

Year 1 Medium Term Planning

Year 1	Reading	Writing-Transcription	Writing-Composition	Grammar	Punctuation	Handwriting
Autumn 1	Read common exception words.	Spell common exception words. Spell compound words.	Say out loud what they are going to write about. Compose a sentence orally before writing it.	Join words using 'and'.	Leave spaces between words. Punctuate sentences using a capital letter and full stop.	Sit correctly at a table holding a pencil comfortably and correctly. Form lower case letters in the right direction, starting and finishing in the right place.
Autumn 2	Read common exception words.	Spell common exception words. Spell the days of the week.	Say out loud what they are going to write about. Compose a sentence orally before writing it. Sequence sentences to form short narratives.	Join words using 'and'.	Leave spaces between words. Punctuate sentences using a capital letter and full stop. Use a capital letter for names of people, places, the days of the week and the personal pronoun 'I'.	Form capital letters. Form digits 0-9. Understand which letters belong to which handwriting families and practise these.
Spring 1	Read words with -s and -es endings.	Spell words with -s and -es endings.	Say out loud what they are going to write about.	Join words and join clauses using 'and'.	Punctuate sentences using a capital letter and full stop, question mark or exclamation mark. Use a capital letter for names of people, places, the days of the week and the personal pronoun 'I'.	To form precursive patterns correctly. To form cursive letters correctly. To write words and sentences with the correct joins between each letter.
Spring 2	Read words with -ing and -ed endings.	Spell words with -ing and -ed endings.	Compose a sentence orally before writing it.			
Summer 1	Read words with -er and -est endings.	Spell words with -er and -est endings.	Sequence sentences to form short narratives.			
Summer 2	Read words with contractions and understand the apostrophe represents the omitted letters.	Spell words with the prefix -un.	Re-read what they have written to check that it makes sense.			

Objectives to be covered throughout the year

Spoken Language

Pupils should be taught to:

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.

Speak audibly and fluently.

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.

Select and use appropriate registers for effective communication.

Word Reading (See Phonics Medium Term Plan for further breakdown)

To apply phonic knowledge and skills as the route to decode words.

Respond speedily with the correct sound to graphemes 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 words of more than one syllable.

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.

Reading- Comprehension

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 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.

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.
- 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.
- predicting what might happen on the basis of what has been read so far.

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.

Writing- Transcription (See Phonics Medium Term Plan for further breakdown)

Spell words containing the 40+ phonemes already taught.

Name the letters of the alphabet in order.

Use letter names to distinguish between alternative spellings of the same sound.

Apply simple spelling rules and guidance from Appendix 1 of the National Curriculum.

Write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far.

Writing- Composition

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.

GDS Opportunities	Autumn	Spring	Summer
	<ul style="list-style-type: none"> • Independently structure writing by ordering sequence of events with use of words like first, next, after, when. • Join clauses by using the conjunction 'and'. • Make careful choices of adjectives. • Distinguish between a statement and a command • Expand by including more instructional features e.g. numbered points 	<ul style="list-style-type: none"> • Independently choose to expand ideas and sentences using "and" • Independently choose to add detail using a variety of adjectives • Independently choose to use and apply vocabulary gathered from reading. • Consider the reader when making vocabulary choices • Read own writing to check it makes sense • Make simple edits and corrections to own writing after discussion with the teacher 	<ul style="list-style-type: none"> • Independently simply structure own writing based on the given form and choose to use some patterns and language of familiar stories • Always think about reader as they write, making precise choices • Choose to expand ideas with simple conjunctions and descriptive language • Consistently use the full range of punctuation taught by the end of Year 1 mostly accurately • Add the suffixes -ing, -ed, -er to spell many words correctly • Evaluate the impact of writing on the reader • Articulate own success criteria