

ENGLISH LONG TERM PLAN - YEAR 1

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Phonics	<p>Phase 3 and 4 recap (first 2 weeks)</p> <p>Set 12 - 15 Capital letters – use letter names and phonemes</p> <p>Name the letters of the alphabet in order</p>	<p>Phase 5 sets 12 to 15</p> <p>Capital letters – names and phonemes</p> <p>Name the letters of the alphabet in order</p>	<p>Phase 5 sets 16 to 35 Plus close the gaps from the first phonics screen</p>	<p>Phase 5 sets 16 to 35 Plus close the gaps from the first phonics screen</p>	<p>Phase 5 set 20 to 34</p> <p>Use knowledge of alternative phonemes to narrow down possibilities for accurate spelling.</p> <p>Use the spelling rule for adding – s or – es for verbs in 3rd person or singular.</p> <p>Add-ing, ed, er, est where no change is needed to the root word.</p>	<p>Phase 5 set 20 to 34</p> <p>Use knowledge of alternative phonemes to narrow down possibilities for accurate spelling.</p> <p>Use the spelling rule for adding – s or – es for verbs in 3rd person or singular.</p> <p>Add-ing, ed, er, est where no change is needed to the root word.</p>
Reading – word reading	<p>READ & SPELL COMMON EXCEPTION WORDS</p> <p>the, a, do, to, of, said, are, was, is, we, no, I</p>	<p>READ & SPELL COMMON EXCEPTION WORDS</p> <p>his, has, I, you, were, your, they, be, he, me, she,</p>	<p>READ & SPELL COMMON EXCEPTION WORDS</p> <p>go, so, by, my, here, there, where, which</p>	<p>READ & SPELL COMMON EXCEPTION WORDS</p> <p>says, today, love, come, some, one, any, many</p>	<p>READ & SPELL COMMON EXCEPTION WORDS</p> <p>put, push, pull, full, house, our</p>	<p>READ & SPELL COMMON EXCEPTION WORDS</p> <p>once, ask, friend, school, every</p>
Reading Comprehension	<p>LITERAL Answer questions about information on a selected page.</p> <p>LITERAL SEQUENCING Retell, with prompting, some key points of a simple story in the correct sequence.</p> <p>INFERENCE Interpret a character's motivations in a story or make simple inferences in a non-fiction text they have listened to, based on what is said and done.</p> <p>PREDICTION Use title to make sensible prediction about the content of a book they are going to read.</p> <p>PERSONAL RESPONSE AND EVALUATION OF A TEXT Choose and locate</p>	<p>LITERAL Answer 'how' and 'why' questions or other straightforward questions based on one point in a text they have read, where answer is clear in the book.</p> <p>INFERENCE Interpret a character's motivations or make simple inferences in a text they have read, based on what is said and done.</p> <p>VOCABULARY DEVELOPMENT With prompting, often show understanding of a range of familiar and less familiar words and phrases in a story that is read aloud to them</p> <p>TEXT STRUCTURE Answer questions using words relating to book structure, such as title,</p>	<p>LITERAL Identify and links two significant events in a story they have listened to or read.</p> <p>INFORMATION RETRIEVAL Point to author's name on a book cover where name is easily identifiable, and explain what an author does.</p> <p>ACCURACY Having mis-read a word in print, with support, can recognise sentence does not make sense and can correct it.</p> <p>MAKING INFERENCES Link events in a book, in order to answer questions about why or how events take place.</p> <p>PREDICTION Explain a prediction about what might happen next in</p>	<p>INFERENCE Link events in a book they have read, in order to answer questions about why or how events take place.</p> <p>LANGUAGE FOR EFFECT When prompted, sometimes recall interesting and effective word choices in books they have listened to or read.</p> <p>VOCABULARY DEVELOPMENT Sometimes reuse interesting words and phrases from books they have listened to or read, in their own speech or writing.</p>	<p>LITERAL Find a specific piece of information in answer to a literal question on a double page spread that includes more text or a mixture of different types of information.</p> <p>SEQUENCING Retell familiar stories which have been read to them and discussed with them.</p> <p>MAKING INFERENCES Participate in discussion about books, drawing simple inferences based on things said and done.</p> <p>PREDICTION Predict what might happen on the basis of what has been read so far.</p> <p>PERSONAL RESPONSE TO A TEXT/EVALUATION Select favourite part of a</p>	<p>LITERAL Explain their understanding clearly when referring to a book that has been read to them.</p> <p>ACCURACY With prompting as necessary, begin to check text makes sense during reading, and correct inaccurate reading.</p> <p>MAKING INFERENCES With prompts, answer questions about books they have listened to drawing on what they already know, or on background information and vocabulary provided by teacher.</p> <p>PREDICTION Recognise and joins in with predictable phrases in a book they have listened to or read.</p>

