

## Literacy Long Term plan Year 1

### Autumn Unit 1

Fiction - Class Two at the Zoo, Who's our new teacher, Aargghh Spider!

The children predict how the different stories will end, and then retell them in their own words. They focus on characters and ask questions about them, and they link the characters' experiences to their own using drama and role-play. They then decide which story they liked most and give reasons for their choice. The children compose sentences orally, with the teacher modelling correct punctuation, and go on to write their own compositions about a visit to a farm and the diary of a dragon. In the main writing task, they plan, storyboard, orally re-tell and write 'My Hedgehog Story' and then review and evaluate it with their peers.

- Introducing Punctuation
- Introducing Sentences
- Sentence Structure

### Autumn Unit 2

Poetry – Sensational Senses. The children use their senses to explore the weather, mud and the playground as they enjoy listening to a range of poetry. They come up with new vocabulary and sound effects and use real and invented words to describe what they feel - linking it all to their own experiences. They construct sentences to describe how things feel and sound. Oral rehearsal is encouraged at each step of the planning and writing process as they create short narratives and poems. They experiment with sound and rhythm to recite a poem as a group

- Introducing Exclamation Marks
- Introducing Question Marks

### Autumn Unit 3

Non-fiction - The children read the interactive eBook *Who Lives Here?* linking the text to their own experiences. They use maps to recall the sequence and ask questions about events in the eBook. They learn about different uses for capital letters and use these in their writing. The writing tasks involve composing factual sentences about animals and writing a nature diary following a model.

- Proper Names and the Personal Pronoun 'I'
- Sequencing Sentences and Using 'and'

### Autumn Unit 4

Poetry – Predictable Patterns The children are introduced to the idea of the unit: that they will present poems to an audience and become poetry stars. As a class, they read and recite a variety of poems, practising reading them in different ways (adding actions, expression, etc.) to develop their skills. They practise ways to learn poems off by heart. They practise joining words to make sentences and using the punctuation to help read for meaning. After some teacher modelling, they write letters to invite people to their poetry star performance, rehearsing sentences orally before writing them. Time is given at the end of the unit for the children to practise performing poems, both as a whole class and in smaller groups. The children then present to an audience, and feedback on each other's performances.

- Introducing Sentences
- Proper Names and the Personal Pronoun 'I'

### Spring Unit 1

Fiction – The Four Singers and Mary and the Twelve Months. In this unit, the children explore a range of fiction. They read the interactive eBook, listening and responding to the stories then re-telling them in their own words. They learn how to identify and understand character and events, linking these to their own lives and experiences. They compose and write simple sentences and questions.

- Singular and Plural

### Spring Unit 2

Word Detectives! Children take on the role of word detectives to investigate spelling patterns and generate their own spelling rules.

### Spring Unit 3

Poetry – Pattern and Rhyme the children explore poems with pattern and rhyme. They enjoy performing a range of poetry. They come up with new rhyming words and focus on spelling patterns. They experiment with sound and rhythm as they recite their poems.

- Adding Endings

### Spring Unit 4

Non-fiction Why do elephants have big ears? In this unit, the children explore the Big Question: Why do elephants have big ears? They read the interactive eBook, finding information and learning how to write labels and captions. They answer the big question, planning and writing their own reports based on a model.

- Using the Prefix 'un-'

### Summer Unit 1

Fiction – Fantastic Voyages. The children read two stories by Simon Bartram, *Man on the Moon* and *Dougal's Deep-Sea Diary*. They look at the settings of the two stories, building their vocabulary, and use imaginative role play to explore the characters. They use the stories' structures (a day-in-the-life and a diary) to retell the stories, and write alternative tales about the characters, diary entries, postcards and longer narratives, revising the use of 'and' to join sentences.

- Sentence Punctuation

### Summer Unit 2

Fiction - The children are introduced to a traditional tale from ancient India, *The Best of Friends*. Activities involve selecting words to describe the characters vividly, identifying good storytelling techniques and exploring strategies for remembering a sequence of events. The children then compose and rehearse their own retellings of the story. They perform their retellings in small groups, both to the rest of the class and to a wider audience. Finally, the children evaluate their performances and reflect on their learning.

- The Purpose of Punctuation

### Summer Unit 3

Poetry – Growing Up. the children explore poems with themes that are engaging and relevant to their own lives and experiences. They enjoy reading a range of poetry and listening to a poem being read by the poet. They respond to the situations described in the poems and consider what they would do and how they might feel. They compare poems, identifying similarities and differences in points of view and feelings. They learn poems by heart, experimenting with sound and movement as they recite and perform their poems. They create a class poem based on a model.

