

Year 1 English Long Term Plan

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Genre	Labels & Captions Stories with Familiar Settings	Recount Dictionary Skills Poetry - Using the Senses	Traditional & Fairy Tales Instructions	Stories from a Range of Cultures Poetry - Pattern & Rhyme	Stories with Fantasy Setting Information texts	Recount - Fact & Fiction Poetry - Poems on a Theme
Class Text	I want my hat back - Jon Klassen Voices in the Park - Anthony Browne Not Now Bernard - David McKee Peace at Last / Five minutes Peace - Jill Murphy Shark in the Park - Nick Sharratt	Jody's Beans - Malachy Doyle The Very Hungry Caterpillar - Eric Carle Footpath Flowers - JonArno Lawson	Goldilocks The Gingerbread Man Cinderella Little Red Riding Hood Princess Smarty Pants / Prince Cinders - Babette Cole	Handa's Surprise - Eileen Browne A Balloon for Grandad - Nigel Gray The Tiger Child - Joanna Trougton Bringing the Rain to Kapiti Plain - Verna Aardama	The Way Back Home - Oliver Jeffers Aliens in Underpants Save the World etc - Clare Freedman Where the Wild things are - Maurice Sendak Dougal's Deep Sea Diary - Simon Bartram	Farmer Duck - Martin Waddell Jody's beans - Malachy Doyle
Suggested Satellite Texts / www sites	Labels & captions taken from environmental print.	Five Little Senses The Magic Box - Kit Wright Sensational - Roger McGough A First Poetry Book - Pie Corbett	Sticky Little Fingers - Jane Frere Float - Daniel Miyares How to look after your hamster - Colin Hawkins	Anno's Journey - Mitsumasa Anno Giraffes Can't Dance - Giles Andreae Room on the Broom/Stick man / Wriggle & Roar etc Julia Donaldson Not last night but the night before - Colin McNaughton	The Emperor's egg - Martin Jenkins Green and Croaky - Maira Butterfield Any information texts linking to other curriculum areas	Families - Michael Rosen Commotion in the ocean - Giles Andreae www.michaelrosen.co.uk www.poemhunter.com

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Genre	Labels & Captions Stories with Familiar Settings	Recount Dictionary Skills Poetry - Using the Senses
Class Text	I want my hat back - Jon Klassen Voices in the Park - Anthony Browne Not Now Bernard - David McKee Peace at Last / Five minutes Peace - Jill Murphy Shark in the Park - Nick Sharratt	Jody's Beans - Malachy Doyle The Very Hungry Caterpillar - Eric Carle Footpath Flowers - JonArno Lawson
Suggested Satellite Texts / www sites	Labels & captions taken from environmental print.	Five Little Senses The Magic Box - Kit Wright Sensational - Roger McGough A First Poetry Book - Pie Corbett
Oracy / speaking & listening	Listen and respond appropriately to adults and their peers. Ask relevant questions to extend their knowledge and understanding.	Listen and respond appropriately to adults and their peers. Ask relevant questions to extend their knowledge and understanding. Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings. Use relevant strategies to build their vocabulary.
Word reading	Apply phonic knowledge and skills as the route to decode words. Read accurately by blending sounds in unfamiliar words containing GCPs that have been taught.	Read other words of more than one syllable that contain taught GCPs Re-read these books to build up their fluency and confidence in word reading.
Comprehension	Develop motivation in reading, motivation to read, vocabulary and understanding. Listen to and discuss a wide range of stories at a level beyond that at which they can read independently. Discussing word meanings, linking new meanings to those already known.	Develop motivation in reading, motivation to read, vocabulary and understanding. Listen to and discuss a wide range of non-fiction and poems at a level beyond that at which they can read independently. Link what they read or hear to their own experiences. Recognising and joining in with predictable phrases.

	<p>Participate in discussion about what is read to them. Draw on what they already know or on background information and vocabulary provided by the teacher. Check that the text makes sense to them as they read and correct inaccurate reading. Discuss the significance of the title and events. Make inferences on the basis of what is being said and done. Predict what might happen on the basis of what has been read so far.</p>	<p>Learn to appreciate rhymes and poems, and to recite some by heart. Participate in discussion about what is read to them. Draw on what they already know or on background information and vocabulary provided by the teacher. Check that the text makes sense to them as they read and correct inaccurate reading. Discuss the significance of the title and events. Make inferences on the basis of what is being said and done. Predict what might happen on the basis of what has been read so far.</p>
Writing - Transcription	<p>Name the letter of the alphabet. Continually refer to year 1 spelling list</p>	<p>Name the letters of the alphabet in order. Spell words containing phonemes already taught. Spell the days of the week. Continually refer to year 1 spelling list</p>
Writing - Handwriting	<p>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 practice these.</p>	
Writing - Composition	<p>Write sentences by: Saying out loud what they are going to write about. Compose a sentence orally before writing it. Sequence sentences to form short narratives. Re-read 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>	
Writing - Grammar, Vocabulary & Punctuation	<p>Leave spaces between words. Use the grammatical terminology in English Appendix 2 in discussing their writing.</p>	<p>Leave spaces between words. Use a capital letter for the names of people and places. Use the grammatical terminology in English Appendix 2 in discussing their writing.</p>

