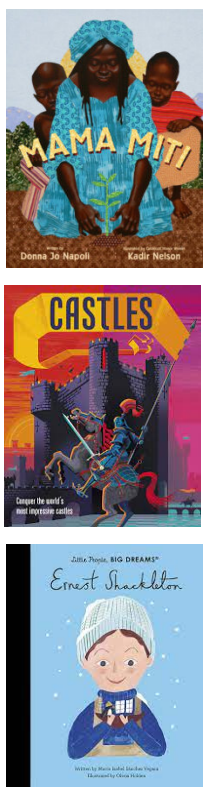
 Kirk Fenton CE PRIMARY SCHOOL	Autumn 1 (8 weeks)	Autumn 2 (7 weeks)	Spring 1 (5 weeks)	Spring 2 (5 weeks)	Summer 1 (7 weeks)	Summer 2 (7 weeks)
	Whole School 2 week topic: 'Get Creative for Climate Justice'	Wonderful World!	Curious castles	How to be healthy	Marvellous materials!	Super structures!
	Me and My World					

The Kirk Fenton CE Primary School curriculum has been designed with reading at its heart. We believe that reading is the key to all learning and that reading opens minds and hearts. We use carefully chosen, high quality texts representing the very best of contemporary children's literature, books from our literary heritage, poetry and non-fiction.

Reading for pleasure

Basket of Brilliant Books: A Collection of classic children's picture books



<p>Reading across the curriculum (a selection of some of the books/extracts studied across the curriculum)</p>						
<p>Writing focus</p>	<p>Narrative Description (2 weeks)</p> <p>Information Writing (2 weeks)</p> <p>Story (2 weeks)</p>	<p>Story (3 weeks)</p> <p>Poem (2 weeks)</p>	<p>Diary (1 week)</p> <p>Explanation writing (2 weeks)</p> <p>Recount (2 weeks)</p>	<p>Instructions (2 weeks)</p> <p>Narrative (3 weeks)</p>	<p>Explanation (3 weeks)</p> <p>Description (3 weeks)</p>	<p>Narrative (3 weeks)</p> <p>Explanation text (3 weeks)</p>
<p>Published pieces</p>	<p>Description - based on 'The Gardener'</p> <p>Information Writing about Climate change</p> <p>Story - inspired by The Rainbow Fish</p>	<p>First person narrative based on The island</p> <p>Poem</p>	<p>Diary - what is it like to live in a castle?</p> <p>Explanation writing - describing the parts of a castle</p> <p>Recount - writing about our school trip</p>	<p>Instructions/ recipe for healthy picnic food. Link to DT and Science</p> <p>Narrative based on the class book</p>	<p>Explanation - linked to 'The Tiny Seed'.</p> <p>Description of Edinburgh</p>	<p>Story based on Junkyard Dragon</p> <p>Explanation comparing castles</p>

<p>Focus poems and focus poetry books</p>						
<p>Year 1 Phonics</p> 	<p>Recap Phase 3 & 4 Phase 3 ai/ee/igh oa/oo/ar or/ur/oo ow/oi/ear</p> <p>air/er/z/s -es Words with two or more digraphs (e.g. queen, thicker)</p> <p>Phase 4 CVCC, CCVC, CCVCC, CCCVC Phase 4 with long vowels</p> <p>Phase 5 /ai/ ay play /ow/ ou cloud /oi/ oy toy /ee/ ea each</p>	<p>Phase 5 Week 1 /ur/ ir bird /igh/ ie pie /oo/ /yoo/ ue blue/rescue /yoo/ u unicorn</p> <p>Week 2 /oo/ o go /igh/ i tiger /ai/ a paper /ee/ e he</p> <p>Week 3 /ai/ a_e shake /igh/ i_e time /oa/ o_e home /oo/ /yoo/ u_e rude, cute</p> <p>Week 4 /ee/ e_e these /oo/ /yoo/ ew chew, new /ee/ ie shield /or/ aw claw</p> <p>Week 5 Grow the code: /igh/ ie i i_e /ai/ ay a a_e /oa/ oa o o_e /ee/ e ie e_e ea /oo/ /yoo/ ew u_e u ue</p>	<p>Phase 5 Week 1 /ee/ u funny /e/e ea head /w/ wh wheel /oa/ oe ou toe shoulder</p> <p>Week 2 /igh/ y fly /oa/ ow snow /j/ g giant /f/ ph phone</p> <p>Week 3 /l/ le al apple metal /s/ c oce /v/ ve give</p> <p>Week 4 /u/ o_e o ou some, mother, young /z/ se cheese /s/ se ce mouse, fence /ee/ ey donkey</p> <p>Grow the Code: /oo/ u ew ue u_e ui oo fruit, soup /ee/ ea e e_e ie ey y ee /s/ c se ce ss /z/ se s zz /oa/ ow oe ou o_e o oa</p>	<p>Review Phase 5 for phonics screening check</p> <p>Week 1 ay play a_e shake ea each e he</p> <p>Week 2 ie pie i_e time o go o_e home</p> <p>Week 3 ue blue, rescue ew chew, new u_e rude, cute aw claw</p> <p>Week 4 ea head ir bird ou cloud oy toy</p> <p>Week 5 i tiger a paper ow snow u unicorn</p> <p>Week 6 ph phone wh wheel</p>	<p>Review Phase 5 for phonics screening check</p> <p>Week 1 ay play a_e shake ea each e he</p> <p>Week 2 ie pie i_e time o go o_e home</p> <p>Week 3 ue blue, rescue ew chew, new u_e rude, cute aw claw</p> <p>Week 4 ea head ir bird ou cloud oy toy</p> <p>Week 5 i tiger a paper ow snow u unicorn</p> <p>Week 6 ph phone wh wheel</p>	<p>Phase 5 Week 1 /ur/ or word /oo/ u oul awful, would /air/ are share /or/ au aur oor al author, dinosaur, floor walk</p> <p>Week 2 /ch/ tch match /ch/ ture adventure /ar/ al half /ar/ a father</p> <p>Week 3 /or/ a water Schwa in longer words: different /o/ a want /air/ ear ere bear, there</p> <p>Week 4 /ur/ ear learn /r/ wr wrist /s/ st sc whistle, science Schwa at the end of words: actor</p> <p>Week 5 /c/ ch school /sh/ ch chef /z/ /s/ ce se ze freeze</p>

