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. |