| | High Ercall Primary School<br>Y1 Long term English Planning |
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| **Text Composition** | **Fiction: To entertain**<br>**Expected:**<br>**1.** Write a short sequence of simple sentences (subject / verb) so writing makes sense to form a simple narrative.<br>**2.** Re-read what they have written.<br>**Introduce through talk:**<br>**3.** Planning Tools: Drawn story map to aid verbal retelling<br>**4.** Story elements -<br>• character(s)<br>• setting<br>**5.** Understanding - 3 parts to a story using pictures and modelling:<br>• Opening: Once upon a time…<br>• Verbal sentence models using consistent tense |
| | **Non-fiction: To inform (recount only)**<br>**Expected:**<br>**6.** Write a sequence of simple sentences (subject / verb) so writing makes sense<br>**7.** Re-read what they have written.<br>**Introduce:**<br>**1.** Planning tools: Drawn map (for example a recount) using pictures / photographs and single words<br>**2.** Title<br>**3.** Simple factual sentences around a theme – recount. |
| **Sentence Construction** | **Expected:**<br>**1.** Oral composition of simple sentences – following teacher modelling.<br>**2.** Oral composition of sentences using 'and' – if secure with 1.<br>**3.** Simple dictated sentences using the GPCs and CEW taught so far (ongoing through the year)<br>**4.** Writing simple sentences e.g. I went to the park. The castle is haunted. Jumping is fun! Dictated and composed. Focus on understanding of subject / verb – who / what?<br>**5.** Conjunction: and<br>**Introduce:**<br>**6.** Types of sentences and punctuation marks: Statements / Questions / Exclamations<br>**7.** Simple sentences using adjectives e.g.<br>• *The giant had an enormous beard.*<br>• *Red squirrels enjoy eating lovely nuts.*<br>**8.** Compound sentences using conjunctions (coordinating conjunctions) and/ but/so |
| **Word – language** | **Expected:**<br>**1.** Regular plural noun suffixes –s or –es (e.g. dog, dogs; wish, wishes)<br>**2.** Suffixes that can be added to verbs (e.g. –ing, -ed, -er, -est)<br>**3.** How the prefix un– changes the meaning of verbs and adjectives (negation, e.g. unkind, or undoing, e.g. untie the boat)<br>**4.** Phoneme / grapheme<br>**Introduce and use correct vocabulary:**<br>**5.** Adjectives to describe e.g. *The old house… The huge elephant…* |
| **Punctuation** | **Expected:**<br>**1.** Capital Letters: *Capital letter for names, Capital letter for the personal pronoun I*<br>**2.** Full stops<br>**3.** Finger spaces<br>**4.** Question marks |

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| | 5. Exclamation marks<br>**Introduce:**<br>6. Speech bubble |
| **Handwriting** | **Expected:**<br>1. Sit correctly.<br>2. Hold a pencil correctly and comfortably.<br>3. Sit letters on the line.<br>4. Even sizing of letters.<br>5. Clear difference between capital and lower case<br>6. Begin and end letters correctly<br>7. Begin to form lower case letters correctly.<br>8. Form capital letters correctly |
| **Spelling** | **Expected:**<br>1. Know letter names and sounds.<br>2. Spell many words with correct graphemes from Phase 3- Phase 5<br>3. Know the days of the week<br>4. Use phonetically plausible attempts with other words.<br>5. Spell some common exception words using Y1 list. |
| **terminology** | **Expected:**<br>**YR:**<br>1. Finger spaces<br>2. Letter<br>3. Word<br>4. Sentence (Subject / Who and Verb / what)<br>5. Full stops<br>6. Capital letter<br>**Y1**<br>7. Punctuation<br>8. Question mark<br>9. Exclamation mark<br>10. Singular/ plural<br>**Introduce:**<br>11. Speech bubble |