



# WAINWRIGHT PRIMARY ACADEMY

## LONG TERM ENGLISH STRATEGY 2017 – 2018

### YEAR 1



Term	Text structure	Reading	Sentence construction	Alan Peat sentences	GPS
Autumn <b>Fiction</b>  PoR: Jolly Postman  PoR: Traction Man	<b>Planning Tools:</b> Story map / story mountain (Refer to Story-Type grids)  <b>Plan opening around</b> character(s), setting, time of day and type of weather	Pupils should be taught to: ☑ develop pleasure in reading, motivation to read, vocabulary and understanding by: ☑ listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently ☑ being encouraged to link what they read or hear read to their own experiences ☑ becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics ☑ recognising and joining in with predictable phrases ☑ learning to appreciate rhymes and poems, and to recite some by heart ☑ discussing word meanings, linking new meanings to those already known ☑ understand both the books they can already read accurately and fluently and those they listen to by: ☑ drawing on what they already know or on background information and vocabulary provided by the teacher ☑ checking that the text makes sense to them as they read and correcting inaccurate reading ☑ discussing the significance of the title and events ☑ making inferences on the basis of what is being said and done ☑ predicting what might happen on the basis of what has been read so far ☑ participate in discussion about what is read to them, taking turns and listening to what others say	<b>Consolidate Reception list</b> <b>(See Connectives and Sentence Signposts doc.)</b> <b>Introduce:</b> <b>Types of sentences:</b> Statements Questions Exclamations  <b>Simple sentences</b> e.g. <i>I went to the park.</i> <i>The castle is haunted.</i>  <b>Embellished simple sentences using adjectives</b> e.g. <i>The giant had an enormous beard.</i> <i>Red squirrels enjoy eating delicious nuts.</i>	<b>2A sentences</b> Two <b>adjectives</b> preceding the first <b>noun</b> and two <b>adjectives</b> preceding a <b>second noun</b>  <b>List sentences</b> No less than three and no more than four <b>adjectives</b> before the noun. Can be very dramatic when combined with alliteration	



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		☑ explain clearly their understanding of what is read to them.			
<b>Non-Fiction</b>	<i>Read, Write Inc.</i>				
Spring Fiction  PoR: One Day on our Blue Planet in the Savanna  PoR: Beegu	<b>Understanding</b> - beginning /middle /end to a story <b>Understanding</b> - 5 parts to a story: <b>Opening</b> <i>Once upon a time...</i> <b>Build-up</b> <i>One day...</i> <b>Problem / Dilemma</b> <i>Suddenly,../ Unfortunately,..</i> <b>Resolution</b> <i>Fortunately,..</i> <b>Ending</b> <i>Finally,....</i>	Pupils should be taught to: ☑ develop pleasure in reading, motivation to read, vocabulary and understanding by: ☑ listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently ☑ being encouraged to link what they read or hear read to their own experiences ☑ becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics ☑ recognising and joining in with predictable phrases ☑ learning to appreciate rhymes and poems, and to recite some by heart ☑ discussing word meanings, linking new meanings to those already known ☑ understand both the books they can already read accurately and fluently and those they listen to by: ☑ drawing on what they already know or on background information and vocabulary provided by the teacher ☑ checking that the text makes sense to them as they read and correcting inaccurate reading ☑ discussing the significance of the title and events	<b>Simple Connectives:</b> <i>and or but so because so that then that while when where</i>  <b>Use of 'who' (relative clause)</b> e.g. <i>Once upon a time there was a little old woman <b>who</b> lived in a forest.</i> <i>There are many children</i>  <b>Compound sentences</b> using connectives (coordinating conjunctions) and/or/ but/so e.g. <i>The children played on the swings <b>and</b> slid down the slide.</i> <i>Spiders can be small <b>or</b> they can be large.</i> <i>Charlie hid <b>but</b> Sally found him.</i> <i>It was raining <b>so</b> they put on their coats.</i>  <b>Complex sentences:</b>  <b>Run' - Repetition for rhythm</b> e.g. <i>He walked and he walked and he walked.</i>	<b>Similes</b> Some should be banned (cold as ice, hot as the sun etc) If using banned similes, make more interesting by adding a 'where?' and 'when?' to the end of the cliché  <b>Fronted adverbial sentences</b> Begins with an adverb Name – adjective pair – sentences Works on a show and tell basis where name and details form the main clause	



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		<ul style="list-style-type: none"> <li>☑ making inferences on the basis of what is being said and done</li> <li>☑ predicting what might happen on the basis of what has been read so far</li> <li>☑ participate in discussion about what is read to them, taking turns and listening to what others say</li> <li>☑ explain clearly their understanding of what is read to them.</li> </ul>			
Non-Fiction	Read, Write Inc				
<p>Summer PoR: Billy's Bucket</p> <p>PoR: Poems to Perform</p>	Fiction	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>☑ develop pleasure in reading, motivation to read, vocabulary and understanding by:</li> <li>☑ listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently</li> <li>☑ being encouraged to link what they read or hear read to their own experiences</li> <li>☑ becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics</li> <li>☑ recognising and joining in with predictable phrases</li> <li>☑ learning to appreciate rhymes and poems, and to recite some by heart</li> <li>☑ discussing word meanings, linking new meanings to those already known</li> <li>☑ understand both the books they can already read accurately and fluently and those they listen to by:</li> </ul>	<p>Also as openers:</p> <p>While... When... Where...</p> <p>-'ly' openers Fortunately,...Unfortunately, Sadly,...</p> <p>Repetition for description e.g. a lean cat, a mean cat a green dragon, a fiery dragon</p>	<p><b>Ing, ing, ing sentences</b></p> <p><b>What +!</b> <b>Sentences</b></p> <p>Begin with the word 'what' followed by an adjective to describe the final word/s of the sentence. Senses can be used to improve vocabulary choices.</p>	



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Read, Write Inc