Eltham C of E Primary School

Year 1 Literacy Long Term Planning

- This long-term planning grid ensures coverage and progression of the National Curriculum.
- The document should be used alongside the National Curriculum and ELS/CUSP Spelling overview to produce weekly English writing and Guided Reading plans.
- The whole text specified should be used as part of the teaching sequence for writing. Activities should be linked to it where possible but the focus should always be on what is going to provide the best stimulus for the children and get the best writing from them.
- Each whole text(s) should be covered over the half term and writing outcomes over a 2/3/4 week teaching sequence as appropriate.
- As much as possible, punctuation and grammar activities should be contextualised and taught within the units so that they best fit with the text type that is being covered.
- Carousel and Whole Class Guided Reading time should be used to specifically teach the Skills of DERIC and planning should have a clear focus that reflects these skills.
- Spellings are planned in line with the ELS scheme and Phase 5 phonics in Year 1 and from the Summer term of Year 1 and in Years 2-6 teachers follow the 'CUSP' spelling programme that covers the statutory requirements of the NC as well as supplementing with words from the statutory words lists for Years 3 and 4 and 5 and 6 (see separate overview).
- Handwriting is to be taught in line with Letter Join.

Year group: 1	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Writing						
Whole text	**Traditional tales/link to EYFS familiar texts** **Enormous Turnip** **Naughty Bus: Jan Oke**	**Traditional tales/alternative traditional tales/link to EYFS** **The Princess and the Pea: Rachel Isadora** **Stickman: Julia Donaldson**	**People/places-UK/local area** **Katie in London/ Katie in Scotland: James Mayhew**		**Modern Fiction** **Astro Girl: Ken Wilson-Max** **Bob Man on the Moon: Simon Bartram** **(CUSP History link-Lives of significant people: Neil Armstrong, Mae Jemison, Bernard Harris Jr, Tim Peake)**	**Fantasy Adventure** **Snail and the Whale: Julia Donaldson** **Poetry** **The Owl and the Pussy Cat: Edward Lear**
Writing outcomes	• **ENTERTAIN-Narrative:** write own version of story with a different vegetable • **ENTERTAIN-Narrative:** write own Naughty Bus Adventure •	• **ENTERTAIN-Narrative:** character description of African princess • **ENTERTAIN-Narrative:** retell the story of Stickman	• **ENTERTAIN-Narrative:** retell of story (verbal outcome) • **INFORM-Non-Chronological report:** London • **PERSUADE-LETTER:** Letter to invite the lion to Scotland • **ENTERTAIN-Narrative:** Own Katie Story. Katie in Eltham		• **INFORM-Explanation:** how to be an astronaut • **INFORM-Recount:** postcard as a space Tourist	• **INFORM-Non-chronological report:** whales • **INFORM- Recount:** diary entry in role as the snail • **POETRY**: reciting and performing a well-known poem
Writing Transcription Spelling	**Pupils should be taught to:** **Spell:** • words containing each of the 40+ phonemes already taught • common exception words • the days of the week **Name the letters of the alphabet:** • naming the letters of the alphabet in order • using letter names to distinguish between alternative spellings of the same • sound **Add prefixes and suffixes:** • using the spelling rule for adding –s or –es as the plural marker for nouns and • the third person singular marker for verbs • using the prefix un– • using –ing, –ed, –er and –est where no change is needed in the spelling of root words [for example, helping, helped, helper, eating, quicker, quickest] • apply simple spelling rules and guidance, as listed in English Appendix 1 • write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far.					

Writing Transcription Handwriting	**Pupils should be taught to:** • sit correctly at a table, holding a pencil comfortably and correctly • begin to form lower-case letters in the correct direction, starting and finishing in the right place • form capital letters • form digits 0-9 • understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and to practise these.
Writing Composition	**Pupils should be taught to write sentences by:** • saying out loud what they are going to write about • composing a sentence orally before writing it • sequencing sentences to form short narratives • re-reading what they have written to check that it makes sense • discuss what they have written with the teacher or other pupils • read aloud their writing clearly enough to be heard by their peers and the teacher.
Writing Vocabulary, grammar and punctuation	**Pupils should be taught to develop their understanding of the concepts set out in English Appendix 2 by:** • leaving spaces between words • joining words and joining clauses using and • beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark • using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I' • learning the grammar for year 1 in English Appendix 2 • use the grammatical terminology in English Appendix 2 in discussing their writing.
	Year 1: Detail of Statutory content to be introduced (Appendix 2 NC)
Word	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	How words can combine to make sentences Joining words and joining clauses using and
Text	Sequencing sentences to form short narratives
Punctuation	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	letter, capital letter word, singular, plural sentence punctuation, full stop, question mark, exclamation mark

