

## English Long Term Plan- KS1- Cycle B

| Term                  | Fiction   |   | Non-fiction  |  | Poetry   |
|-----------------------|---|---|--|--|--|
| <b>Autumn 1</b>       | <b>Core Text:</b> After the Fall by Dan Santat<br><b>Purpose:</b> Writing to entertain<br><b>Audience:</b><br><b>Form:</b> Y1- retell and Y2- reinvent    |   | <b>Core Text:</b> After the Fall by Dan Santat<br><b>Purpose:</b> Writing to inform<br><b>Audience: KS2</b><br><b>Form: Instructions</b>                         |  | Poetry: Free verse poetry-poems with a theme   |
|                       | <b>Y1</b>   | <b>Y2</b>   | <b>Y1</b>  | <b>Y2</b>  | <b>Year 1 and 2</b>  |
| Sentence types:       | ➤ 1A sentence   | ➤ 2A sentence<br>➤ Question sentences   | ➤ Commands<br>➤ Imperative verbs   | ➤ Commands<br>➤ Imperative verbs and adverbs   | ➤ List sentence<br>➤ Stanzas/verses<br>➤ Poetic intention<br>➤ Rhyme (or not)<br>➤ Simile<br>➤ Personification |
| Grammatical features: | ➤ Using adjectives to describe nouns<br>➤ Using and to join adjectives and independent clauses  | ➤ Using wider expansion before the noun<br>➤ Using commas to separate adjectives  | - Imperative Verbs<br>- Capital letters<br>- Full stops  | ➤ Imperative verbs<br>➤ Time sequencers<br>➤ Use of adverbs after verbs  |  |
| Text Toolkit          | ➤ Simple sentences<br>➤ Capital letters and full stops to demarcate grammatical boundaries<br>➤ Looking at sentence types: statement and question.        | ➤ Simple and compound sentences<br>➤ Wider expansion of noun phrases<br>➤ Capital letters and full stops<br>➤ Commas for listed adjectives<br>➤ Correct use of tense throughout<br>➤ Looking at sentence types: statement and question. | ➤ Simple sentence<br>➤ Capital letters and full stops to demarcate grammatical boundaries<br>➤ Sequencing of events in the right order.<br>➤ Simple instructions | ➤ Simple and compound sentences<br>➤ Capital letters, full stops, exclamation marks<br>➤ Adverbs<br>➤ Time sequencers<br>➤ Imperative verbs<br>➤ Structure, sequencing |  |
|                       | Fiction   |   | Non-fiction  |  | Poetry   |
| <b>Autumn 2</b>       | <b>Core Text:</b> Our Tower by Joseph Coledo<br><b>Purpose:</b> Writing to entertain<br><b>Audience:</b><br><b>Form:</b> 1 <sup>st</sup> person narrative |   | <b>Core Text:</b> The Street Beneath our Feet<br><b>Purpose:</b> Writing to inform<br><b>Audience:</b><br><b>Form:</b> Non-chronological report                  |  | ➤ List sentence<br>➤ Stanzas/verses<br>➤ Poetic intention<br>➤ Rhyme (or not)<br>➤ Simile<br>➤ Personification |
|                       | <b>Y1</b>   | <b>Y2</b>   | <b>Y1</b>  | <b>Y2</b>  |  |
| Sentence types:       | ➤ 1A/2A sentences<br>➤ Exclamation sentences  | ➤ 1A/2A sentences<br>➤ Exclamation sentences<br>➤ BOYS sentences  | ➤ 1A sentence<br>➤ Exclamation sentences   | ➤ 2A sentence<br>Exclamation sentences   |  |
| Grammatical features: | ➤ Co-ordinating conjunctions (and, or, but)<br>➤ Full stops   | ➤ Co-ordinating conjunctions (and, or, but,so)  | ➤ Using adjectives to describe nouns. Use 'and' to join adjectives and   | ➤ Using wider expansion before the noun  |  |

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|-------------------|--|---|--|---|--|----|
