



Year 1 Long Term Plan: Literacy
"Whatever you do, work at it with all your heart" Colossians 3:23

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Spoken word	<p>Saying out loud what they are going to write about.</p> <p>Composing a sentence orally before writing it.</p>		<p>Saying out loud what they are going to write about.</p> <p>Composing a sentence orally before writing it.</p> <p>Discuss what they have written with the teacher or peers.</p> <p>Saying out loud what they are going to write about.</p>			
Word reading and comprehension	<p><u>On-going</u></p> <p>Apply phonic knowledge and skills to decode words</p> <p>Re-read books to build up fluency and confidence in word reading.</p> <p>Develop pleasure in reading.</p> <p>Discuss word meanings, linking new meanings to those already known.</p>					
	<p>Explain clearly their understanding of what they have read.</p> <p>Listen to and discuss a wide range of stories.</p>	<p>Explain clearly their understanding of what they have read.</p> <p>Listen to and discuss a wide range of stories.</p> <p>Making inferences on the basis of what is being said and done.</p>	<p>Read words containing taught GPCs and –s, -es, -ing, -er and –est endings.</p> <p>Explain clearly their understanding of what they have read.</p> <p>Read aloud their writing clearly enough to be heard by their peers and the teacher.</p>	<p>Read words containing taught GPCs and –s, -es, -ing, -er and –est endings.</p> <p>Explain clearly their understanding of what they have read.</p> <p>Read aloud their writing clearly enough to be heard by their peers and the teacher.</p>	<p>Read words containing taught GPCs and –s, -es, -ing, -er and –est endings.</p> <p>Explain clearly their understanding of what they have read.</p> <p>Re-reading what they have written to make sure it makes sense.</p> <p>Read aloud their writing clearly enough to be heard</p>	<p>Re-reading what they have written to make sure it makes sense.</p> <p>Explain clearly their understanding of what they have read.</p> <p>Re-reading what they have written to make sure it makes sense.</p> <p>Read aloud their writing clearly enough to be heard</p>



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		<p>Make predictions based on what has been read so far.</p>	<p>Listen to and discuss a wide range of stories.</p> <p>Making inferences on the basis of what is being said and done.</p> <p>Make predictions based on what has been read so far.</p> <p>Become familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics.</p>	<p>Listen to and discuss a wide range of stories.</p> <p>Making inferences on the basis of what is being said and done.</p> <p>Become familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics</p>	<p>by their peers and the teacher.</p> <p>Listen to and discuss a range of poems.</p> <p>Learning to appreciate rhymes and poems and to recite some by heart.</p>	<p>by their peers and the teacher.</p> <p>Listen to and discuss a wide range of stories.</p>
Phonics and spelling	<p>Phase 3 and 4 Recap</p> <p>Naming letters in the alphabet in order</p> <p>Words containing phonemes already taught</p> <p>Common exception words</p>	<p>Phase 5 Part A</p> <p>Words containing phonemes already taught</p> <p>Common exception words</p>	<p>Phase 5 Part B</p> <p>Using the spelling rule for adding –s or –es as the plural marker for nouns and the third person singular marker for verbs.</p> <p>Using –ing, -ed, -er and –est where no</p>	<p>Phase 5 Part C</p> <p>Using the prefix un-</p> <p>Using –ing, -ed, -er and –est where no change is needed in the spelling of roots words</p> <p>Days of the week</p>	<p>Phase 5 Part C</p> <p>Using letter names to distinguish between alternative spellings of the same sound</p> <p>Using –ing, -ed, -er and –est where no change is needed in the spelling of roots words</p>	<p>Phase 5 Part C</p> <p>Using letter names to distinguish between alternative spellings of the same sound</p> <p>Days of the week</p> <p>Words containing phonemes already taught</p>



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			change is needed in the spelling of roots words Days of the week Words containing phonemes already taught Common exception words	Words containing phonemes already taught Common exception words	Days of the week Words containing phonemes already taught Common exception words Y1 PHONICS SCREENING CHECK	Common exception words
Writing Grammatical features	Leaving spaces between words. Beginning to punctuate sentences using a capital letter. Beginning to punctuate sentences using a full stop.	Leaving spaces between words. Beginning to punctuate sentences using a capital letter. Using a capital letters for proper nouns. Beginning to punctuate sentences using a full stop.	Leaving spaces between words. Beginning to punctuate sentences using a capital letter. Using a capital letters for proper nouns. Beginning to punctuate sentences using a full stop, question mark or exclamation mark. Joining words and clauses using 'and'	Leaving spaces between words. Beginning to punctuate sentences using a capital letter. Using a capital letters for proper nouns. Beginning to punctuate sentences using a full stop, question mark or exclamation mark. Joining words and clauses using 'and'	Beginning to punctuate sentences using a capital letter. Using a capital letters for proper nouns. Beginning to punctuate sentences using a full stop, question mark or exclamation mark. Joining words and clauses using 'and'	Beginning to punctuate sentences using a capital letter. Using a capital letters for proper nouns. Beginning to punctuate sentences using a full stop, question mark or exclamation mark. Joining words and clauses using 'and'



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