



## English Long-Term Plan

Year 1	
Grammar & Punctuation	
<b>Nouns &amp; Adjectives</b>	<ul style="list-style-type: none"> <li>Common nouns with plurals ending in ~s</li> <li>Appropriate determiner (vowels and consonants)</li> <li>Proper nouns:               <ul style="list-style-type: none"> <li>Names of people, I</li> <li>Names of places</li> <li>Days of the week</li> <li>Months</li> </ul> </li> <li>Pronouns (he, she, it)</li> <li>Simple adjectives</li> <li>Add -er and -est to adjectives where no change is needed to the root word.</li> </ul>
<b>Verbs</b>	<ul style="list-style-type: none"> <li>Use being verb (in conjunction with I and you).</li> <li>Simple present and past tense</li> </ul>
<b>Sentence Type</b>	<ul style="list-style-type: none"> <li>Understand that a simple sentence must have a subject + verb. <i>The dog ate.</i></li> <li>Compose simple sentences orally and written (subject &amp; verb with object where appropriate). <i>The dog ate his food.</i></li> <li>Maintain past tense.</li> <li>Identify questions and statements.</li> <li>Use personal pronouns as subjects and objects.</li> <li>Use AND to join words. <i>Jack and Jill</i></li> <li>Separate words using spaces.</li> </ul>
<b>Punctuation</b>	<ul style="list-style-type: none"> <li>Capital letter and full stop</li> <li>Question mark</li> </ul>
<b>Text</b>	<ul style="list-style-type: none"> <li>Orally rehearse sentences before writing.</li> <li>Sequence simple sentences to form a short narrative.</li> </ul>

Year 1	
Writing	
<b>Planning, drafting and editing</b>	<ul style="list-style-type: none"> <li>Sequence sentences to form short narratives.</li> <li>Reread their writing to check that it makes sense to themselves and to an adult.</li> <li>Begin to independently make a change to their writing so that they make their writing better.</li> <li>Discuss what they have written with the teacher or other pupils.</li> </ul>
<b>Audience, Purpose and Structure</b>	<ul style="list-style-type: none"> <li>Use a number of simple features of different text types to make relevant choices about subject matter and appropriate vocabulary choices.</li> <li>Start to engage readers in stories and news telling by using adjectives to describe.</li> <li>Begin to write for different purposes: poetry, instructions, letters.</li> </ul>
<b>Transcription</b>	<ul style="list-style-type: none"> <li>Write lower case and capital letters of the alphabet always in the correct direction, starting and finishing in the right place.</li> <li>Master the tripod grip of a pen/pencil.</li> <li>Master the tripod grip of a pen/pencil.</li> <li>Use appropriate spacing between words.</li> <li>Understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and to practise these.</li> </ul>
<b>Spelling</b>	<ul style="list-style-type: none"> <li>The sounds /f/, /l/, /s/, /z/ and /k/ spelt ff, ll, ss, zz and ck.</li> <li>The /ŋ/ sound spelt n before k.</li> <li>Division of words into syllables</li> <li>-tch.</li> <li>The /v/ sound at the end of word</li> <li>Adding s and es to words (plural of nouns and the third person singular of verbs)</li> <li>Adding the endings -ing, -ed and -er to verbs where no change is needed to the root word</li> <li>Adding -er and -est to adjectives where no change is needed to the root word</li> <li>Words ending -y (/i:/ or /ɪ/)</li> <li>New consonant spellings ph and wh</li> <li>Using k for the /k/ sound</li> <li>Adding the prefix -un</li> <li>Compound words</li> </ul> <p>Common exception words: the, a, do, to, today, of, said, says, are, were, was, is, his, has, I, you, your, they, be, he, me, she, we, no, go, so, by, my, here, there, where, love, come, some, one, once, ask, friend, school, put, push, pull, full, house, our - and/or others, according to the programme used</p>