|                   | <ul style="list-style-type: none"> <li>➤ Exclamation marks</li> <li>➤ Capital letters for proper nouns</li> </ul>  | <ul style="list-style-type: none"> <li>➤ Subordinating conjunctions (when, if, that, because)</li> <li>➤ Adverbs</li> <li>➤ Apostrophes for contractions</li> <li>➤ Progressive tenses</li> </ul>   | <p style="text-align: center;">independent clauses</p>   | <ul style="list-style-type: none"> <li>➤ Using commas to separate adjectives</li> <li>➤ Progressive verb forms</li> <li>➤ Use of adverbs after verbs</li> </ul>   |  |    |
| Text type toolkit | <ul style="list-style-type: none"> <li>➤ Simple sentence</li> <li>➤ Capital letters and full stops to demarcate grammatical boundaries</li> <li>➤ Sequencing of events in the right order</li> <li>➤ Simple setting description</li> </ul> | <ul style="list-style-type: none"> <li>➤ Correct and consistent use of tense</li> <li>➤ Simple and compound sentences</li> <li>➤ Wider expansion of noun phrases</li> <li>➤ Capital letters and full stops</li> <li>➤ Correct use of tense throughout</li> <br/> <li>➤ Commas for listed adjectives</li> <li>➤ Correct use of tense throughout</li> <li>➤ Looking at sentence types: statement and question.</li> </ul> | <ul style="list-style-type: none"> <li>➤ Simple sentence</li> <li>➤ Capital letters and full stops to demarcate grammatical boundaries</li> </ul>  | <ul style="list-style-type: none"> <li>➤ Simple and compound sentences</li> <li>➤ Wider expansion of noun phrases</li> <li>➤ Capital letters, full stops, exclamation marks</li> <li>➤ Commas for listed adjectives</li> <li>➤ Correct use of present tense throughout</li> </ul> |  |    |
| Spring 1          | <p style="text-align: center;"><b>Core Text:</b> Tuesday by David Wiesner</p> <p><b>Purpose:</b> Writing to entertain</p> <p><b>Audience:</b> KS2</p> <p><b>Form:</b> Newspaper report</p>   |   | <p style="text-align: center;"><b>Core Text:</b> Literacy shed animations- Don't do it!</p> <p><b>Purpose:</b> Writing to inform</p> <p><b>Audience:</b></p> <p><b>Form:</b> Instructions on how to avoid being caught by a cat.</p> |   | <b>Poetry: Traditional rhymes</b>  |    |
|                   | <b>Y1</b>  | <b>Y2</b>   | <b>Y1</b>  | <b>Y2</b>   | Y1   | Y2 |
| Sentence types:   | <ul style="list-style-type: none"> <li>➤ 1A/2A sentences</li> <li>➤ All the Ws</li> </ul>  | <ul style="list-style-type: none"> <li>➤ List sentences</li> <li>➤ First word, last word</li> <li>➤ All the Ws</li> </ul>   | <ul style="list-style-type: none"> <li>➤ 1A/2A sentences</li> <li>➤ Command sentences</li> </ul>   | <ul style="list-style-type: none"> <li>➤ -ly sentence</li> <li>➤ BOYS sentences</li> <li>➤ Expanded noun phrases</li> <li>➤ Subordinating conjunctions</li> <li>➤ Short sentences</li> <li>➤ 1A/2A sentences</li> <li>➤ Command sentences</li> </ul>                              | <ul style="list-style-type: none"> <li>➤ List sentence</li> <li>➤ Stanzas/verses</li> <li>➤ Poetic intention</li> <li>➤ Rhyme (or not)</li> <li>➤ Simile</li> <li>➤ Personification</li> </ul> |    |

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|-----------------------|--|--|--|--|------------------------|
|                       |  |  |  |  |                        |
| Grammatical features: | <ul style="list-style-type: none"> <li>➤ Word class: adjective, noun, verb</li> <li>➤ Full stops</li> <li>➤ Exclamation marks</li> <li>➤ Commas for lists</li> <li>➤ Co-ordinating conjunctions</li> </ul> | <ul style="list-style-type: none"> <li>➤ Co-ordinating conjunctions (and, or, but,so)</li> <li>➤ Subordinating conjunctions (when, if, that, because)</li> <li>➤ Adverbs</li> </ul>  | <ul style="list-style-type: none"> <li>➤ Co-ordinating conjunctions (and, or, but)</li> <li>➤ Full stops</li> <li>➤ Capital letters for proper nouns</li> </ul>  | <ul style="list-style-type: none"> <li>➤ Verb forms and tenses</li> <li>➤ Accuracy of verbs and nouns</li> <li>➤ Adverbs after nouns</li> </ul>  |                        |