<table>
<tr><th colspan="2">Reading</th></tr>
<tr><td>Carousel Guided Reading</td><td>D: Decoding words
E: Explaining new vocabulary (discussing vocabulary in context and discussing understanding of whole texts)
R: Retrieving information (Understand, sequence, summarise, retrieve and record information from texts, including nonfiction and dictionaries).
I: Interpreting information (Draw inferences from texts, explain word meanings, predict information, events or ideas from text, justifying with evidence).
C: Choice (Explain and comment on the writers' use of language, structure and presentation and the overall impact on the reader-thinking about the choices made).
<table>
<tr><td>Carousel</td><td>Carousel</td><td>Carousel</td><td>Carousel</td><td>Carousel</td><td>Carousel</td></tr>
<tr><td colspan="6">Reading Carousel in groups with focus on DER skills example activities might be: Teacher led 1:1 reading/T.A led group guided reading/handwriting/Reading for pleasure/phonics.</td></tr>
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<tr><td></td><td>National Curriculum statements</td></tr>
<tr><td>Reading – word reading (D)</td><td>Through word reading pupils are taught to:
• Apply phonic knowledge and skills as the route to decode words
• Respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes
• Read accurately by blending sounds in unfamiliar words containing GPCs that have been taught
• Read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word
• Read words containing taught GPCs and –s, –es, –ing, –ed, –er and –est endings
• Read other words of more than one syllable that contain taught GPCs
• Read words with contractions [for example, I'm, I'll, we'll], and understand that the apostrophe represents the omitted letter(s)
• Read aloud accurately books that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words
• Re-read these books to build up their fluency and confidence in word reading.</td></tr>
<tr><td>Reading – comprehension</td><td>Pupils should be taught to develop pleasure in reading, motivation to read, vocabulary and understanding by:
• listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently
• being encouraged to link what they read or hear read to their own experiences
• becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics
• recognising and joining in with predictable phrases
• learning to appreciate rhymes and poems, and to recite some by heart
• discussing word meanings, linking new meanings to those already known (E)
Understand both the books they can already read accurately and fluently and those they listen to by:
• drawing on what they already know or on background information and vocabulary provided by the teacher (R)
• checking that the text makes sense to them as they read and correcting inaccurate reading (D)
• discussing the significance of the title and events (R)
• making inferences on the basis of what is being said and done (I)
• predicting what might happen on the basis of what has been read so far (I)
• participate in discussion about what is read to them, taking turns and listening to hat others say
• explain clearly their understanding of what is read to them (R)</td></tr>
<tr><td colspan="2">Spoken Language</td></tr>
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	The national curriculum statutory requirements, which underpin all aspects of spoken language, are the same for all six years of primary education from Y1 to Y6. The requirements are further reflected and contextualised within the reading and writing domains. • listen and respond appropriately to adults and their peers • ask relevant questions to extend their understanding and knowledge • use relevant strategies to build their vocabulary • articulate and justify answers, arguments and opinions • give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings • maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments • use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas • speak audibly and fluently with an increasing command of Standard English • participate in discussions, presentations, performances, role play, improvisations and debates • gain, maintain and monitor the interest of the listener(s) consider and evaluate different viewpoints, attending to and building on the contributions of others • select and use appropriate registers for effective communication.
Eltham C of E's interpretation of how the statutory and non-statutory spoken language guidance can be broken down to show the progression of skills and knowledge across KS1 and KS2.	• To listen to others in a range of situations and usually respond appropriately. • To understand instructions with more than one point in many situations. • To begin to ask questions that are linked to the topic being discussed. • To answer questions on a wider range of topics (sometimes may only be one-word answers). • To speak clearly in a way that is easy to understand. • To speak in front of larger audiences, e.g. in a class assembly, during a show 'n' tell session. • To know when it is their turn to speak in a small group presentation or play performance. • To take part in a simple role play of a known story. • To use appropriate vocabulary to describe their immediate world and feelings. • To think of alternatives for simple vocabulary choices. • To organise their thoughts into sentences before expressing them. • To be able to describe their immediate world and environment. • To retell simple stories and recounts aloud. • To recognise when it is their turn to speak in a discussion. • To recognise that different people will have different responses and that these are as valuable as their own opinions and ideas.