
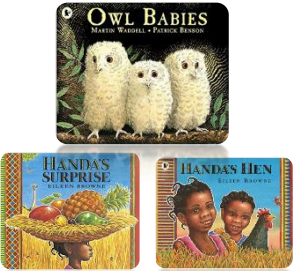






Year 1 Long Term English Plan

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Key Texts						
Writing	<p>Create a class/individual story map</p> <p>Label pictures from a story</p> <p>Write sentences to sequence a story</p>	<p>Information facts linked to owls.</p> <p>Write labels, lists and captions</p> <p>Short narrative Story map/storyboard e.g. of fruits in Handa's Surprise</p> <p>Letter to old toys and games</p>	<p>Sentences to describe characters and settings.</p> <p>Story – retell with beginning/middle/end</p>	<p>Setting description</p> <p>Writing facts about George Stephenson</p> <p>Recount – linked to visit.</p> <p>Information poster – linked to train visit</p>	<p>Story map with captions.</p> <p>Sentences to describe characters and settings.</p> <p>Retell story.</p>	<p>Story retell – beginning, middle and end.</p> <p>Information text e.g. Lighthouses</p> <p>Information guide for Reception children.</p>
Poetry			<p>Bleezer's Ice-cream Store - Acrostic and List Poems</p> <p>Literacy Shed</p>			<p>Free Verse- Literacy Shed</p>

Statutory National Curriculum requirements – Year 1 Reading:

- *Children need to hear, share and discuss a wide range of high-quality books to develop a love of reading and broaden their vocabulary.*
- *Listen to and discuss a wide range of poems, stories and non-fiction*
- *Link what they read to own experiences*
- *Become very familiar with key stories, fairy stories and traditional tales*
- *Recognise and join in with predictable phrases*
- *Recite some poems by heart*
- *Listening to and discussing information books establishes the foundation for their learning in other subjects (non-statutory)*

Word Reading	Comprehension - Response and Attitudes	Comprehension - Understanding
<ul style="list-style-type: none"> • Applies phonic knowledge and skills as the route to decoding words • Rapidly gives the correct sound represented by graphemes for all 40+ phonemes (including alternatives) • Accurately decodes unfamiliar words using GPCs taught and blending the sounds • Reads common exception words of the age appropriate phase • Accurately reads phonically decodable words with –s, -es, -ing, -ed, -er and –est endings 	<ul style="list-style-type: none"> • Listens with enjoyment to a wide range of poems, stories and non-fiction, contributing to discussion • Makes links between their own experiences and what they have read/heard read • Retells familiar stories including fairy stories and traditional tales • Recognises some of the particular characteristics of fairy stories and traditional tales • Recognises and joins in with predictable phrases 	<ul style="list-style-type: none"> • Reads for meaning and self-corrects when reading aloud • Draws on prior knowledge (including that provided by the teacher) to support their understanding • Talks about the title and how it relates to events • Makes predictions based on what they have heard/read so far • Infers meaning on the basis of what has been said or done

<ul style="list-style-type: none"> • Reads phonically decodable words of more than one syllable • Reads words with contractions (e.g. I'll, I'm, we'll, etc) and understands that the apostrophe represents the omitted letters • Accurately reads phonically decodable books with increasing fluency 	<ul style="list-style-type: none"> • Can recite some (at least 3 or 4) rhymes and poems by heart • Discusses word meanings, linking new meanings to those already known 	<ul style="list-style-type: none"> • Participates in discussion about what has been read to them, takes turns and listens to others • Clearly explains their understanding of what is read to them
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Statutory National Curriculum requirements – Year 1 Writing:

<ul style="list-style-type: none"> • <i>Develop the physical skill needed for handwriting and learn how to organise their ideas</i> • <i>Handwriting requires frequent and discrete direct teaching</i> • <i>Write from memory simple dictated sentences that include GPCs and CEWs taught so far</i> • <i>Say out loud what they are going to write about</i> • <i>Sequence sentences to form short narratives (fiction or non-fiction)</i> 	
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Spelling	Vocabulary, Grammar and Punctuation
<ul style="list-style-type: none"> • Can spell words containing each of the 40+ phonemes • Segments adjacent consonants in words and applies this in spelling. • Uses alternative ways of pronouncing and spelling the graphemes • Spell common exception words • Can spell the days of the week • Name the letters of the alphabet: naming the letters of the alphabet in order 	<ul style="list-style-type: none"> • Leaves spaces between words • joins words and joining clauses using and • beginning to punctuate sentences using a capital letter and a full stop, • Uses question mark or exclamation mark

- Uses letter names to distinguish between alternative spellings
- Uses the spelling rule for adding the suffix –s or –es
- Understands and applies the prefix un–
- Adds –ing, –ed, –er and –est
- Writes from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far

- Begins to punctuate sentences using a capital letter for names of people, places, the days of the week, and the personal pronoun ‘I’
- Uses the grammatical terminology when discussing their writing.(i.e. letter, capital letter, full stop, word singular, plural, sentence, punctuation, question mark, exclamation mark)

Writing Process

- Says out loud what they are going to write about
- Composing a sentence orally before writing it
- Sequencing sentences to form short narratives
- Re-reading what they have written to check that it makes sense
- Discuss what they have written with the teacher or other pupils
- Read aloud their writing clearly enough to be heard by their peers and the teacher.

Handwriting

- Sits correctly at a table and holds a pencil correctly
- Begins to form lower-case letters in the correct direction, starting and finishing in the right place
- Forms capital letters correctly
- Form digits 0-9 correctly
- Understands which letters belong to which handwriting ‘families’ (i.e. letters that are formed in similar ways)