	Spring 1	Spring 2
Genre	Traditional & Fairy Tales Instructions	Stories from a Range of Cultures Poetry - Pattern & Rhyme
Class Text	Goldilocks The Gingerbread Man Cinderella Little Red Riding Hood Princess Smarty Pants / Prince Cinders - Babette Cole	Handa's Surprise - Eileen Browne A Balloon for Grandad - Nigel Gray The Tiger Child - Joanna Troughton Bringing the Rain to Kapiti Plain - Verna Aardama
Suggested Satellite Texts / www sites	Sticky Little Fingers - Jane Frere Float - Daniel Miyares How to look after your hamster - Colin Hawkins	Anno's Journey - Mitsumasa Anno Giraffes Can't Dance - Giles Andreae Room on the Broom/Stick man / Wriggle & Roar etc Julia Donaldson Not last night but the night before - Colin McNaughton
Oracy / speaking & listening	Listen and respond appropriately to adults and their peers. Ask relevant questions to extend their knowledge and understanding. Speak audibly and fluently with an increasing command of Standard English. Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments.	Listen and respond appropriately to adults and their peers. Ask relevant questions to extend their knowledge and understanding. Articulate and justify answers, arguments and opinions. Participate in discussions, presentations, performances, role play, improvisations and debates.
Word reading	Read words containing taught GCPs and -s, -es, -ing, -ed, -er and -est endings. 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.	Read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word.
Comprehension	Develop motivation in reading, motivation to read, vocabulary and understanding.	Develop motivation in reading, motivation to read, vocabulary and understanding.

	<p>Listen to and discuss a wide range of stories and non-fiction at a level beyond that at which they can read independently. Become very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics. Discussing word meanings, linking new meanings to those already known. Participate in discussion about what is read to them and taking turns. Begin to explain their understanding of what is read to them. Draw on what they already know or on background information and vocabulary provided by the teacher. Check that the text makes sense to them as they read and correct inaccurate reading. Discuss the significance of the title and events. Make inferences on the basis of what is being said and done. Predict what might happen on the basis of what has been read so far.</p>	<p>Listen to and discuss a wide range of non-fiction and poems at a level beyond that at which they can read independently. Recognising and joining in with predictable phrases. Learn to appreciate rhymes and poems, and to recite some by heart. Participate in discussion about what is read to them and taking turns. Begin to explain their understanding of what is read to them. Draw on what they already know or on background information and vocabulary provided by the teacher. Check that the text makes sense to them as they read and correct inaccurate reading. Discuss the significance of the title and events. Make inferences on the basis of what is being said and done. Predict what might happen on the basis of what has been read so far.</p>
Writing - Transcription	<p>Use letter names to distinguish between alternate spellings of the same sound. Spell the days of the week. Spell words containing phonemes already taught. Continually refer to year 1 spelling list</p>	<p>Spell some common exception words. Use the spelling rule for adding -s, or -es as the plural marker for nouns and the third person singular marker for verbs. Spell words containing phonemes already taught. Continually refer to year 1 spelling list</p>
Writing - Handwriting	<p>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 practice these.</p>	
Writing - Composition	<p>Write sentences by: Saying out loud what they are going to write about. Compose a sentence orally before writing it. Sequence sentences to form short narratives.</p>	

	<p>Re-read what they have written to check that it makes sense.</p> <p>Discuss what they have written with the teacher or other pupils</p> <p>Read aloud their writing clearly enough to be heard by their peers and the teacher.</p>
<p>Writing - Grammar, Vocabulary & Punctuation</p>	<p>Use a capital letter for the names of people, places, the days of the week and the personal pronoun I.</p> <p>Begin to punctuate sentences with a capital letter.</p> <p>Use the grammatical terminology in English Appendix 2 in discussing their writing.</p>

