



Always our best, for God, each other, and ourselves.

St. Ann's Church of England Primary School

Y1 ENGLISH LONG TERM PLAN (2021-2022)

	Autumn1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Author Focus	Jill Murphy		Oliver Jeffers		Michael Rosen	
Shared Novel	Whatever next	The Large Family (series)	Lost and Found	The Day the Crayons Returned	Lenny the Lobster can't stay for dinner...or can he?	Down Behind the Dustbin
Poetry Focus	Repetitive Poems		How to catch a star		Stuck	
Writing composition	<p>Composition</p> <ul style="list-style-type: none"> Orally compose and hold in memory whilst writing, simple sentences which make sense. <i>(It is expected that by the end of the academic year, an expected pupil will write at least 4-5 simple, high-quality sentences)</i> Discuss ideas and writing with teacher and peers to ensure that their writing matches the purpose With increasing independence, re-read every sentence to check it makes sense and correct accordingly (focus on tense/ spellings and punctuation) Sequence ideas and events in narrative Separate words with spaces To start sentences in different ways, avoiding repetition: Begin to join sentences and clauses using <i>and</i> Use punctuation to demarcate simple sentences (capital letters and full stops). 					
Reading	<p><u>Over the academic year, the skills below that are the focus for a specific year group are revisited time and time again using a more demanding text.</u></p> <p>KPIs:</p> <ul style="list-style-type: none"> Read aloud accurately books that are consistent with their developing phonic knowledge Apply phonic knowledge and skills as the route to decode words. Respond speedily with the correct sound to grapheme for the 44 phonemes Recognise and use the different ways of producing the same grapheme Read accurately by blending sounds in unfamiliar words Make personal reading choices and explain reasons for choices Check that texts make sense while reading and self -correct Demonstrate understanding of texts by answering questions related to who, what, where, when, why, how Identify and discuss the main events in stories Recall specific information in fiction and non-fiction texts Make predictions based on what has been read so far Listen to what others say and take turns 					

Punctuation & Grammar	Word	<ul style="list-style-type: none"> Regular plural noun suffixes –s or –es [for example, dog, dogs; wish, wishes], including the effects of these suffixes on the meaning of the noun Suffixes that can be added to verbs where no change is needed in the spelling of root words (e.g. helping, helped, helper) How the prefix un– changes the meaning of verbs and adjectives [negation, for example, unkind, or undoing: untie the boat]
	Sentence	<ul style="list-style-type: none"> How words can combine to make sentences Joining words and joining clauses using ‘and’
	Text	<ul style="list-style-type: none"> Sequencing sentences to form short narratives
	Punctuation	<ul style="list-style-type: none"> Separation of words with spaces Introduction to capital letters, full stops, question marks and exclamation marks to demarcate sentences Capital letters for names and for the personal pronoun ‘I’
	Terminology for pupils	<ul style="list-style-type: none"> letter, capital letter word, singular, plural sentence punctuation, full stop, question mark, exclamation mark
Phonics/Spelling	<p>Spelling Spell words:</p> <ul style="list-style-type: none"> which include the 40+ phonemes already taught Y1 common exception words days of the week making phonically plausible attempts at more complex words I can spell words that include the sounds I have been taught I can spell my red words and days of the week (eg. the, said, were, school) I can name the letters of the alphabet in order and use letter names to say when the same sound is spelt differently I can spell plural nouns and some verbs by adding -s or –es (eg. cats/makes, bushes/ catches) I can use the prefix un- to change the meaning of words (eg. unhappy, undo, unfair) I can spell words ending in -ing, -ed, -er and -est (hunting, buzzed, quicker, freshest) I can remember sentences my teacher reads to me and write them down correctly <p>Specifics:</p> <ol 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 words. 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 Vowel digraphs and trigraphs New consonant spellings ph and wh Using k for the /k/ sound Words ending –y (/i:/ or /ɪ/ depending on accent) Adding the prefix –un 	

	13. Compound words 14. Words containing each of the 40+ phonemes. Common exception words
Handwriting	<ul style="list-style-type: none">• Hold a pencil with an effective grip, form lower-case letters, the digits 0-9 and form upper-case letters correctly – starting and finishing in the right place, going the right way round, correctly oriented.