| Text type toolkit     | <ul style="list-style-type: none"> <li>➤ Headlines</li> <li>➤ <b>Tier 3 words</b></li> <li>➤ <b>5 Ws</b></li> <li>➤ Introduction, body, summary/conclusion</li> </ul>                                      | <ul style="list-style-type: none"> <li>➤ Headlines</li> <li>➤ Paragraphing</li> <li>➤ Sub-headings</li> <li>➤ Subordinate clauses (when, if, that, because)</li> <li>➤ <b>Tier 3 words</b></li> <li>➤ <b>5 Ws</b></li> <li>➤ Introduction, body, summary/conclusion</li> </ul> | <ul style="list-style-type: none"> <li>➤ Simple sentences</li> <li>➤ Capital letters and full stops to demarcate grammatical boundaries</li> <li>➤ Looking at sentence types: statement and question.</li> </ul> | <ul style="list-style-type: none"> <li>➤ Simple and compound sentences</li> <li>➤ Wider expansion of noun phrases</li> <li>➤ Capital letters and full stops</li> <li>➤ Commas for listed adjectives</li> <li>➤ Correct use of tense throughout</li> <li>➤ Looking at sentence types: statement and question.</li> <li>➤ Headings/ sub-headings- text layout</li> </ul> |                        |
| <b>Spring 2</b>       | <b>Core Text:</b>  |  | <b>Core Text: A Seed is Sleepy</b>   |  | Poetry: Classic poetry |
|                       | <b>Purpose:</b> Writing to Entertain<br><b>Audience:</b><br><b>Form:</b>   |  | <b>Purpose:</b> Writing to inform<br><b>Audience:</b><br><b>Form:</b>  |  |                        |
|                       | <b>Y1</b>  | <b>Y2</b>  | <b>Y1</b>  | <b>Y2</b>  | <b>Y1</b> <b>Y2</b>    |

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|                       |  |  |  |  |  |           |
|-----------------------|--|--|--|--|--|-----------|
| Sentence types:       | <ul style="list-style-type: none"> <li>➤ 1A sentences</li> </ul>   | <ul style="list-style-type: none"> <li>➤ -ly sentence</li> <li>➤ BOYS sentences</li> </ul>   | <ul style="list-style-type: none"> <li>➤ 1A sentences</li> <li>➤ All the Ws</li> </ul>   | <ul style="list-style-type: none"> <li>➤ List sentences</li> <li>➤ 2A sentences</li> <li>➤ All the Ws</li> </ul>   | <ul style="list-style-type: none"> <li>➤ List sentence</li> <li>➤ Stanzas/verses</li> <li>➤ Poetic intention</li> <li>➤ Rhyme (or not)</li> <li>➤ Simile</li> <li>➤ Personification</li> </ul> |           |
| Grammatical features: | <ul style="list-style-type: none"> <li>➤ Co-ordinating conjunctions (and, or, but)</li> <li>➤ Full stops</li> <li>➤ Exclamation marks</li> <li>➤ Capital letters for proper nouns</li> </ul>   | <ul style="list-style-type: none"> <li>➤ Co-ordinating conjunctions (and, or, but,so)</li> <li>➤ Subordinating conjunctions (when, if, that, because)</li> <li>➤ Adverbs</li> </ul>  | <ul style="list-style-type: none"> <li>➤ Co-ordinating conjunctions (and, or, but)</li> <li>➤ Full stops</li> <li>➤ Exclamation marks</li> <li>➤ Capital letters for proper nouns</li> </ul>                     | <ul style="list-style-type: none"> <li>➤ Expanded noun phrases</li> <li>➤ Subordinating conjunctions</li> </ul>  |  |           |