	Summer 1	Summer 2
Genre	<p>Stories with Fantasy Setting</p> <p>Information texts</p>	<p>Recount - Fact & Fiction</p> <p>Poetry - Poems on a Theme</p>
Class Text	<p>The Way Back Home - Oliver Jeffers</p> <p>Aliens in Underpants Save the World etc - Clare Freedman</p> <p>Where the Wild things are - Maurice Sendak</p> <p>Dougal's Deep Sea Diary - Simon Bartram</p>	<p>Farmer Duck - Martin Waddell</p> <p>Jody's beans - Malachy Doyle</p>
Suggested Satellite Texts / www sites	<p>The Emperor's egg - Martin Jenkins</p> <p>Green and Croaky - Moira Butterfield</p> <p>Any information texts linking to other curriculum areas</p>	<p>Families - Michael Rosen</p> <p>Commotion in the ocean - Giles Andreae</p> <p>www.michaelrosen.co.uk</p> <p>www.poemhunter.com</p>
Oracy / speaking & listening	<p>Listen and respond appropriately to adults and their peers.</p> <p>Ask relevant questions to extend their knowledge and understanding.</p> <p>Gain, maintain and monitor the interest of the listener(s).</p> <p>Use spoken language to develop through speculating, hypothesising, imagining and exploring ideas.</p>	<p>Listen and respond appropriately to adults and their peers.</p> <p>Ask relevant questions to extend their knowledge and understanding.</p> <p>Select and use appropriate registers for effective communication.</p> <p>Consider and evaluate different viewpoints, attending to and building on the contributions of others.</p>

<p>Word reading</p>	<p>Read words with contractions (for example, I'm, I'll, we'll) and understand that the apostrophe represents the omitted letter(s). Re-read these books to build up their fluency and confidence in word reading.</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>
<p>Comprehension</p>	<p>Develop motivation in reading, motivation to read, vocabulary and understanding. Listen to and discuss a wide range of stories and non-fiction at a level beyond that at which they can read independently. Discussing word meanings, linking new meanings to those already known. 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. Draw on what they already know or on background information and vocabulary provided by the teacher. Check that the text makes sense to them as they read and correct inaccurate reading. Discuss the significance of the title and events. Make inferences on the basis of what is being said and done. Predict what might happen on the basis of what has been read so far.</p>	<p>Develop motivation in reading, motivation to read, vocabulary and understanding. Listen to and discuss a wide range of non-fiction and poems at a level beyond that at which they can read independently. Link what they read or hear to their own experiences. Recognising and joining in with predictable phrases. Learn to appreciate rhymes and poems, and to recite some by heart. 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. Draw on what they already know or on background information and vocabulary provided by the teacher. Check that the text makes sense to them as they read and correct inaccurate reading. Discuss the significance of the title and events. Make inferences on the basis of what is being said and done. Predict what might happen on the basis of what has been read so far.</p>
<p>Writing - Transcription</p>	<p>Use the prefix -un. 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 GCPs and common exception words taught so far. Spell words containing phonemes already taught. Continually refer to year 1 spelling list</p>	<p>Use -ing, -ed, -er and -est where no change is needed in the spelling of root words (for example, helping, helped, helper, eating, quicker, quickest) Write from memory simple sentences dictated by the teacher that include words using the GCPs and common exception words taught so far. Spell words containing phonemes already taught. Continually refer to year 1 spelling list</p>

		Revision of spelling rules
Writing - Handwriting	<p>Sit correctly at a table, holding a pencil comfortably and correctly.</p> <p>Begin to form lower-case letters in the correct direction, starting and finishing in the right place.</p> <p>Form capital letters</p> <p>Form digits 0-9</p> <p>Understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and to practice these.</p>	
Writing - Composition	<p>Write sentences by:</p> <p>Saying out loud what they are going to write about.</p> <p>Compose a sentence orally before writing it.</p> <p>Sequence sentences to form short narratives.</p> <p>Re-read what they have written to check that it makes sense.</p> <p>Discuss what they have written with the teacher or other pupils</p> <p>Read aloud their writing clearly enough to be heard by their peers and the teacher.</p>	
Writing - Grammar, Vocabulary & Punctuation	<p>Being to punctuate sentences with a capital letter, full stop, question mark or exclamation mark.</p> <p>Join words and clauses using 'and'.</p> <p>Use the grammatical terminology in English Appendix 2 in discussing their writing.</p>	<p>Being to punctuate sentences with a capital letter, full stop, question mark or exclamation mark.</p> <p>Join words and clauses using 'and'.</p> <p>Use the grammatical terminology in English Appendix 2 in discussing their writing.</p>