



Christ Church CE (c) Primary School
English Long Term Planning – Year 1

Area of Study	Autumn Term Skills	Spring Term Skills	Summer Term Skills
<p>Reading <i>Applying Phonics</i></p>	<p>I know when to use phonic knowledge to decode words.</p> <p>I can read common exception words using phonic knowledge, where possible.</p> <p>I can read words of more than one syllable that contain taught GPCs.</p> <p>I can read phonically decodable texts.</p>	<p>I know which parts of words can be decoded using phonics.</p> <p>I can blend sounds in unfamiliar words based on known GPCs.</p> <p>I can read words with familiar endings - <i>s, es, ing, ed, er, est</i>.</p> <p>I can read words which have the prefix un-added.</p> <p>I can read phonically decodable texts, with confidence.</p> <p>I can divide words into syllables.</p> <p>I can read words with contractions (e.g. <i>I'm, I'll, we'll</i>) and understand that the apostrophe represents the omitted letter(s).</p> <p>I can read books aloud accurately that are consistent with my developing phonic knowledge.</p>	<p>I can hear and recognise all 40+ phonemes.</p> <p>I can match all 40+ graphemes to their phonemes (Phase 3).</p> <p>I can identify all 40+ graphemes in my reading.</p> <p>I know that words can have omitted letters and that an apostrophe represents the omitted letters.</p> <p>I can find contractions in my reading.</p> <p>I can read words with contractions.</p> <p>I can read compound words, e.g. <i>football, playground, farmyard, bedroom</i>.</p>
<p>Reading <i>Reading for pleasure</i></p>	<p>I know that there are different kinds of books.</p> <p>I know the difference between a story book and an information book.</p> <p>I can find the title, author and the illustrator of a book.</p> <p>I know some familiar stories.</p> <p>I can recognise familiar story language.</p>	<p>I can say what I like or dislike about a book.</p> <p>I can say if a story reminds me of another story or something that I have experienced.</p> <p>I can find familiar story language in stories read aloud to me or stories that I have read independently.</p> <p>I can retell key stories orally using narrative language.</p>	<p>I can listen to others' ideas about a book.</p> <p>I can say whether I agree or disagree with other's ideas.</p> <p>I can say why I agree or disagree with ideas.</p>



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	I can recognise and join in with predictable phrases.		
Reading Poetry	I can learn to appreciate rhymes and poems, and to recite some by heart.	I can recognise rhyming language.	<p>I can recognise repeated or patterned language.</p> <p>I can recognise patterned language in the poems and rhymes I know.</p> <p>I know some poems and rhymes by heart.</p>
Reading Accuracy Fluency & Understanding	<p>I can use picture clues to support my understanding.</p> <p>I can use picture cues to deepen my understanding.</p> <p>I can identify the characters in a story.</p> <p>I can recognise a character's feelings.</p> <p>I can say why a character has a feeling.</p> <p>I can discuss the significance of the title and events of a story</p> <p>I can participate in discussion about what is read to me, taking turns and listening to what others say.</p>	<p>I can use prior knowledge to understand texts.</p> <p>I can identify unfamiliar words and ask about meaning</p> <p>I can use the context to make informed guesses about the meaning of unfamiliar words.</p> <p>I can make predictions based on the events in the story.</p> <p>I can give an opinion about a character.</p> <p>I know that stories can have similar characters.</p>	<p>I can discuss the meaning of unfamiliar words with others.</p> <p>I know that stories can have similar patterns of events.</p> <p>I can make links to other stories.</p> <p>I can make links with characters in other stories.</p> <p>I can answer retrieval questions about a book.</p> <p>I can use information from the story to support my opinion.</p> <p>I understand that a writer can leave gaps for the reader to fill.</p> <p>I can answer questions which fill the gaps in a story (Inference).</p> <p>I can listen to and discuss a wide range of poems, stories and non-fiction at a level beyond that which I can read independently.</p>