| Text type toolkit     | <ul style="list-style-type: none"> <li>➤ Simple sentence</li> <li>➤ Capital letters and full stops to demarcate grammatical boundaries</li> <li>➤ Sequencing of events in the right order</li> <li>➤ Simple setting description</li> </ul> | <ul style="list-style-type: none"> <li>➤ Correct and consistent use of tense</li> <li>➤ Simple and compound sentences</li> <li>➤ Wider expansion of noun phrases</li> <li>➤ Capital letters and full stops</li> <li>➤ Commas for listed adjectives</li> <li>➤ Correct use of tense throughout</li> <li>➤ Looking at sentence types: statement and question.</li> </ul> | <ul style="list-style-type: none"> <li>➤ Simple sentences</li> <li>➤ Capital letters and full stops to demarcate grammatical boundaries</li> <li>➤ Looking at sentence types: statement and question.</li> </ul> | <ul style="list-style-type: none"> <li>➤ Simple and compound sentences</li> <li>➤ Wider expansion of noun phrases</li> <li>➤ Capital letters and full stops</li> <li>➤ Commas for listed adjectives</li> <li>➤ Correct use of tense throughout</li> <li>➤ Looking at sentence types: statement and question.</li> <li>➤ Headings/ sub-headings- text layout</li> </ul> |  |           |
| <b>Summer 1:</b>      | <b>Core Text:</b>  |  | <b>Core Text:</b>  |  | Poetry: Poems with a shape or structure.   |           |
|                       | <b>Purpose:</b> Writing to persuade<br><b>Audience:</b><br><b>Form:</b> Persuasive advert/ poster  |  | <b>Purpose:</b> Writing to Entertain<br><b>Audience:</b> Family<br><b>Form:</b> 1 <sup>st</sup> Person Narrative   |  |  |           |
|                       | <b>Y1</b>  | <b>Y2</b>  | <b>Y1</b>  | <b>Y2</b>  | <b>Y1</b>  | <b>Y2</b> |
| Sentence types:       | <ul style="list-style-type: none"> <li>➤ 1A sentences</li> <li>➤ 5 Ws</li> </ul>   | <ul style="list-style-type: none"> <li>➤ List sentences</li> <li>➤ 2A sentences</li> <li>➤ 5 Ws</li> </ul>   | <ul style="list-style-type: none"> <li>➤ 1A sentences</li> </ul>   | <ul style="list-style-type: none"> <li>➤ -ly sentence</li> <li>➤ BOYS sentences</li> </ul>   | <ul style="list-style-type: none"> <li>➤ List sentence</li> <li>➤ Stanzas/verses</li> <li>➤ Poetic intention</li> <li>➤ Rhyme (or not)</li> <li>➤ Simile</li> </ul>                            |           |

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|-----------------------|--|---|--|---|---|
| Grammatical features: | <ul style="list-style-type: none"> <li>➤ Co-ordinating conjunctions (and, or, but)</li> <li>➤ Full stops</li> <li>➤ Exclamation marks</li> <li>➤ Capital letters for proper nouns</li> </ul> | <ul style="list-style-type: none"> <li>➤ Expanded noun phrases</li> <li>➤ Subordinating conjunctions</li> </ul>   | <ul style="list-style-type: none"> <li>➤ Co-ordinating conjunctions (and, or, but)</li> <li>➤ Full stops</li> <li>➤ Exclamation marks</li> <li>➤ Capital letters for proper nouns</li> </ul>   | <ul style="list-style-type: none"> <li>➤ Co-ordinating conjunctions (and, or, but,so)</li> <li>➤ Subordinating conjunctions (when, if, that, because)</li> <li>➤ Adverbs</li> </ul>   | <ul style="list-style-type: none"> <li>➤ Personification</li> </ul> |
