



English Long-Term Plan

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

Year 1	
Writing	
Planning, drafting and editing	<ul style="list-style-type: none"> Sequence sentences to form short narratives. Reread their writing to check that it makes sense to themselves and to an adult. Begin to independently make a change to their writing so that they make their writing better. Discuss what they have written with the teacher or other pupils.
Audience, Purpose and Structure	<ul style="list-style-type: none"> Use a number of simple features of different text types to make relevant choices about subject matter and appropriate vocabulary choices. Start to engage readers in stories and news telling by using adjectives to describe. Begin to write for different purposes: poetry, instructions, letters.
Transcription	<ul style="list-style-type: none"> Write lower case and capital letters of the alphabet always in the correct direction, starting and finishing in the right place. Master the tripod grip of a pen/pencil. Master the tripod grip of a pen/pencil. Use appropriate spacing between words. Understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and to practise these.
Spelling	<ul style="list-style-type: none"> The sounds /f/, /l/, /s/, /z/ and /k/ spelt ff, ll, ss, zz and ck. The /ŋ/ sound spelt n before k. Division of words into syllables -tch. The /v/ sound at the end of word Adding s and es to words (plural of nouns and the third person singular of verbs) Adding the endings -ing, -ed and -er to verbs where no change is needed to the root word Adding -er and -est to adjectives where no change is needed to the root word Words ending -y (/i:/ or /ɪ/) New consonant spellings ph and wh Using k for the /k/ sound Adding the prefix -un Compound words <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	
Phonics and Decoding	<ul style="list-style-type: none"> Apply phonic knowledge and skills as the route to decode words. Blend sounds in unfamiliar words using the GPCs that they have been taught. Respond speedily, giving the correct sound to graphemes for all of the 40+ phonemes. Read words containing taught GPCs. Read words containing -s, -es, -ing, -ed and -est endings. Read words with contractions, e.g. <i>I'm, I'll</i> and <i>we'll</i>. Check that a text makes sense to them as they read and to self-correct.
Common Exception Words	<ul style="list-style-type: none"> 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>
Fluency	<ul style="list-style-type: none"> Read decodable books showing increased accuracy and automaticity with words in line with phonic knowledge and Y1 common exception words. Reread texts to build up fluency and confidence in word reading. Read decodable texts by phrasing three words at a time with some attention to expression. Understand that punctuation marks like commas and full stops indicate breaks in the text.
Narrative Technique	<p>Reading Picture Books:</p> <ul style="list-style-type: none"> Discuss how characters' actions, feelings, and motivations contribute to the story. Identify the beginning middle and end of stories.
Explore and Debate	<ul style="list-style-type: none"> Listen to and discuss a wide range of fiction, non-fiction and poetry at a level beyond that at which they can read independently. Link what they have read, or have had read to them, to their own experiences. Retell familiar stories in increasing detail. Join in with discussions about a text, taking turns and listening to what others say. Discuss the significance of titles and events.
Authorial Intent	<ul style="list-style-type: none"> Understand that authors may write to entertain or inform. Discuss how authors use rhyme, repetition and descriptive language to enhance their writing and create imagery.
Inference and Prediction	<ul style="list-style-type: none"> Make simple inferences about characters' feelings, actions, or motivations. Predict what might happen based on what has been read so far.
Poetry	<ul style="list-style-type: none"> Identify patterns of rhyme and rhythm in poems.
Non-Fiction	<ul style="list-style-type: none"> Recognise that non-fiction books are often structured in different ways.

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