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Writing <i>Handwriting</i>	<p>I can sit correctly at a table, holding a pencil comfortably and correctly.</p> <p>I can form the digits 0-9 correctly.</p> <p>I understand which letters belong to which handwriting ‘families’ (e.g. letters that are formed in similar ways) and can practice these.</p>	<p>I can form lower case letters in the correct direction, starting and finishing in the right place. (<i>cursive- kicks and flicks</i>)</p>	<p>I can name the letters of the alphabet in order.</p> <p>I can form capital letters correctly.</p>
Writing <i>Composition</i>	<p>I can say a sentence aloud before I write it down. (<i>Hold a sentence</i>)</p> <p>I can write simple sentences from memory that have been dictated to me by my teacher (<i>which include words using the GPCs and common exception words taught so far</i>).</p>	<p>I can plan my writing by saying what I am going to write about (<i>build a sentence</i>)</p> <p>I can read my own writing aloud so others can hear it and I can check that my work makes sense. (<i>‘Oops, I forgot to put a capital letter after that full stop.’; ‘I used my sounds to help me spell that long word.’</i>)</p> <p>I can re-read what I have written to check that it makes sense.</p>	<p>I can sequence sentences to form short narratives. (<i>Beginning/middle/ end- sentences link and build on from each other- The cat walked down the road. It was bright orange and fluffy. It wanted to get home.</i>)</p> <p>I can use sequence sentences in chronological order to recount an event /experience. (<i>Basic adverbials for when: first, then, next, after that</i>)</p>
Writing <i>Spelling</i>	<p>I can spell unknown words using my phonemes (sounds) - <i>phonetically plausible attempts: yoo – you, rayn- rain, sed- said friend for friend</i>).</p> <p>I can name the letters of the alphabet in order.</p>	<p>I can use the suffixes -ing, -ed, -er and -est where no change is needed in the spelling of root words.</p> <p>I can write simple dictated sentences from memory including the words taught so far.</p> <p>I can spell common exception words.</p> <p>I can use the prefix ‘un’.</p>	<p>I can use letter names to show alternative spellings of the same phonemes.</p> <p>I can spell words that use suffixes for plurals or 3rd person. (<i>E.g.: adding s/es; box, fox, fix, pencil, pen</i>)</p> <p>I can spell the days of the week.</p>
Writing <i>Punctuation</i>	<p>I can leave spaces between words.</p> <p>I can use a capital letter for the start of a sentence.</p>	<p>I can begin to use other punctuation such as exclamation and question marks.</p>	<p>I can use capital letters for the names of people, places and days of the week. (<i>Aa</i>)</p>



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<p>CL – at the start of a sentence, for 'I', names, places and days of the week.</p> <p>FS, !, ?</p>	<p>I can use a full stop accurately.</p> <p>I can use a capital letter for the personal pronoun 'I'.</p>		
<p>Writing Vocabulary and Grammar</p> <p>New terminology:</p> <p>letter</p> <p>capital letter</p> <p>word</p> <p>singular, plural</p> <p>sentence</p> <p>punctuation</p> <p>full stop</p> <p>question mark</p> <p>exclamation mark</p>	<p>I can use the personal pronoun 'I'</p> <p>I can recognise and use a question mark correctly in a sentence</p>	<p>I can use 'and' to join ideas within a sentence. (<i>'I went to the park and played on the swing.'</i>)</p> <p>I can begin to use adjectives to add detail to my sentences.</p> <p>I understand that a suffix means an ending to a word e.g. <i>-ing, -ed, -er, -est</i></p> <p>I understand that a prefix means the start of a word e.g. <i>-un</i></p>	<p>I may attempt to use other conjunctions.</p> <p>I can make sure that word choices are relevant to the context and I can use word banks to support this.</p> <p>I can recognise and use an exclamation mark correctly in a sentence.</p> <p>I understand the distinction between 'singular' and 'plural' nouns.</p>



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Speaking and Listening	<p>I can speak clearly and confidently in front of people in my class.</p> <p>I can re-tell a well-known story and remember the main characters.</p> <p>I can hold my attention when playing and learning with others.</p>	<p>I can keep to the main topic when we are talking in a group.</p> <p>I can ask questions in order to get more information.</p> <p>I can start a conversation with an adult I know well or with my friends.</p>	<p>I can listen carefully to the things other people have to say in a group.</p> <p>I can join in with conversations in a group.</p> <p>I can join in with role play.</p>