

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 simple sentence structure. Writing to entertain- Highly structured assessment piece. 	<ul style="list-style-type: none"> Quest short story – focus on simple sentences from story. Free Verse Poetry (acrostic) 	<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 – innovate a story (Greta and the Giants) 	<ul style="list-style-type: none"> Rags to Riches short story - focus on use of descriptive words for character and setting Free Verse Poetry – Concrete/Shape poetry (descriptive words and phrases). Include performance. 	<ul style="list-style-type: none"> Non-chronological report Letters
Texts to support writing	<ul style="list-style-type: none"> Cinderella That’s Not my monster 	<ul style="list-style-type: none"> Augustus and his smile WAGOLL 	<ul style="list-style-type: none"> Walk in the local area Teacher WAGOLL linked to making a sandwich 	<ul style="list-style-type: none"> The Billy Goats Gruff Greta and the Giants 	<ul style="list-style-type: none"> Jack and the Beanstalk Yeti and the Bird Teacher WAGOLL 	<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 (Autumn 1) 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"> listen to and discuss a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently be encouraged to link what they read or hear read to their own experiences discuss 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 check that the text makes sense to them as they read and correct inaccurate reading discuss 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"> predict what might happen on the basis of what has been read so far 	<ul style="list-style-type: none"> learn to appreciate rhymes and poems, and to recite some by heart predict what might happen on the basis of what has been read so far 	<ul style="list-style-type: none"> make inferences on the basis of what is being said and done 	<ul style="list-style-type: none"> become very familiar with key stories, fairy stories and traditional tales, retell them and considering their particular characteristics recognise and join in with predictable phrases make inferences on the basis of what is being said and done 	<ul style="list-style-type: none"> become very familiar with key stories, fairy stories and traditional tales, retell them and consider their particular characteristics recognise and join in with predictable phrases predict what might happen on the basis of what has been read so far 	<ul style="list-style-type: none"> make 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 simple sentences independently. 	<ul style="list-style-type: none"> Write simple sentences independently. 	<ul style="list-style-type: none"> begin to write simple sentences that are sequenced to form a short narrative (real) 	<ul style="list-style-type: none"> write compound sentences that are sequenced to form a short narrative (fictional) 	<ul style="list-style-type: none"> write sentences with adjectives 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)
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 	<ul style="list-style-type: none"> Introduce capital letters, full stops to demarcate sentences. use capital letters for names and for the personal pronoun I. 	<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 	<ul style="list-style-type: none"> begin to punctuate work using question and exclamation marks join words and phrases using 'and' 	<ul style="list-style-type: none"> use capital letters for names of people, places, the days of the week, months, seasonal holidays 	<ul style="list-style-type: none"> embed earlier objectives

	sentences in some writing		taught so far			
Phonics (Little Wandle – Letters and Sounds SSP)	<ul style="list-style-type: none"> Phase 3/4 review + 4 Phase 5 GPCs identify and write 40+ graphemes, in Standard 4 of English language comprehension and reading, on hearing the corresponding phonemes spell words containing the 40+ phonemes already taught segment spoken words into phonemes and represent them using graphemes, spelling some correctly and making phonically-plausible attempts at others 	<ul style="list-style-type: none"> Phase 5 Graphemes name the letters of the alphabet in order spell a few common exception words (eg. I, the, he, said, of) 	<ul style="list-style-type: none"> Phase 5 Graphemes spell words by identifying the phonemes and representing the phonemes with graphemes, including words with consonant clusters and simple digraphs 	<ul style="list-style-type: none"> Phase 5 Graphemes 	<ul style="list-style-type: none"> Review Phase 5 GPCs for PSC 	<ul style="list-style-type: none"> Phase 5 Graphemes name the letters of the alphabet using letter names to distinguish between alternative spellings of the same sound apply simple spelling rules and guidance, as listed in (English appendix 1, NC)
Spelling		<ul style="list-style-type: none"> use regular plural noun suffixes –s and –es, eg. dogs/wishes 	<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 	<ul style="list-style-type: none"> understand how the prefix un- changes the meaning of verbs and adjectives, eg. unkind 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 	<ul style="list-style-type: none"> spell the days of the week add prefixes and suffixes using the prefix un 	
Grammatical Terminology	<ul style="list-style-type: none"> letter capital letter word sentence full stop 		<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"> singular plural
Handwriting	<ul style="list-style-type: none"> sit correctly at a table, holding a pencil comfortably and 	<ul style="list-style-type: none"> form capital letters 	<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 	<ul style="list-style-type: none"> embedding earlier objectives 	<ul style="list-style-type: none"> embedding earlier objectives

	<p>correctly</p> <ul style="list-style-type: none">• form lower-case letters in the correct direction, starting and finishing in the right place• form digits 0-9			<p>'families' and practise these</p>		
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*For further detail regarding specific phonic content refer to 'Phonics and Early Reading at Leckhampton C of E Primary School' booklet