	<p>favourite part of a book.</p> <p>LANGUAGE FOR EFFECT With support, begin to show a more independent understanding of some familiar and less familiar words and phrases in a story that is read aloud to them.</p> <p>RANGE OF TEXTS Understand that some books are stories and other books contain facts about the world (non-fiction).</p> <p>TEXT STRUCTURE Demonstrate a structure or pattern when retelling a story to a teacher or peer using familiar phrases.</p>	<p>page, line, word, letter, beginning, end, cover.</p>	<p>a book based on personal opinions and experience.</p> <p>PERSONAL RESPONSE TO A TEXT Select a favourite book and talk about why book is their favourite giving clear reasons.</p> <p>PERFORMANCE Recite a very familiar rhyme they have learnt by heart.</p>		<p>book and talk about why that part is their favourite, giving reasons linked to their own experiences where appropriate.</p> <p>PERFORMANCE Recite a simple rhyme or poem they have learnt by heart.</p> <p>RANGE OF TEXTS Know some key stories, fairy stories and traditional tales, and can identify key characteristics of these stories.</p>	<p>PERSONAL RESPONSE TO A TEXT Participate in discussion about what is read to them, taking turns and listening to what others say.</p> <p>VOCABULARY DEVELOPMENT Discuss word meanings, linking new meanings to those already known.</p> <p>RANGE OF TEXTS 'Contribute to discussions about poems, stories and non-fiction texts they have listened to or read.</p> <p>TEXT STRUCTURE Talk about the significance of the title and how it relates to events in a book.</p>
<p>Writing</p>	<p>Sitting correctly a table</p> <p>Holding a pencil comfortably and correctly</p> <p>Handwriting families correctly formed (ascenders and descenders on the line)</p> <p>Form capital letters and the digits 0 - 9</p> <p>Name the letters of the alphabet in order.</p> <p>Write labels and captions.</p> <p>Say out loud what you are writing about.</p> <p>Compose sentences orally before writing it</p> <p>Write a simple sentence (s)</p>	<p>Sitting correctly a table</p> <p>Holding a pencil comfortably and correctly</p> <p>Form capital letters and the digits 0 - 9</p> <p>Handwriting families correctly formed (ascenders and descenders on the line)</p> <p>Compose sentences orally before writing it</p> <p>Sequence simple sentences together.</p> <p>Re-read what they have written to check that it makes sense.</p> <p>Use 'and' to join sentences.</p>	<p>Compose sentences orally before writing it</p> <p>Recount an experience in chronological order with confidence</p> <p>Sequence sentences in chronological order to recount an event or an experience.</p> <p>Use time adverbs</p> <p>Use 'and' to join sentences.</p> <p>Use 'and' and 'but'</p> <p>Re-read what they have written to check that it makes sense.</p>	<p>Compose sentences orally before writing it</p> <p>Write simple narratives with a beginning, middle and end.</p> <p>Sequence sentences in chronological order to recount an event or an experience.</p> <p>Use adjectives for detail</p> <p>Use 'and' and 'but'</p> <p>Re-read what they have written to check that it makes sense.</p> <p>Know how the prefix 'un' can be added to words to change meaning.</p>	<p>Compose sentences orally before writing it</p> <p>Recount an experience in chronological order with confidence</p> <p>Sequence sentences in chronological order to recount an event or an experience.</p> <p>Use time adverbs</p> <p>Use adjectives for detail</p> <p>Use and, but, so, then</p> <p>Re-read what they have written to check that it makes sense.</p> <p>Use the suffixes: s, es, ed, er, and ing within their writing.</p>	<p>Compose sentences orally before writing it</p> <p>Write stories with a beginning, middle and end.</p> <p>Sequence sentences in chronological order to recount an event or an experience.</p> <p>Use time adverbs</p> <p>Use adjectives for detail</p> <p>Use and, but, so, then</p> <p>Re-read what they have written to check that it makes sense.</p> <p>Know how the prefix 'un' can be added to words to</p>

						change meaning. Use the suffixes: s, es, ed, er, and ing within their writing.
Punctuation	Begin to punctuate sentences using a capital letter and full stop. Leaving spaces between words Understand the concept of a sentence	Begin to punctuate sentences using a capital letter and full stop. Understand the concept of a sentence Use capital letters for names of people, places, days of the week and the personal pronoun 'I'	Use full stops and question marks Understand the concept of a sentence Use capital letters for names of people, places, days of the week and the personal pronoun 'I'	Use full stops, question marks Understand the concept of a sentence Use capital letters for names of people, places, days of the week and the personal pronoun 'I'	Use full stops, question marks and exclamation marks Understand the concept of a sentence Use capital letters for names of people, places, days of the week and the personal pronoun 'I'	Use full stops, question marks and exclamation marks Understand the concept of a sentence Use capital letters for names of people, places, days of the week and the personal pronoun 'I'

MORE ABLE WRITERS

- Apply the Y1 learning across a range of contexts and subjects (history, geography, RE, science)
- Writes in a logical order making linking events and ideas.
- Use key narrative language from stories they know.
- Open narratives by describing a character rather than a setting or an event and have a clear beginning, middle and end.
- Sentences are written with the correct punctuation to show statement, question or exclamation.
- Write extended sentences with a range of conjunctions.
- Start their sentences in different ways – names, pronouns, adverbs
- Actively seek to use new words in their writing and use precise nouns and verbs
- Spell common exception words from Y1 and beyond accurately
- Make phonetically plausible attempts at new words
- Letters are formed correctly and orientated with ascenders and descenders – upper and lower case letters are evident