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| 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 sentencesSeparation of **words** with spacesCapital letters for names and for the personal **pronoun** ITerminology for PupilsLetter, 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 andRegular plural noun suffixes –s or –es [for example, dog, dogs; wish, wishes], including the effects of these suffixes on the meaning of the nounSequencing **sentences** to form short narrativesIntroduction to capital letters, full stops, question marks and exclamation marks to demarcate **sentences**Terminology for pupilsSentence 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 pupilsquestion mark, exclamation mark |