### Summer Unit 4

Non-fiction – top jobs. In this unit, the children explore the Big Question: What’s the best job? They read the interactive eBook, finding information and using drama to explore different roles. They explore new vocabulary and create a fact file. They learn how to write a job application, focusing on what they think they are good at, and then read aloud their writing to apply for the job. They answer the Big Question, planning and writing their own instruction text based on a model.

- The Purpose of Punctuation

## Literacy Long Term plan Year 2

Unit	Autumn Unit 1	Grammar lessons
Fiction Unit 2.1 <i>What Would You Do?</i>	Fiction “What would you do?” The children read two stories that deal with themes of overcoming worries and facing fears – Silly Billy and Operation Night Monster. They look in depth at two different characters and explore how they overcome their fears. They develop their knowledge of sentence constructions, joining two or more sentences with ‘and’ and correct punctuation, and explore using expanded noun phrases to add more detail. The writing tasks include writing a letter in role, writing a continuation of one of the stories, and writing their own story based on their own experiences. <ul style="list-style-type: none"> <li>• Full Stops, Question and Exclamation Marks</li> <li>• Saying Sentences</li> </ul>	<ul style="list-style-type: none"> <li>• Full Stops, Question and Exclamation Marks</li> <li>• Saying Sentences</li> </ul>
Unit	Autumn Unit 2	Grammar Lessons
Poetry Unit 2.1 <i>Pattern, Rhythm and Rhyme</i>	Poetry – Pattern, rhythm and rhyme. The children discuss their favourite lines from four poems, recognising simple rhythm and rhyme and discussing vocabulary choices. They identify patterns in the poetry and work towards class performances of the poems, trying to learn them by heart along the way. They create new whole class poems - based on those already read - and then they evaluate a class performance of one of their compositions. <ul style="list-style-type: none"> <li>• Introducing Nouns</li> <li>• Introducing Verbs</li> </ul>	<ul style="list-style-type: none"> <li>• Introducing Nouns</li> <li>• Introducing Verbs</li> </ul>
Unit	Autumn Unit 3	Grammar Lessons
Non-fiction Unit 2.1 <i>All About Orang-utans</i>	Non-fiction The children explore the Big Question: Could you keep an orang-utan as a pet? They read the interactive eBook All About Orang-utans, asking questions and collecting facts. They research other animals in ‘expert groups’ and present their findings. They learn about imperatives and how they are	<ul style="list-style-type: none"> <li>• Coordinating Sentences</li> <li>• Different Sorts of Sentences</li> <li>• Revising Capital Letters</li> <li>• Introducing Nouns</li> </ul>

	<p>used in commands and instructions, writing their own instructions to tell someone how to care for a pet. In the long writing task, they design and write their own mini non-fiction book or report and make this into an eBook.</p> <ul style="list-style-type: none"> <li>• Coordinating Sentences</li> <li>• Different Sorts of Sentences</li> <li>• Revising Capital Letters</li> <li>• Introducing Nouns</li> <li>• Introducing Verbs</li> <li>• Saying Sentences</li> </ul>	<ul style="list-style-type: none"> <li>• Introducing Verbs</li> <li>• Saying Sentences</li> </ul>
<b>Unit</b>	<b>Autumn Unit 4</b>	<b>Grammar Lessons</b>
<p>Live Unit 2.1 <i>Newshounds</i></p>	<p>Non-fiction - The children are introduced to the idea of the unit: that they write their own new reports, becoming newshounds! As a class, they read and discuss a variety of news stories, looking at the big news questions and the structure of a news report to develop their skills. They practice recounting events in the past tense and using noun phrases to write captions, as well as writing questions using correct punctuation. After some teacher modelling, the children write news reports about something that has happened at school. Time is given at the end of the unit for the children to edit and proof-read their work before it is published. They then discuss whether their news stories are a success.</p> <ul style="list-style-type: none"> <li>• Introducing Nouns</li> <li>• Past and Present Tense</li> </ul>	<ul style="list-style-type: none"> <li>• Introducing Nouns</li> <li>• Past and Present Tense</li> </ul>

