

Year 1 Long Term English Planning

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Write to: ENTERTAIN	Write to: ENTERTAIN	Write to: INFORM	Write to: ENTERTAIN	Write to: ENTERTAIN	Write to: INFORM
Story Plots/Non-Fiction/Poetry	<ul style="list-style-type: none"> Rag to Riches short story – focus on use of descriptive words for character and setting Humorous Poetry – rhyming couplets (words then developed into sentences) 	<ul style="list-style-type: none"> Quest short story – focus on description of characters the “hero” meets along the way Free Verse Poetry (acrostic) focus on adjectives 	<ul style="list-style-type: none"> Recount of an event written in the first person Instructions 	<ul style="list-style-type: none"> Overcoming the Monster - story written in the first person 	<ul style="list-style-type: none"> Rags to Riches story Free Verse Poetry – Concrete/Shape poetry (descriptive words and phrases) 	<ul style="list-style-type: none"> Non-chronological report Letters
Texts to support writing	<ul style="list-style-type: none"> Cinderella Oi Dog! That’s Not my... 	<ul style="list-style-type: none"> Rama and Sita Augustus and his smile Our Earth is a poem 	<ul style="list-style-type: none"> Walk in the local area Teacher WAGOLL linked to morning routine and making a sandwich 	<ul style="list-style-type: none"> The Billy Goats Gruff Three Little Pigs Greta and the Giants? 	<ul style="list-style-type: none"> Jack and the Beanstalk Yeti and the Bird 	<ul style="list-style-type: none"> Linked to science curriculum (animal groups). Linked to transition – letters to new teachers.
Spoken Language	<ul style="list-style-type: none"> listen and respond appropriately to adults and their peers ask relevant questions to extend their understanding and knowledge use relevant strategies to build their vocabulary articulate and justify answers, arguments and opinions speak audibly and fluently with an increasing command of Standard English participate in discussions, performances, role play/improvisations 		<ul style="list-style-type: none"> maintain attention and participate actively in collaborative conversations, staying on topic use spoken language to develop understanding through imagining and exploring ideas 		<ul style="list-style-type: none"> consider and evaluate different viewpoints, attending to and building on the contributions of others gain and maintain the interest of the listener(s) 	
Word Reading	<ul style="list-style-type: none"> apply phonic knowledge and skills as the route to decode words respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes read accurately by blending sounds in unfamiliar words containing GPCs that have been taught read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word read words containing taught GPCs and –s, –es, –ing, –ed, –er and –est endings read other words of more than one syllable that contain taught GPCs read words with contractions [for example, I’m, I’ll, we’ll], and understand that the apostrophe represents the omitted letter(s) read books aloud, accurately, that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words 					

	<ul style="list-style-type: none"> •re-read these books to build up their fluency and confidence in word reading 					
Reading Comprehension (continuous objectives)	<ul style="list-style-type: none"> •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 •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 •participate in discussion about what is read to them, taking turns and listening to what others say explain clearly their understanding of what is read to them 					
Reading Comprehension	<ul style="list-style-type: none"> •predicting what might happen on the basis of what has been read so far 	<ul style="list-style-type: none"> •learning to appreciate rhymes and poems, and to recite some by heart •predicting what might happen on the basis of what has been read so far 	<ul style="list-style-type: none"> •making inferences on the basis of what is being said and done 	<ul style="list-style-type: none"> •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 • making inferences on the basis of what is being said and done 	<ul style="list-style-type: none"> •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 predicting what might happen on the basis of what has been read so far 	<ul style="list-style-type: none"> •making inferences on the basis of what is being said and done
Generic Writing Statements (continuous objectives)	<ul style="list-style-type: none"> • write sentences by saying out loud what they are going to write about, after discussion with the teacher • write down one of the sentences that they have rehearsed • compose and write sentences independently to convey ideas 					
Composition Work	<ul style="list-style-type: none"> • begin to write sentences that are sequenced to form a short narrative (real or fictional) 	<ul style="list-style-type: none"> • write sentences that are sequenced to form a short narrative (real or fictional) 	<ul style="list-style-type: none"> • begin to write about real events, recording these simply 	<ul style="list-style-type: none"> • begin to write simple narratives about personal experiences and those of others 	<ul style="list-style-type: none"> • write simple narratives about personal experiences and those of others 	<ul style="list-style-type: none"> • write about real events, recording these simply
Sentence Work	<ul style="list-style-type: none"> • separate words with spaces • understand how words can combine to make sentences • use capital letters and full stops to demarcate sentences in some writing • use descriptive words for character and settings 	<ul style="list-style-type: none"> • join words and phrases using ‘and’ • use capital letters for names of people, places, the days of the week and the personal pronoun ‘I’ • use descriptive words in acrostic poetry 	<ul style="list-style-type: none"> • write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far • writing in the first person 	<ul style="list-style-type: none"> • begin to punctuate work using question and exclamation marks 	<ul style="list-style-type: none"> • use descriptive words and phrases • embedding earlier objectives 	<ul style="list-style-type: none"> • use Coordinating conjunctions to link ideas (and) • noun phrases to add detail • embedding earlier objectives

