



St. Peter's CE Primary School.

English: Long Term Plan-Objectives.

Year 1

Year Group-1	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Reading – Word reading</b>	<p>Apply phonic knowledge and skills as the route to decode words</p> <p>Read accurately by blending sounds in unfamiliar words containing GPCs that have been taught</p> <p>Read other words of more than one syllable that contain taught GPCs</p> <p>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</p>	<p>Reread these books to build up their fluency and confidence in word reading</p> <p>Read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word</p>	<p>Read words containing taught GPCs and –s, –es, –ing, –ed, –er and –est endings</p> <p>Read words with contractions [for example, I'm, I'll, we'll], and understand that the apostrophe represents the omitted letter(s)</p> <p>Respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes</p>			
<b>Reading - comprehension</b>	<p>Listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently</p> <p>Being encouraged to link what they read or hear to their own experiences</p> <p>Discussing the significance of the title and events</p>	<p>Becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics</p> <p>Recognising and joining in with predictable phrases</p> <p>Predicting what might happen on the basis of what has been read so far</p>	<p>Drawing on what they already know or on background information and vocabulary provided by the teacher</p> <p>1Checking that the text makes sense to them as they read, and correcting inaccurate reading</p> <p>Participate in discussion about what is read to them, taking turns and listening to what others say</p>	<p>Learning to appreciate rhymes and poems, and to recite some by heart</p> <p>Discussing word meanings, linking new meanings to those already known</p>	<p>1Making inferences on the basis of what is being said and done</p> <p>Explain clearly their understanding of what is read to them</p>	
<b>Writing- composition</b>	<p>Write sentences by: saying out loud what they are going to write about</p> <p>Composing a sentence orally before writing it</p> <p>Discuss what they have written with the teacher or other pupils</p>	<p>Sequencing sentences to form short narratives</p>	<p>Re-reading what they have written to check that it makes sense</p>		<p>Read their writing aloud, clearly enough to be heard by their peers and the teacher</p>	
<b>Writing-</b>	<p>Leaving spaces between words</p>	<p>Joining words and joining</p>	<p>Beginning to punctuate sentences using an exclamation mark</p>		<p>Using a capital letter for names of people, places, the days of the</p>	

<p><b>Vocabulary, grammar and punctuation</b></p>	<p>Beginning to punctuate sentences using a capital letter and a full stop,</p> <p>Learning the grammar for year 1 in <a href="#">English appendix 2</a></p> <p>Use the grammatical terminology in English <a href="#">English appendix 2</a> in discussing their writing</p>	<p>clauses using ‘and’</p> <p>Beginning to punctuate sentences using a question mark</p>			<p>week, and the personal pronoun ‘I’</p>
<p><b>Vocabulary, Grammar and Punctuation</b></p>	<p>SENTENCE: How <b>words</b> can combine to make <b>sentences</b></p> <p>PUNCTUATION: Separation of words with spaces</p> <p>PUNCTUATION: Introduction to capital letters, full stops,</p> <p><b>TERMINOLOGY TO USE: letter, capital letter, word, singular, plural, sentence, punctuation, full stop, question mark, exclamation mark</b></p>	<p>WORD: <b>Suffixes</b> that can be added to <b>verbs</b> where no change is needed in the spelling of root words (e.g. <i>helping, helped, helper</i>)</p> <p>SENTENCE: Joining <b>words</b> and joining <b>clauses</b> using <i>and</i></p> <p>PUNCTUATION: Introduction to question marks</p>	<p>TEXT: Sequencing sentences to form short narratives</p> <p>PUNCTUATION: Introduction to exclamation marks to demarcate sentences</p>	<p>WORD: How the <b>prefix un-</b> changes the meaning of <b>verbs</b> and <b>adjectives</b> [negation, for example, <i>unkind, or undoing: untie the boat</i>]</p>	<p>WORD: Regular <b>plural noun suffixes</b> <i>-s</i> or <i>-es</i> [for example, <i>dog, dogs; wish, wishes</i>], including the effects of these suffixes on the meaning of the noun</p> <p>PUNCTUATION: Capital letters for names and for the personal pronoun I</p>
<p><b>Spelling</b></p> <p><b>Writing – transcription</b></p>	<p>Spell words containing each of the 40+ phonemes already taught</p> <p>Name the letters of the alphabet in order</p>	<p>Spell common exception words</p> <p>Spell the days of the week</p>		<p>Use letter names to distinguish between alternative spellings of the same sound</p>	<p>Add prefixes and suffixes: using the spelling rule for adding <i>-s</i> or <i>-es</i> as the plural marker for nouns and the third person singular marker for verbs</p> <p>Using the prefix <i>un-</i></p> <p>Using <i>-ing, -ed, -er</i> and <i>-est</i> where no change is needed in the spelling of root words [for example, <i>helping, helped, helper, eating, quicker, quickest</i>]</p> <p>Apply simple spelling rules and guidance, as listed in <a href="#">English appendix 1</a></p> <p>Write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far</p>

<b>Spelling Appendix 1</b>		Adding the endings –ing, –ed and –er to verbs where no change is needed to the root word	Using -tch		
		Adding –er and –est to adjectives where no change is needed to the root word	The /v/ sound at the end of words		
Adding s and es to words (plural of nouns and the third person singular of verbs)					
45 common exception words (Pg 44) in addition to the 100 Letters and sounds words.					
<b>Phonics</b>	Letters and Sounds. Continue with current organisation of pupils working within targeted phases.				
<b>Handwriting</b>	Sit correctly at a table, holding a pencil comfortably and correctly	Form capital letters	Understand which letters belong to which handwriting ‘families’ (ie letters that are formed in similar ways) and to practise these		
	Begin to form lower-case letters in the correct direction, starting and finishing in the right place	Form digits 0-9			
<b>Spoken Language</b>	Listen and respond appropriately to adults and their peers	Ask relevant questions to extend their understanding and knowledge	Articulate and justify answers, arguments and opinions	Speak audibly and fluently with an increasing command of Standard English	Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas
	Use relevant strategies to build their vocabulary	Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings	Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments	Select and use appropriate registers for effective communication	Gain, maintain and monitor the interest of the listener(s)
			Participate in discussions, presentations, performances, role play/improvisations and debates	Consider and evaluate different viewpoints, attending to and building on the contributions of others	