

CET Long Term English Plan

Year 1

<p>Fiction genres:</p> <ul style="list-style-type: none"> *Stories with familiar settings *Stories with imaginary settings *Stories that mimic significant authors 	<p>Non-Fiction genres:</p> <ul style="list-style-type: none"> *Labels *Lists *Captions *Recounts *Glossaries *Instructions *Write non-chronological reports 	<p>Poetry:</p> <ul style="list-style-type: none"> *Write poems that use pattern, rhyme and description *Recite poems by heart -using senses -poems that follow simple structure and rhyme -poems that follow a theme
<p>Speaking & Listening:</p> <p>To listen carefully and understand</p> <ul style="list-style-type: none"> • Sift information and focus on the important points. • Seek clarification when a message is not clear. • Understand instructions with more than one point. <p>To develop a wide and interesting vocabulary</p> <ul style="list-style-type: none"> • Use subject specific vocabulary to explain and describe. • Suggest words or phrases appropriate to the topic being discussed. • Identify homophones. <p>To speak with clarity</p> <ul style="list-style-type: none"> • Speak in a way that is clear and easy to understand. • Demonstrate good phonic knowledge by clearly pronouncing the sounds within words. • Identify syllables within words. <p>To tell stories with structure</p> <ul style="list-style-type: none"> • Ensure stories have a setting, plot and a sequence of events. • Recount experiences with interesting detail. • Predict events in a story. • Give just enough detail to keep the audience engaged. <p>To hold conversations and debates</p> <ul style="list-style-type: none"> • Take turns to talk, listening carefully to the contributions of others. • Vary language between formal and informal according to the situation. • Add humour to a discussion or debate where appropriate. 	<p>Spelling:</p> <ul style="list-style-type: none"> *Adding –er and –est to adjectives where no change is needed to the root word *Adding the endings –ing, -ed and –er to verbs where no change is needed to the root word *Adding s and es to words (plural of nouns and the third person singular of verbs) *Phonics phase 2, 3, 4 & 5, tricky words and year high frequency *Compound words *Pre-fix un 	<p>Vocabulary, Grammar, Punctuation:</p> <ul style="list-style-type: none"> *Capital letters, full stops, question marks and exclamation marks to demarcate sentences *Develop their understanding of the concepts set out in English Appendix 2 by: joining words and joining clauses using and *Develop their understanding of the concepts set out in English Appendix 2 by: leaving spaces between words
<p>Handwriting:</p> <ul style="list-style-type: none"> *Sit correctly at a table, holding a pencil comfortably and correctly. *To form lowercase letters in the correct direction, starting and finishing in the right place. * Form capital letters. *Form digits 0–9. *Understand which letters belong to which handwriting ‘families’ (i.e. letters that are formed in similar ways) and to practise these. *Use finger spaces accurately. 		

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Reading Long Term Plan - Year 1

Word reading – decoding	<p>Apply phonic knowledge and skills as the route to decode words</p> <p>Respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes</p> <p>Read accurately by blending sounds in unfamiliar words containing GPCs2 that have been taught</p> <p>Read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word</p> <p>Read words containing taught GPCs and -s, -es, -ing, -ed, er and -est endings</p> <p>Read other words of more than one syllable that contain taught GPCs</p> <p>Read words with contractions: e.g. I'm, I'll, we'll, and understand that the apostrophe represents the omitted letter(s)</p> <p>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</p> <p>Re-read these books to build up their fluency and confidence in word reading</p>
Range of reading	<p>Develop pleasure in reading, motivation to read, vocabulary and understanding by: listening to and discussing a wide range of poems, stories and nonfiction at a level beyond that at which they can read independently</p> <p>Develop pleasure in reading, motivation to read, vocabulary and understanding by: being encouraged to link what they read or hear read to their own experiences</p>
Familiarity with Texts	Develop pleasure in reading, motivation to read, vocabulary and understanding by: recognising and joining in with predictable phrases
Poetry and performance	Develop pleasure in reading, motivation to read, vocabulary and understanding by: learning to appreciate rhymes and poems, and to recite some by heart
Word meanings	Develop pleasure in reading, motivation to read, vocabulary and understanding by: discussing word meanings, linking new meanings to those already known
Understanding	<p>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> <p>Understand both the books they can already read accurately and fluently and those they listen to by: checking that the text makes sense to them as they read and correcting inaccurate reading</p>
Inference	<p>Understand both the books they can already read accurately and fluently and those they listen to by: discussing the significance of the title and events</p> <p>Understand both the books they can already read accurately and fluently and those they listen to by: making inferences on the basis of what is being said and done</p>
Prediction	Understand both the books they can already read accurately and fluently and those they listen to by: predicting what might happen on the basis of what has been read so far
Discussing	<p>Participate in discussion about what is read to them, taking turns and listening to what others say</p> <p>Explain clearly their understanding of what is read to them</p>

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Writing Long Term Plan - Year 1

Transcription	Write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far
Planning and Drafting Writing	Write sentences by: saying out loud what they are going to write about Write sentences by: composing a sentence orally before writing it Write sentences by: sequencing sentences to form short narratives Write sentences by: re-reading what they have written to check that it makes sense
Editing writing	Discuss what they have written with the teacher or other pupils
Performing writing	Read aloud their writing clearly enough to be heard by their peers and the teacher