	<ul style="list-style-type: none"> recognise and use rhyming couplets in sentences 					
Phonics and PaG	<p>PHASE 4 LETTERS & SOUNDS</p> <ul style="list-style-type: none"> identify and write 40+ graphemes, in Standard 4 of English language comprehension and reading, on hearing the corresponding phonemes 	<p>PHASE 5 LETTERS & SOUNDS</p> <ul style="list-style-type: none"> use regular plural noun suffixes –s and –es, eg. dogs/wishes name the letters of the alphabet in order 	<p>PHASE 5 LETTERS & SOUNDS</p> <ul style="list-style-type: none"> Use suffixes that can be added to verbs where no change is needed in the spelling of the root word, eg. helping, helper, helped 	<p>PHASE 5 LETTERS & SOUNDS</p> <ul style="list-style-type: none"> understand how the prefix un- changes the meaning of verbs and adjectives, eg. unkind 	PHASE 5 LETTERS & SOUNDS	PHASE 6 LETTERS & SOUNDS
Spelling	<p>PHASE 4 LETTERS & SOUNDS</p> <p>spell words containing the 40+ phonemes already taught</p> <p>segment spoken words into phonemes and represent them using graphemes, spelling some correctly and making phonically-plausible attempts at others</p>	<p>PHASE 5 LETTERS & SOUNDS</p> <p>spell a few common exception words (eg. I, the, he, said, of)</p>	<p>PHASE 5 LETTERS & SOUNDS</p> <p>spell words by identifying the phonemes and representing the phonemes with graphemes, including words with consonant clusters and simple digraphs</p>	<p>PHASE 5 LETTERS/SOUNDS</p> <p>add prefixes and suffixes using the spelling rules for adding –s or –es as the plural marker for nouns and the third person singular marker for verbs</p>	<p>PHASE 5 LETTERS/SOUNDS</p> <p>spell the days of the week. Add prefixes and suffixes using the prefix un</p>	<p>PHASE 6 LETTERS/SOUNDS</p> <p>name the letters of the alphabet using letter names to distinguish between alternative spellings of the same sound</p> <p>apply simple spelling rules and guidance, as listed in (English appendix 1, NC)</p>
Grammatical Terminology	<ul style="list-style-type: none"> letter capital letter word sentence full stop 	<ul style="list-style-type: none"> singular plural 	<ul style="list-style-type: none"> punctuation 	<ul style="list-style-type: none"> question mark exclamation mark 	<ul style="list-style-type: none"> embedding earlier objectives. 	<ul style="list-style-type: none"> embedding earlier objectives
Handwriting	<ul style="list-style-type: none"> sit correctly at a table, holding a pencil comfortably and correctly form capital letters form digits 0-9 	<ul style="list-style-type: none"> form lower-case letters in the correct direction, starting and finishing in the right place 	<ul style="list-style-type: none"> form most lower-case letters correctly 	<ul style="list-style-type: none"> understand which letters belong to which handwriting ‘families’ and practise these 	<ul style="list-style-type: none"> embedding earlier objectives 	<ul style="list-style-type: none"> embedding earlier objectives