<b>Unit</b>	<b>Spring Unit 1</b>	<b>Grammar lessons</b>
<p>Fiction Unit 2.2 <i>A Twist in the Tale</i></p>	<p>Fiction - the children explore a range of fiction including Don't read this book and Maximus and the Beanstalk. They read the interactive eBook and watch a film, listening and responding to the stories then contrasting traditional and non-traditional tales. They discuss characters and key fairy-story features, learning how to make predictions. They plan, edit and write their own versions of a traditional tale, with roles reversed.</p> <ul style="list-style-type: none"> <li>• Adjectives</li> <li>• Irregular Past Tenses</li> <li>• Nouns, Verbs and Adjectives</li> </ul>	<ul style="list-style-type: none"> <li>• Adjectives</li> <li>• Irregular Past Tenses</li> <li>• Nouns, Verbs and Adjectives</li> </ul>
<b>Unit</b>	<b>Spring Unit 2</b>	<b>Grammar Lessons</b>
<p>Word Detectives Year 2</p>	<p>Word Detectives! Children take on the role of word detectives to investigate spelling patterns and generate their own spelling rules.</p>	<p>Select from the bank of resources according to the needs of your class.</p>
<b>Unit</b>	<b>Spring Unit 3</b>	<b>Grammar Lessons</b>

Poetry 2.2 <i>A Closer Look</i>	Poetry - the children enjoy listening and responding to poems in a range of different ways. They explore poetic language and identify adjectives and verbs in a poem. They draft, edit and compose their own poems and read them aloud. <ul style="list-style-type: none"> <li>• Noun Phrase</li> <li>• The Progressive Form of Verbs</li> </ul>	<ul style="list-style-type: none"> <li>• Noun Phrases</li> <li>• The Progressive Form of Verbs</li> </ul>
<b>Unit</b>	<b>Spring Unit 4</b>	<b>Grammar Lessons</b>
Non-fiction Unit 2.2 <i>Does Chocolate Grow On Trees?</i>	Non-fiction - the children explore the Big Question: Does chocolate grow on trees? They read the interactive eBook, finding information and exploring the layout of explanation texts. They answer the big question, planning and writing their own explanation texts based on a model. <ul style="list-style-type: none"> <li>• Adverbs of Manner</li> <li>• Using Suffixes 1 (-ful and -less)</li> <li>• Using Suffixes 2 (-ness)</li> </ul>	<ul style="list-style-type: none"> <li>• Adverbs of Manner</li> <li>• Using Suffixes 1 (-ful and -less)</li> <li>• Using Suffixes 2 (-ness)</li> </ul>

<b>Summer Unit 1</b>	
<p>Fiction - children read two longer, humorous stories by Joanna Nadin: <i>The Whole Truth</i> and <i>Penny Dreadful and the Rat</i>, building up their reading stamina. They use drama techniques to explore and empathise with the characters, role-playing scenarios and considering how characters change over the course of longer stories. They revise their knowledge of commands and apply these in the short writing tasks: writing an advert and writing a set of instructions. Finally, they write their own Penny Dreadful story using <i>Penny Dreadful and the Rat</i> as a model.</p> <ul style="list-style-type: none"> <li>• Apostrophes for contractions</li> <li>• Using suffixes 4 (-ly)</li> </ul>	
<b>Summer Unit 2</b>	
<p>Plays - The children are introduced to the idea of the unit: that they will stage and perform a play in front of an audience. They learn about the differences between a storybook and a play script and discuss what might make a play entertaining for an audience. The children learn about scenes, props, sound effects and how to write stage directions. Together with the teacher, they learn how to write a scene for a play, and create an alternative ending that could be used in the final performance.</p> <ul style="list-style-type: none"> <li>• Using Suffixes 3 ('-er' and '-est')</li> <li>• Using Suffixes 3 (-ly)</li> </ul>	
<b>Summer Unit 3</b>	
<p>Poetry – Silly Stuff. The children explore poems with themes and language that are funny and engaging. They enjoy reading a range of poetry, including jokes and tongue twisters, and listening to a poem being read by the poet. They learn poems by heart, experimenting with sound and pattern as they recite and perform their poems. They explore alliteration, onomatopoeia, repetition and rhyme, comparing poems and responding to humour and word play. They create, edit and evaluate stanzas and poems based on models.</p>	
<b>Summer Unit 4</b>	

Non-fiction - the children explore the Big Question: What is the most unusual place in the world to live? They read the interactive eBook, finding information and exploring the layout of non-fiction texts. They use drama and improvisation to imagine living in unusual places and write a postcard based on a model. They answer the Big Question, planning and writing their own screen for the eBook.

- Using commas in a list