

Literacy National Curriculum Stukeley Federation Long Term Planning

YEAR 1

Term 1 and 2

Writing	Reading	Grammar
<p>Write sentences by</p> <ul style="list-style-type: none"> • Saying out loud what they are going to write about • Composing a sentence orally before writing it 	<ul style="list-style-type: none"> • 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 	<p>How words can combine to make sentences</p> <p>Separation of words with spaces</p> <p>Capital letters for names and for the personal pronoun I</p> <p>Terminology for Pupils</p> <p>Letter, capital letter, word, singular, plural</p>

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Term 3 and 4

Writing	Reading	Grammar
<p>Write sentences by:</p> <ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • 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 	<p>Joining words and joining clauses using and</p> <p>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</p> <p>Sequencing sentences to form short narratives</p>

that it makes sense		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
<p>Write sentences by:</p> <ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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. 	<p>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>How the prefix un– changes the meaning of verbs and adjectives [negation, for example, unkind, or undoing: untie the boat]</p> <p>Terminology for pupils question mark, exclamation mark</p>