

English Long Term Planning Document

Year One							
Skills Coverage	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6	
Set Text							
Purpose/Outcome							
Fiction Genre							
Non-fiction Genre							
Genre re-visited <i>(opportunity for writing across the curriculum)</i>							
Vocabulary <i>(Tier 1)</i>							
Vocabulary <i>(Tier 2)</i>							
Vocabulary <i>(Tier 3)</i>							
	Writing skills			Reading skills			
Age related expectations	<ul style="list-style-type: none"> • Orally rehearse sentences before writing • Demarcate most sentences using a full stop • Demarcate most sentences using a capital letter • Join words using 'and' • Use 'and' to join simple sentences • Use a capital letter for proper nouns • Write sequences of linked sentences • Generally use the present and past tense accurately • Begin to demarcate sentences using question marks • Sequence sentences to form short texts • Begin to use some features of standard English • Begin to demarcate sentences using exclamation marks • Spell compound words correctly most of the time 			Oral	<ul style="list-style-type: none"> • Link what they read or hear to their own experiences • Orally retell known stories, linked to the Y1 range • Recite some simple poems by heart e.g. <i>nursery rhymes, Surrounded by Noise (Ian Souter) The Horseman (Walter de la Mare)</i> • Check that the text makes sense to them as they read and correct inaccurate reading • Read aloud books matched to Y1 phonic knowledge 		
				Grammar	<ul style="list-style-type: none"> • Discuss the meaning of new words by linking to vocabulary they know e.g. unkind = means not kind • Recognise and use predictable phrases in known stories e.g. <i>'I'll huff and I'll puff; once upon a time; happily, ever after</i> • Use age appropriate dictionaries to check the meanings of words e.g. picture dictionaries, first dictionaries 		

	<ul style="list-style-type: none"> • Spell most of the Y1 common exception words • Spell words with the range of Y1 phonemes mostly correctly • Add -er, -ed, -ing, -est to words where no change to the root word is needed • Add -es and -s to words to make plurals where no change to the root word is needed • Spell the days of the week • Use the prefix un- • Form lower case letters of the correct size relative to one another • Use some diagonal and horizontal strokes needed to join letters • Write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters 	Response	<ul style="list-style-type: none"> • Discuss a wide range of poems, stories and non-fiction beyond their independent reading level • Demonstrate their understanding e.g. through role play, story mapping, discussion, drama • Consider the key characteristics of familiar stories e.g. <i>good and evil characters, happy endings, happening in the past</i> • Draw on what they already know to understand a text e.g. <i>through relating to their own experiences (linking learning about penguins to 'Happy Feet')</i> • Make simple predictions based on their own experiences e.g. <i>I think mum will be cross because my mum gets cross</i> • Make simple inferences e.g. <i>I think Red Riding Hood was scared because the wolf was frightening</i>
		Organisation & research	<ul style="list-style-type: none"> • Identify the significance of the title and events in stories e.g. <i>why is this story called 'Where The Wild Things Are?' Why did they make Max king?</i> • Identify the significance of the title and events in non-fiction • Understand that non-fiction texts provide information • Answer questions orally about a shared non-fiction text e.g. <i>what do penguins eat?</i>
		Word reading	<ul style="list-style-type: none"> • Apply phonic knowledge and skills to decode words • Correctly and quickly read the graphemes for all 40+ phonemes, including the alternatives taught so far • Accurately blend sounds in unfamiliar words that contain the GPCs that have been taught so far • Note unusual correspondences and identify where these occur in the word, in relation to the Y1 common exception words • Read words of more than one syllable and those that end in: -s, -es, -ing, -ed, -er and -est • Read words with contractions • Accurately read aloud books that are consistent with their developing phonic knowledge
		Range	<ul style="list-style-type: none"> • Engage with a wide range of familiar poems, picture books, fairy tales, narrative and non-fiction
Greater Depth of Study	<ul style="list-style-type: none"> • Use simple noun phrases • Use because and but to join clauses • Write effectively for a range of purposes and audiences 		<ul style="list-style-type: none"> • An awareness of mistakes made when reading does not make sense. • An ability to re-read a passage to ensure that comprehension is correct. • Confident to read aloud in front of others.

	<ul style="list-style-type: none">• Manipulate the language and grammar taught within Y1 in a range of• independent writing, drawing on their own reading• Consistently use editing and revising strategies to improve the quality and• accuracy of their writing• Consistently use vocabulary from across the curriculum in their writing• Consistently apply Y1 spelling expectations across their writing	<ul style="list-style-type: none">• Express to someone my likes and dislikes related to a known story.• Predict what happens next in familiar stories.• A growing awareness of how non-fiction texts are organised.• I can use illustrations as an important feature in helping me to read.• Read accurately and confidently words of 2 or more syllables.• Read a number of signs and labels in the environment drawing from my phonic knowledge when doing so.• A wish to talk about favourite authors or genre of books.
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