LONGTON LANE COMMUNITY PRIMARY SCHOOL



 **‘Believe and Achieve’**

**LONG TERM PLANNING YEAR 1**

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| **ENGLISH** |
| Spoken Word | Word Reading | Comprehension | Writing – transcription | Writing – Handwriting | Writing – Composition | Writing – Grammar, Vocabulary and Punctuation |
| * Speaks clearly and with increasing confidence in order to convey simple meanings to an adult.
* Retells simple narratives in the correct sequence using appropriate story language.
* Recounts experiences and imagines possibilities often connecting ideas.
* Uses a range of vocabulary in imaginative ways to add information, express ideas or to explain/justify actions or events
* Shows awareness of the listener by making changes to language and non-verbal features.
* Listens to others with sustained concentration and responds appropriately to adults and their peers through making relevant comments and suggestions.
* Listens attentively in a larger group and makes appropriate contributions when speaking in turn, in pairs, and in small groups.
* Listens to instructions and follows them accurately asking for clarification if necessary.
* Works as a member of a group to recount a simple event and discuss matters of immediate interest.
* Begins to use gesture to highlight meaning
* Adopts simple roles.
* Identifies with and explores characters, trying out the language they have listened to.
 | Pupils should be taught to:* 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
* 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.
 | Pupils should be taught to:* develop pleasure in reading, motivation to read, vocabulary and understanding by:
* 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.
 | Spelling (see [English Appendix 1](#EnglishAppendix1Spelling))Pupils should be taught to:* spell:
* 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
* using the prefix un*–*
* using *–*ing, *–*ed, *–*erand *–*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](#EnglishAppendix1Spelling)
* write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far.
 | Pupils should be taught to:* 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.
 | Pupils should be taught to:* write sentences by:
* 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.
 | Pupils should be taught to:* develop their understanding of the concepts set out in [English Appendix 2](#EnglishAppendix2Vocabulary) by:
* 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.
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