				ie shield g giant	ie shield g giant	
Phonics Tricky Words	Review tricky words: the, put, pull, full, push, to, into, l, o, go, of, he, she, we, me, be, was, you, they, all, are, my, by, sure, pure, said, have, like, so, do, some, come, love, were, there, little, one, when, out, what, says, here, today	their, people, oh, your Mr, Mrs, Ms, ask could, would, should, our house, mouse, water, want	any/many/again who, whole, where, two school, call, different thought, through, friend, work			once, laugh because, eye busy, beautiful, pretty, hour move, improve, parents, shoe
Year 2 Spelling focus	1. Words where 'dge' makes a /j/ sound 2. Words where 'ge' makes a /j/ sound 3. Words where 'g' makes a /j/ sound 4. Words where 'c' makes a /s/ sound before 'e', 'i' and 'y' 5. Words where 'kn' and 'gn' make a /n/ sound at the beginning of words 6. Challenge Words	7. Words where 'wr' makes a /r/ sound at the beginning of words 8. Words ending in 'le' 9. Words ending in 'el' 10. Words ending in 'al' 11. Words ending in 'il' 12. Challenge Words	13. Words where 'y' makes an /igh/ sound 14. Words where '-es' is added to words ending in 'y' 15. Words where '-ed' is added to words ending in 'y' 16. Words where '-er' and '-est' are added to words ending in 'y' 17. Words where '-ing' is added to words ending in 'e' 18. Challenge Words	19. Words where '-er', '-est' and '-ed' is added to words ending in 'e' 20. Words where '-ing' is added to single syllable words 21. Words where '-ed' is added to single syllable words 22. Words where 'a' makes an /or/ sound 23. Words where 'o' makes an /u/ sound 24. Challenge Words	25. Words where 'ey' makes an /ee/ sound 26. Words where 'a' makes an /o/ sound 27. Words where 'or' and 'ar' make an /er/ or /or/ sound 28. Words where 's' makes an /z/ sound 29. Words ending in '-ment' and '-ness' 30. Words ending in '-ful' and '-less'	31. Words that are homophones or near homophones 32. Words that are homophones or near homophones 33. Words ending in '-tion' 34. Words containing an apostrophe for contraction 35. Words containing an apostrophe for possession 36. Challenge Words
Punctuation (Prior learning to consolidate in black; new learning in red)	(Y1) Begin to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark. Use a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'. Leave finger spaces between words (Y2) Use full stops, capital letters, exclamation marks, question marks. Use apostrophes to mark missing letters in contracted forms. Use the apostrophe to show singular possession. Use commas for lists.					
Grammar (Prior learning)	(Y1) Join words and clauses using 'and'.					

<p>to consolidate in black; new learning in red)</p>	<p>(Y2)) Use sentences with different forms: statement, question, exclamation, command. Use expanded noun phrases to describe and specify. Use the present and past tenses correctly and consistently including the progressive form. Use subordination using when, if, that, or, because. Use coordination using or, and, but.</p>
<p>Handwriting (Prior learning to consolidate in black; new learning in red)</p>	<p>(Y1) Sit correctly at a table, holding a 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' (i.e. letters that are formed in similar ways) and to practise these.</p> <p>(Y2) Form lower-case letters of the correct size in relation to other letters. Use cursive joined script and know which letters not to join. Write capital letters, digits and lower case letters of the correct size, orientation and relationship to one another. Use spacing between words that reflects the size of the letter.</p>
<p>Terminology (Prior learning to consolidate in black; new learning in red)</p>	<p>(Y1) letter, capital letter, word, singular, plural, sentence, punctuation, full stop, question mark, exclamation mark</p> <p>(Y2) noun, noun phrase, statement, question, exclamation, command, compound, suffix, adjective, adverb, verb, tense (past, present), apostrophe, comma</p>
<p>KS1 Statutory Writing Assessment Objectives</p>	<p>The pupil can, after discussion with the teacher:</p> <ul style="list-style-type: none"> • write simple, coherent narratives about personal experiences and those of others (real or fictional) • write about real events, recording these simply and clearly • demarcate most sentences in their writing with capital letters and full stops, and use question marks correctly when required • use present and past tense mostly correctly and consistently • use co-ordination (e.g. or / and / but) and some subordination (e.g. when / if / that / because) to join clauses • segment spoken words into phonemes and represent these by graphemes, spelling many of these words correctly and making phonically-plausible attempts at others • spell many common exception words* • form capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters • use spacing between words that reflects the size of the letters.