Year 1	
Reading	
<b>Phonics and Decoding</b>	<ul style="list-style-type: none"> <li>Apply phonic knowledge and skills as the route to decode words.</li> <li>Blend sounds in unfamiliar words using the GPCs that they have been taught.</li> <li>Respond speedily, giving the correct sound to graphemes for all of the 40+ phonemes.</li> <li>Read words containing taught GPCs.</li> <li>Read words containing -s, -es, -ing, -ed and -est endings.</li> <li>Read words with contractions, e.g. <i>I'm, I'll</i> and <i>we'll</i>.</li> <li>Check that a text makes sense to them as they read and to self-correct.</li> </ul>
<b>Common Exception Words</b>	<ul style="list-style-type: none"> <li>Read Y1 common exception words, noting unusual correspondences between spelling and sound and where these occur in words. <i>he, a, do, to, today, of, said, says, are, were, was, is, his, has, I, you, your, they, be, he, me, she, we, no, go, so, by, my, here, there, where, love, come, some, one, once, ask, friend, school, put, push, pull, full, house, our - and/or others, according to the phonics programme used</i></li> </ul>
<b>Fluency</b>	<ul style="list-style-type: none"> <li>Read decodable books showing increased accuracy and automaticity with words in line with phonic knowledge and Y1 common exception words.</li> <li>Reread texts to build up fluency and confidence in word reading.</li> <li>Read decodable texts by phrasing three words at a time with some attention to expression.</li> <li>Understand that punctuation marks like commas and full stops indicate breaks in the text.</li> </ul>
<b>Narrative Technique</b>	<p>Reading Picture Books:</p> <ul style="list-style-type: none"> <li>Discuss how characters' actions, feelings, and motivations contribute to the story.</li> <li>Identify the beginning middle and end of stories.</li> </ul>
<b>Explore and Debate</b>	<ul style="list-style-type: none"> <li>Listen to and discuss a wide range of fiction, non-fiction and poetry at a level beyond that at which they can read independently.</li> <li>Link what they have read, or have had read to them, to their own experiences.</li> <li>Retell familiar stories in increasing detail.</li> <li>Join in with discussions about a text, taking turns and listening to what others say.</li> <li>Discuss the significance of titles and events.</li> </ul>
<b>Authorial Intent</b>	<ul style="list-style-type: none"> <li>Understand that authors may write to entertain or inform.</li> <li>Discuss how authors use rhyme, repetition and descriptive language to enhance their writing and create imagery.</li> </ul>
<b>Inference and Prediction</b>	<ul style="list-style-type: none"> <li>Make simple inferences about characters' feelings, actions, or motivations.</li> <li>Predict what might happen based on what has been read so far.</li> </ul>
<b>Poetry</b>	<ul style="list-style-type: none"> <li>Identify patterns of rhyme and rhythm in poems.</li> </ul>
<b>Non-Fiction</b>	<ul style="list-style-type: none"> <li>Recognise that non-fiction books are often structured in different ways.</li> </ul>

Year 1	
Oracy	
<b>Voice and Body Language</b>	<ul style="list-style-type: none"> <li>Speak clearly and confidently in a range of contexts.</li> <li>Use an appropriate tone of voice in the right context: e.g. to project their voice within the classroom setting.</li> <li>Continue to use gesture to support delivery e.g. pointing at parts of a plant they are discussing.</li> </ul>
<b>Vocabulary, Language and Rhetorical Techniques</b>	<ul style="list-style-type: none"> <li>Speak in sentences using joining phrases to link ideas.</li> <li>Using vocabulary appropriately specific to the topic in hand e.g. lighter/heavier rather than bigger and smaller.</li> <li>Take opportunities to try out new language, even if it is not always correctly used.</li> <li>Use sentence stems to link to other's ideas in group discussion e.g. 'I agree with... because...' 'linking to...'</li> <li>Use conjunctions to organise and sequence ideas e.g. firstly, secondly, finally.</li> </ul>
<b>Content, Structure, Clarifying and Summarising, Self-Regulation and Reasoning</b>	<ul style="list-style-type: none"> <li>Offer reasons for opinions.</li> <li>Recognise when something has not been understood and ask a question.</li> <li>Disagree with someone else's opinion politely.</li> <li>Explain ideas and events in chronological order.</li> </ul>
<b>Working with others, Listening and Responding, Confidence in Speaking, Audience and Awareness</b>	<ul style="list-style-type: none"> <li>Listen and respond appropriately to others.</li> <li>Begin to organise group discussions independently of an adult.</li> </ul>