



# Long Term Literacy Planning Year 1

## National Curriculum Aims: Composition, grammar and reading comprehension

Year 1	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2			
<b>Reading - Word Reading</b>	Pupils will be taught to: <ul style="list-style-type: none"> <li>• apply phonic knowledge and skills as the route to decode words</li> <li>• respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes</li> <li>• read accurately by blending sounds in unfamiliar words containing GPCs that have been taught</li> <li>• read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word</li> <li>• read words containing taught GPCs and -s, -es, -ing, -ed, -er and -est endings</li> <li>• read other words of more than one syllable that contain taught GPCs</li> <li>• read words with contractions [for example, I'm, I'll, we'll], and understand that the apostrophe represents the omitted letter(s)</li> <li>• read books aloud, accurately, that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words</li> <li>• reread these books to build up their fluency and confidence in word reading</li> </ul>								
<b>Phonics following RWI</b>	Set 1 Sound work	<b>Ditties</b>	<b>Green</b>	<b>Purple</b>	<b>Pink</b>	<b>Orange</b>	<b>Yellow</b>	<b>Blue</b>	<b>Grey</b>
	Review Set 1 Sounds ng, nk, sh, ch, th, qu, ck,	Review Set 1 Sounds and Learn Set 2 Sounds  ay, ee, igh, ow, oo, oo, ar, or, air, ir, ou, oy  <i>other sounds will be taught as they arise i.e oor, ore, kn, y</i>	Review Set 2 Sounds and learn Set 3 Sounds  a-e, ai, ea, i-e, o-e, oa, ew, u-e, aw, are, er, ur, ow, oi, ire, ear, ure, -cious, -tious, -tion  <i>other sounds will be taught as they arise i.e, ph, wh</i>						
<b>Reading-Comprehension</b>	<ul style="list-style-type: none"> <li>• Develop pleasure in reading, motivation to read, vocabulary and understanding</li> <li>• Understand both the books they can already read accurately and fluently and those they listen to</li> <li>• Participate in discussion about what is read to them, taking turns and listening to what others say</li> <li>• Explain clearly their understanding of what is read to them</li> </ul>								



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<b>Spelling</b>	Pupils should be taught to spell: <ul style="list-style-type: none"> <li>• words containing each of the 40+ phonemes already taught</li> <li>• common exception words</li> <li>• the days of the week</li> <li>• name the letters of the alphabet in order</li> <li>• using letter names to distinguish between alternative spellings of the same sound</li> <li>• add prefixes and suffixes:             <ul style="list-style-type: none"> <li>• using the spelling rule for adding -s or -es as the plural marker for nouns and the third person singular marker for verbs</li> <li>• using the prefix un-</li> <li>• using -ing, -ed, -er and -est where no change is needed in the spelling of root words [e.g. helping, helped, helper, eating, quicker, quickest]</li> </ul> </li> <li>• apply simple spelling rules</li> <li>• write from memory simple sentences dictated by an adult that include words using the GPCs and common exception words taught so far</li> </ul>		
<b>Handwriting</b>	<ul style="list-style-type: none"> <li>• Begin to form lower-case letters in the correct direction, starting and finishing in the right place</li> <li>• Form digits 0-9</li> </ul>	<ul style="list-style-type: none"> <li>• Form capital letters</li> </ul>	<ul style="list-style-type: none"> <li>• Continue to practise these skills and apply to all writing.</li> </ul>
<b>Writing composition</b>	Write sentences by: <ul style="list-style-type: none"> <li>• saying out loud what they are going to write about</li> <li>• composing a sentence orally before writing it</li> <li>• sequencing sentences to form short narratives</li> <li>• re-reading what they have written to check that it makes sense</li> <li>• discuss what they have written with the teacher or other pupils</li> <li>• read their writing aloud, clearly enough to be heard by their peers and the teacher</li> </ul>		
<b>Writing vocabulary, grammar and punctuation</b>	<ul style="list-style-type: none"> <li>• Leaving spaces between words</li> <li>• Beginning to punctuate sentences using a capital letter and a full stop</li> <li>• Using a capital letter for names of people, the days of the week, and the personal pronoun 'I'</li> </ul>	<ul style="list-style-type: none"> <li>• Joining words and joining clauses using 'and'</li> <li>• Beginning to punctuate sentences using a question mark or exclamation mark</li> <li>• Using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'</li> <li>• Terminology: capital letter, full, stop, exclamation mark, question mark, plural, singular, word, sentence, letter, punctuation</li> </ul>	