

Year 1 Medium term plan

Reading	Writing	Spelling	Speaking and Listening	Handwriting
<p>To apply phonic knowledge and skills as the route to decode words.</p> <p>To blend sounds in unfamiliar words using the GPCs that they have been taught.</p> <p>To respond speedily, giving the correct sound to graphemes for all of the 40+ phonemes.</p> <p>To read words containing taught GPCs.</p> <p>To read words containing -s, -es, -ing, -ed and -est endings.</p> <p>To read words with contractions, e.g. I'm, I'll and we'll</p> <p>To read Y1 common exception words, noting unusual correspondences between spelling and sound and where these occur in words</p> <p>To accurately read texts that are consistent with their developing phonic knowledge, that do not require them to use other strategies to work out words.</p> <p>To reread texts to build up fluency and confidence in word reading.</p> <p>To check that a text makes sense to them as they read and to self-correct.</p> <p>To listen to and discuss a wide range of fiction, non-fiction and poetry at a level beyond that at which they can read independently.</p> <p>To link what they have read or</p>	<p>To say out loud what they are going to write about.</p> <p>To compose a sentence orally before writing it.</p> <p>To sequence sentences to form short narratives.</p> <p>To discuss what they have written with the teacher or other pupils.</p> <p>To reread their writing to check that it makes sense and to independently begin to make changes.</p> <p>To read their writing aloud clearly enough to be heard by their peers and the teacher.</p> <p>To use adjectives to describe.</p> <p>To use a number of simple features of different text types and to make relevant choices about subject matter and appropriate vocabulary choices.</p> <p>To start to engage readers by using adjectives to describe.</p> <p>To use simple sentence structures.</p> <p>To use the joining word (conjunction) 'and' to link ideas and sentences.</p> <p>To begin to form simple compound sentences.</p> <p>To use capital letters for names, places, the days of the week and the personal pronoun 'I'.</p> <p>To use finger spaces.</p>	<p>To know all letters of the alphabet and the sounds which they most commonly represent.</p> <p>To recognise consonant digraphs which have been taught and the sounds which they represent.</p> <p>To recognise vowel digraphs which have been taught and the sounds which they represent.</p> <p>To recognise words with adjacent consonants.</p> <p>To accurately spell most words containing the 40+ previously taught phonemes and GPCs.</p> <p>To spell some words in a phonically plausible way, even if sometimes incorrect.</p> <p>To apply Y1 spelling rules and guidance*, (see below)</p> <p>To spell all Y1 common exception words correctly.*</p> <p>To spell days of the week correctly.</p> <p>To use -s and -es to form regular plurals correctly.</p> <p>To use the prefix 'un-' accurately.</p> <p>To successfully add the suffixes -ing, -ed, -er and -est to root words where no change is needed in the spelling of the root words (e.g. helped, quickest).</p> <p>To spell simple compound words</p>	<p>To listen to others in a range of situations and usually respond appropriately.</p> <p>To understand instructions with more than one point in many situations.</p> <p>To begin to ask questions that are linked to the topic being discussed.</p> <p>To answer questions on a wider range of topics (sometimes may only be one-word answers).</p> <p>To speak clearly in a way that is easy to understand.</p> <p>To speak in front of larger audiences, e.g. in a class assembly, during a show 'n' tell session.</p> <p>To know when it is their turn to speak in a small group presentation or play performance.</p> <p>To take part in a simple role play of a known story.</p> <p>To use appropriate vocabulary to describe their immediate world and feelings.</p> <p>To think of alternatives for simple vocabulary choices.</p> <p>To organise their thoughts into sentences before expressing them.</p> <p>To be able to describe their immediate world and environment.</p> <p>To retell simple stories and recounts aloud.</p>	<p>To write lower case and capital letters in the correct direction, starting and finishing in the right place with a good level of consistency.</p> <p>To sit correctly at a table, holding a pencil comfortably and correctly.</p> <p>To form digits 0-9.</p> <p>To understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and to practise these</p>

<p>have read to them to their own experiences.</p> <p>To retell familiar stories in increasing detail.</p> <p>To join in with discussions about a text, taking turns and listening to what others say.</p> <p>To discuss the significance of titles and events.</p> <p>To discuss word meaning and link new meanings to those already known</p> <p>To begin to make simple inferences.</p> <p>To predict what might happen on the basis of what has been read so far.</p> <p>To recite simple poems by heart.</p>	<p>To use full stops to end sentences.</p> <p>To begin to use question marks and exclamation marks.</p> <p>To recognise and use the terms letter, capital letter, word, singular, plural, sentence, punctuation, full stop, question mark and exclamation mark.</p>	<p>(e.g. dustbin, football).</p> <p>To read words that they have spelt.</p> <p>To take part in the process of segmenting spoken words into phonemes before choosing graphemes to represent those phonemes.</p>	<p>To recognise when it is their turn to speak in a discussion.</p> <p>To recognise that different people will have different responses and that these are as valuable as their own opinions and ideas.</p>	
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