|  |  |  |
| --- | --- | --- |
| Literacy National Curriculum Stukeley Federation Long Term Planning  YEAR 1 | | |
| **Term 1 and 2** | | |
| Writing | Reading | Grammar |
| Write sentences by   * Saying out loud what they are going to write about * Composing a sentence orally before writing it | * 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 * predicting what might happen on the basis of what has been read so far | How words can combine to make sentences  Separation of **words** with spaces  Capital letters for names and for the personal **pronoun** I  Terminology for Pupils  Letter, capital letter, word, singular, plural |
| Literacy National Curriculum Stukeley Federation Long Term Planning  YEAR 1 | | |
| **Term 3 and 4** | | |
| Writing | Reading | Grammar |
| 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 | * discussing word meanings, linking new meanings to those already known * 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 | Joining words and joining clauses using and  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  Sequencing **sentences** to form short narratives  Introduction to capital letters, full stops, question marks and exclamation marks to demarcate **sentences**  Terminology for pupils  Sentence punctuation, full stop, |
| Literacy National Curriculum Stukeley Federation Long Term Planning  YEAR 1 | | |
| Term 5 and 6 | | |
| Writing | Reading | Grammar |
| 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. | * checking that the text makes sense to them as they read and correcting inaccurate reading * discussing the significance of the title and events * making inferences on the basis of what is being said and done * participate in discussion about what is read to them, taking turns and listening to what others say * explain clearly their understanding of what is read to them. | **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]  Terminology for pupils  question mark, exclamation mark |