

## Year 1 English Medium Term Plan

Spelling	Handwriting	Reading	Vocabulary, Grammar and Punctuation	Spoken Language	Composition
<p>Name the letters of the alphabet in order.</p> <p>Use letter names to distinguish between alternative spellings of the same sound.</p> <p>Add 's' and 'es' to words, e.g. cats, catches.</p> <p>Use the prefix –un.</p> <p>Add the endings –ing, -ed and –er to verbs where no change is needed to the root word, e.g. hunting, hunted, hunter.</p> <p>Add –er and –est to change adjectives where no change is needed to the root word, e.g. fresher, freshest.</p> <p>Spell common exception words.</p> <p>Spell words containing each of the 40+ phonemes already taught.</p> <p>Spell the days of the week.</p> <p>Apply spelling rules and guidance, as listed in English Appendix 1.</p> <p>Write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far.</p>	<p>Sit correctly at a table, holding a pencil comfortably and correctly.</p> <p>Form lower-case letters in the correct direction, starting and finishing in the right place.</p> <p>Form capital letters.</p> <p>Form digits 0-9.</p> <p>Understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and practise these.</p>	<p><b><u>Word Reading</u></b></p> <p>Apply phonic knowledge and skills as the route to decode words.</p> <p>Respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes.</p> <p>Read accurately by blending sounds in unfamiliar words containing GPCs that have been taught.</p> <p>Read many common exception words from English appendix 1.</p> <p>Read words containing taught GPCs and -s, -es, -ing, -ed, -er and -est endings.</p> <p>Read other words of more than one syllable that contain taught GPCs.</p> <p>Read words with contractions e.g. I'm, I'll, we'll, and understand that the apostrophe represents the omitted letter(s).</p> <p>Read aloud accurately books that are consistent with their developing phonic knowledge and that do not require use of other strategies to work out words.</p> <p>Re-read phonically decodable books to build up fluency and confidence in word reading.</p> <p><b><u>Comprehension</u></b></p> <p>Listen to and discuss a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently.</p> <p>Link what is read or heard read to their own experiences.</p>	<p>Join words and clauses using 'and'.</p> <p>Leave spaces between words.</p> <p>Begin to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark.</p> <p>Use a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'.</p> <p>Use regular plural noun suffixes -s or -es e.g. dog, dogs; wish, wishes, including the effects of these suffixes on the meaning of the noun.</p> <p>Use suffixes that can be added to verbs where no change is needed in the spelling of root words e.g. helping, helped, helper.</p> <p>Understand how the prefix un- changes the meaning of verbs and adjectives e.g. negation, for example, unkind, or undoing: untie the boat.</p> <p>Understand how words can combine to make sentences.</p>	<p>Speak clearly and confidently in front of people in my class.</p> <p>Re-tell a well-known story and remember the main characters.</p> <p>Hold attention when playing and learning with others.</p> <p>Keep to the main topic when talking in a group.</p> <p>Ask questions in order to get more information.</p> <p>Start a conversation with a familiar adult or with friends.</p> <p>Listen carefully to the things other people have to say in a group.</p> <p>Join in with conversations in a group.</p> <p>Join in with role-play.</p>	<p>Write sentences by saying out loud what they are going to write about.</p> <p>Write sentences by composing them orally before writing them.</p> <p>Write sentences, sequencing them to form short narratives.</p> <p>Write sentences by re-reading what they have written to check that it makes sense.</p> <p>Discuss what they have written with the teacher or other pupils.</p> <p>Read aloud their writing clearly enough to be heard by their peers and the teacher.</p>

		<p>Become very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics.</p> <p>Recognise and join in with predictable phrases.</p> <p>Learn to appreciate rhymes and poems, and to recite some by heart.</p> <p>Discuss word meanings, linking new meanings to those already known.</p> <p>Draw on what is already known or on background information and vocabulary provided by the teacher.</p> <p>Check that the text makes sense as they read and correct inaccurate reading.</p> <p>Discuss the significance of the title and events.</p> <p>Make inferences on the basis of what is being said and done.</p> <p>Predict what might happen on the basis of what has been read so far.</p> <p>Participate in discussion about what is read to them, taking turns and listening to what others say.</p> <p>Explain clearly their understanding of what is read to them.</p>			
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