









Year 1 English Long Term Plan

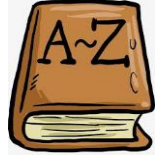







	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>Writing focus texts</p>   <p>All focus texts have a clear rationale and purpose: wider curriculum or has prevalence due to its theme, content or author.</p>	<p>George Stephenson (History link)</p> <p>Jolly Postman, Meerkat Mail, Paddington's Post (Geography link)</p> <p>Oliver's Vegetables (Food Tech, RE, Science)</p> <p>Storm by Sam Usher (Science / Geography link)</p>	<p>Moses and the Very Big Rescue (RE link)</p> <p>Nobot the Robot with No Bottom (Computing link)</p> <p>The Rainbow Fish (DT link)</p> <p>Snow by Sam Usher (Science / Geography link)</p> <p>Colours - non fiction (art)</p>	<p>We're Going on A Bear Hunt (PSHE link)</p> <p>Lost in the Toy Museum (History link)</p> <p>The Queen's Handbag (Geography link)</p>	<p>Jim and The Beanstalk (Science link)</p> <p>Unplugged (Computing / PSHE link)</p> <p>What The Ladybird Heard (Science / Art link)</p>	<p>This Zoo is Not for You (Science link)</p> <p>On The Way Home (Science link)</p>	<p>Oliver's Fruit Salad (Science, PSHE, Food tech link)</p> <p>Kitchen Disco (Science, PSHE, Food tech link)</p> <p>Poles Apart (Science link)</p> <p>Sun by Sam Usher (Science / Geography link)</p>
<p>Other texts</p>	<p>See Year Group Reading Spine, Reading Journey and Reading for Pleasure overview for full book list</p> <p>A variety of age-appropriate fiction, non-fiction and poetry are covered throughout the year.</p>					

			
<p>Poetry Focus</p> 	<p>I See Leaves</p> <p>Autumn is Here</p> <p>From a Railway Carriage by Robert Louis Stephenson</p> <p>Winter is Here</p>	<p>Poems to Perform by Julia Donaldson</p>	<p>The Owl and the Pussycat by Edward Lear</p>
<p>Speaking & Listening</p> 	<p>See Queen's Park whole school expectations for Speaking & Listening and year group objectives</p>		
<p>Word Reading</p> 	<div style="text-align: center;">  </div> <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 		


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	<ul style="list-style-type: none"> • 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 aloud accurately books that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words • re-read these books to build up their fluency and confidence in word reading.
<p>Reading</p> 	<p>develop pleasure in reading, motivation to read, vocabulary and understanding by:</p> <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 • 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 • explain clearly their understanding of what is read to them. <p><u>Priority content domains for Year 1</u></p>

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	 Vocabulary  Retrieval  Inference  Prediction  Sequencing
<p><i>Writing Composition</i></p> 	<p>write sentences by:</p> <ul style="list-style-type: none"> • saying 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.
<p><i>Vocabulary, punctuation and grammar</i></p> 	<p>develop their understanding of the concepts set out in English Appendix 2 by:</p> <ul style="list-style-type: none"> • leaving spaces between words • joining words and joining clauses using and • beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark • using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I' • learning the grammar for year 1 in English Appendix 2 • use the grammatical terminology in English Appendix 2 in discussing their writing.
<p><i>Spelling</i></p> 	<ul style="list-style-type: none"> • words containing each of the 40+ phonemes already taught • common exception words • the days of the week name the letters of the alphabet: • naming the letters of the alphabet in order • using letter names to distinguish between alternative spellings of the same sound • add prefixes and suffixes: • using the spelling rule for adding -s or -es as the plural marker for nouns and the third person singular marker for verbs

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	<ul style="list-style-type: none"> • using the prefix un- • using -ing, -ed, -er and -est where no change is needed in the spelling of root words [for example, helping, helped, helper, eating, quicker, quickest] • apply simple spelling rules and guidance, as listed in English Appendix 1 • write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far.
<p><i>Handwriting</i></p> 	<ul style="list-style-type: none"> • sit correctly at a table, holding a pencil comfortably and correctly • begin to form lower-case letters in the correct direction, starting and finishing in the right place • form capital letters • form digits 0-9 • understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and to practise these.