

Year 1 English Long Term Planning Overview

Reading:	
Word reading	<ul style="list-style-type: none">•Pupils will develop their phonic decoding skills and knowledge.•They will revise and revise and consolidate the grapheme-phoneme (letter and sound) correspondences.•They will learn a range of common exception words which they are unable to decode using phonic strategies.•Pupils will be taught how to read words with suffixes, using the root words they can read.•In order to become fluent readers they will read and re-read books matched closely to their developing phonic knowledge; this will support them with comprehension.
Comprehension	<ul style="list-style-type: none">•Pupils will share and discuss a wide range of high quality stories, familiar traditional tales, poetry and non-fiction texts, including listening to texts that are beyond their current phonic decoding skills.•Comprehension techniques will be introduced. These include: drawing on previous knowledge; forming simple inferences and deductions about what they read; summarising and retelling and making sensible predictions.•By listening to stories, pupils will begin to learn how written language can be structured.•Pupils will learn how language sounds and increase their vocabulary and grammatical awareness.•Role play will be used to help pupils to identify with and explore characters.
Writing:	
Transcription	<ul style="list-style-type: none">•Pupils will consolidate their knowledge of the alphabet.•They will be taught the rules for adding some simple simple prefixes ('un-') and suffixes ('-s', '-es' and other suffixes that can be added without changing the spelling of the root word).•They will learn a range of simple spelling rules.•Handwriting will be taught through frequent, discrete, direct teaching. Pupils will learn to sit properly and hold their pencil correctly, so that they can begin to form letters consistently and legibly.
Composition	<ul style="list-style-type: none">•Pupils will be taught to recognise sentence boundaries in spoken sentences.•They will begin to sequence sentences to form a short piece of text.•They will be taught to join sentences using simple conjunctions, e.g. <i>and</i>.•Pupils will learn to punctuate sentences with full stops and capital letters. They will learn to use capital letters for names.•They will begin to learn about sentences, nouns and verbs, creating a grammatical foundation for further development in Year 2.

Expected outcomes by the end of Year 1:

Outcomes – pupils can:

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| <ul style="list-style-type: none">•compare two characters•make predictions based on pictorial and textual clues•retell a story•describe a book as fiction or non-fiction•begin to write simple sentences with capital letters, full stop and spaces•begin to practice handwriting skills•form a sentence with a capital letter and a full stop•create and comment on a display•arrange letters in alphabetical order•find two words that rhyme and discuss how their spellings differ•listen to, discuss and recite some poems•talk about the beginning, middle and end of a story•plan a simple story•write a sequence of sentences with illustrations to form a story, using capital letter and full stop most of the time•develop familiarity with traditional tales•retell a version of a well-known story•begin to understand the past-tense 'ed'•explain the features of a recipe•write a simple recipe in numbered steps•offer an opinion about a character's behaviour based on inference | <ul style="list-style-type: none">•discuss and make inferences about a stories•begin to understand and use '-ing'•read and spell common exception words•explore another character's viewpoint•write sentences•begin to use '-er', '-est' for adjectives and '-s', '-es' for nouns•point out the features in an information text•begin to describe objects•sequence sentences•use capital letters appropriately•write a simple recount•begin to combine sentences using <i>and</i>•explain beginning, middle and end in stories use senses to write a poem•begin to combine words using <i>and</i>•join in with predictable phrases•discuss significance of titles and events•begin to understand the role of the apostrophe•write about own experiences•join sentences with <i>and</i>•re-read their work for sense•discuss characters•retell a story using puppets•write a book review•make predictions based on prior knowledge•understand what an author and/or | <ul style="list-style-type: none">•sequence the plot of a story they are familiar with•use phonic knowledge for spelling•use the pronoun <i>I</i>•take on the role of a character•use describing words to provide detail•use some suffixes•write a recount in sequence•apply spelling rules•re-read for sense•adapt a story•use knowledge of spelling, punctuation and grammar to sequence sentences learn and recite poetry•compose poetry orally•learn new vocabulary and use it•write the days of the week•predict what might happen based on what has been read•use describing words•write the days of the week and digits 0-9•write a simple recipe•write poems based on experience of water•engage with a story and link it to own experiences•use the prefix 'un-'•form a narrative•check their writing and improve it |
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<ul style="list-style-type: none"> •form plurals with '-s' and '-es' •punctuate simple sentences •describe the format of a letter •begin to understand what contractions are and mean •use capital letters for names •begin to use prefix 'un-', plurals and question marks •begin to use '-ed', '-est', question and exclamation marks •write news report as a sequence of sentences using appropriate conventions •recite a range of traditional rhymes •use phonic knowledge to explore rhyming words 	<p>illustrator is</p> <ul style="list-style-type: none"> •use information given to write a simple biography •begin to combine sentences with <i>and</i> •use images and sequence sentences to tell a story •form letters correctly •recite or sing a verse learned •beat out the rhythm of a poem 	<ul style="list-style-type: none"> •begin to create longer texts •read and evaluate their own work •revise and consolidate the year's learning
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