| Text type toolkit     | <ul style="list-style-type: none"> <li>➤ Imperative verbs</li> <li>➤ questions</li> <li>➤ List sentences</li> <li>➤ Repetition</li> <li>➤ Layout and font features</li> </ul>                | <ul style="list-style-type: none"> <li>➤ Imperative verbs</li> <li>➤ Rhetorical questions</li> <li>➤ List sentences</li> <li>➤ Repetition</li> <li>➤ Layout and font features</li> <li>➤ Clear point of view</li> <li>➤ Direct address</li> <li>➤ Repetition</li> <li>➤ Alliteration</li> </ul> | <ul style="list-style-type: none"> <li>➤ Simple sentence</li> <li>➤ Capital letters and full stops to demarcate grammatical boundaries</li> <li>➤ Sequencing of events in the right order</li> <li>➤ Simple setting description</li> </ul> | <ul style="list-style-type: none"> <li>➤ Correct and consistent use of tense</li> <li>➤ Simple and compound sentences</li> <li>➤ Wider expansion of noun phrases</li> <li>➤ Capital letters and full stops</li> <li>➤ Commas for listed adjectives</li> <li>➤ Correct use of tense throughout</li> <li>➤ Looking at sentence types: statement and question</li> </ul> |   |
| <b>Summer 2:</b>      | <b>Core Text:</b> If I was a Rat! Or the Scarlet slippers by Phillip Pullman<br><b>Purpose:</b> To entertain<br><b>Audience:</b><br><b>Form:</b> Narrative                                   |   | <b>Core Text:</b> The Great Kapok Tree by Lynne Cherry<br><b>Purpose:</b> Writing to persuade<br><b>Audience:</b><br><b>Form:</b> Letter   |   |   |
|                       | <b>Y1</b>  | <b>Y2</b>   | <b>Y1</b>  | <b>Y2</b>   |   |
| Sentence types:       | <ul style="list-style-type: none"> <li>➤ 1A sentences</li> </ul>   | <ul style="list-style-type: none"> <li>➤ List sentences</li> <li>➤ 2A sentences</li> </ul>  | <ul style="list-style-type: none"> <li>➤ 1A sentences</li> </ul>   | <ul style="list-style-type: none"> <li>➤ List sentences</li> <li>➤ 2A sentences</li> </ul>  |   |
| Grammatical features: | <ul style="list-style-type: none"> <li>➤ Co-ordinating conjunctions (and, or, but)</li> <li>➤ Full stops</li> <li>➤ Exclamation marks</li> <li>➤ Capital letters for proper nouns</li> </ul> | <ul style="list-style-type: none"> <li>➤ Expanded noun phrases</li> <li>➤ Subordinating conjunctions</li> </ul>   | <ul style="list-style-type: none"> <li>➤ Co-ordinating conjunctions (and, or, but)</li> <li>➤ Full stops</li> <li>➤ Exclamation marks</li> <li>➤ Capital letters for proper nouns</li> </ul>   | <ul style="list-style-type: none"> <li>➤ Expanded noun phrases</li> <li>➤ Subordinating conjunctions</li> </ul>   |   |

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|--------------------------|--|---|---|---|--|
| <p>Text type toolkit</p> | <ul style="list-style-type: none"> <li>➤ Simple sentence</li> <li>➤ Capital letters and full stops to demarcate grammatical boundaries</li> <li>➤ Sequencing of events in the right order</li> <li>➤ Simple setting description</li> </ul> | <ul style="list-style-type: none"> <li>➤ Correct and consistent use of tense</li> <li>➤ Simple and compound sentences</li> <li>➤ Wider expansion of noun phrases</li> <li>➤ Capital letters and full stops</li> <li>➤ Commas for listed adjectives</li> <li>➤ Correct use of tense throughout                             <ul style="list-style-type: none"> <li>➤ Looking at sentence types: statement and question</li> </ul> </li> </ul> | <ul style="list-style-type: none"> <li>➤ Imperative verbs</li> <li>➤ questions</li> <li>➤ List sentences</li> <li>➤ Repetition</li> <li>➤ Layout and font features</li> </ul> | <ul style="list-style-type: none"> <li>• Imperative verbs</li> <li>• Rhetorical questions</li> <li>• List sentences</li> <li>• Repetition</li> <li>• Layout and font features</li> <li>• Clear point of view</li> <li>• Direct address</li> <li>• Repetition</li> <li>• Alliteration</li> </ul> |  |
|--------------------------|--|---|---|---|--|