Red Area English Long Term Plan Year B

	Term 1		Term 2		Term 3		Term 4		Term 5	Term 6			
Enquiry	What is my hat made of? (4)	How does Barrs Court Change? (Autumn) (1)	Who helps who? (4)	What do artists do? (2)	How does Barrs Court change? (Winter) (1)	Where is Barrs Court Primary School? (5)	What am I? (4 or 5?)	How does Barrs Court change? (Spring) (2)	How could we play in different ways? (6)	What grows near me? (3)	How do we move around? (3 or 4?)	What might I do in the future? (2)	How does Barrs Court change? (Summer) (2)
Key texts	**Key recommended texts:** Old Hat A good day for a hat You must bring a hat **Other suggested Enquiry Texts:** I want my hat back A hat for Mr Mountain	**Key recommended texts to be used across all enquiries:** Katie and the Starry night Tree A first book of nature I am the seed that grew the tree (poetry)	**Key recommended texts:** **Other suggested Enquiry texts:**	**Key recommended texts:** The Dot Maybe something beautiful The artist who painted a blue horse **Other suggested Enquiry texts:** Tizz and Ott's big draw	**Key recommended texts to be used across all enquiries:** Katie and the Starry night Tree A first book of nature I am the seed that grew the tree (poetry)	**Key recommended texts:** Lost and Found Me on the map **Other suggested Enquiry Texts:**	**Key recommended texts:** Rumble in the Jungle The Lion inside You're called what? Sing like a whale.	**Key recommended texts to be used across all enquiries:** Katie and the Starry night Tree A first book of nature I am the seed that grew the tree (poetry)	**Key recommended texts:** Playground Traction Man is here Lost in the toy museum **Other suggested Enquiry texts:** Pocked Playground games from around the world. Toys around the world. The Wooden Camel	**Key recommended texts:** The last tree Oliver's Vegetables. **Other suggested Enquiry texts:** The little gardeners Weeds find a way +Non-fiction texts	**Key recommended texts:** Robot, haunted house, little monsters, dinner time **Other suggested Enquiry texts:**	**Key recommended texts:** Little People, Big Dreams books. Mixed up fairy tales. Stardust Flip flap books **Other suggested Enquiry texts:**	**Key recommended texts to be used across all enquiries:** Katie and the Starry night Tree A first book of nature I am the seed that grew the tree (poetry)
SPAG skills	**Year 1** • Form lower case, CL and digits 0-9 correctly. • Identify nouns + use names of people, places and things. • Demarcate sentences using CL and .		**Year 1** • Join words in a list using and • Use and to join simples sentences. • Use CL for names of people, places, days of the week and 'I'. • Use present and past tense accurate.		**Year 1** • Begin to demarcate sentence using ? and ! • Consolidate – Use 'and' to join simple sentences. • Verbs using –ing/-ed/-er • Adjectives ending –er/est		**Year 1** **Revisit and Embed Previously Taught Skills:** • Sequence sentences to form short narratives • Sequence sentences to form simple non-fiction texts. • Use simple language features for fiction • Use simple language features for non-fiction. • Use simple organisational features in fiction and non-fiction						
	Year 2 • Spacing between words and upper/lower case relationship • Simple expanded noun phrases • Commas in a list (in exp noun phrase). • Use co-ordination. (but/and/or/so)		**Year 2** • Commas in a list (nouns + adj). • Consolidate – co-ordination. • Apostrophes for contractions. • Capital letters for proper nouns. • Use present and past tense correctly.		**Year 2** • Sentence types (statement, question, exclamation, command) and punctuate accurately. • Use subordination (when/if/that/because). • Use apostrophes for singular possession. • Use progressive verb form		**Year 2** **Revisit and Embed Previously Taught Skills:** • Create simple character in narrative • Create simple setting in narrative • Create simple lot in narrative. • Use the main language features of narrative. • Use the main language features of non-fiction • Use the main organisation features of narrative and non-fiction						
End of unit outcome	**Writing to entertain** Innovated story **Writing to explain** Instructions	**Writing to inform** Recount	**Writing to entertain** Story/innovated story **Writing to inform** Non-Chron report	**Writing to entertain** Diary entry	**Writing to entertain** Poetry	**Writing to entertain** Innovated story **Writing inform** Non-Chron report	**Writing to entertain** story/innovated story **Writing to inform** Recount? Letter?	**Writing to argue** Leaflet/advert	**Writing to entertain** Innovated story **Writing to explain** Instructions	**Writing to entertain:** Letter in role **Writing to inform:** Non-chron	**Writing to entertain** story/innovation **Writing to inform:** Recount	**Writing to entertain:** Diary	**Writing to inform:** Non-Chron report
Ongoing skills applied when writing:	**Year 1** Plan by talking about ideas. Orally rehearse sentences before writing down. Record ideas Read own writing aloud clearly. Reread writing to check it makes simple changes. Proof read and edit their writing. Write for simple audiences and purposed based on real life experiences including recounts of real events. Write so that other people can understand the meaning of sentences.												
	Year 2 Play by talking about ideas and vocabulary. Record ideas (story map/flow chart) Orally rehearse sentence before writing. Read their own writing aloud. Evaluate their writing through discussion and make improvements to clarify the meaning. Proof read and edit their writing (using Y2 spelling rules, word banks, displays). Write a range of fictional real texts for different audiences and purposes including recounts of real events. Write simple poetry												