

# Year 1 Long-term planning

READING	
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<ul style="list-style-type: none"> <li>Children should revise and consolidate the grapheme-phoneme correspondences (GPCs) and the common exception words taught in Reception. As soon as they can read words comprising the Year 1 GPCs accurately and speedily, they should move on to the Year 2 Programme of Study for Word reading.</li> <li>The number, order and choice of exception words taught will vary according to the phonics programme being used. Ensuring that children are aware of the GPCs they contain, however unusual these are, supports spelling later.</li> <li>Young readers encounter words that they have not seen before more frequently than experienced readers do, and they may not know the meaning of some of these. Practice at reading such words by sounding and blending can provide opportunities not only for children to develop confidence in their decoding skills, but also for teachers to explain the meaning and thus develop children's vocabulary.</li> <li>Children should be taught how to read words with suffixes by being helped to build on the root words that they can read already.</li> <li>Children's reading and re-reading of books that are closely matched to their developing phonic knowledge and knowledge of common exception words supports their fluency, as well as increasing their confidence in their reading skills. Fluent word reading greatly assists comprehension, especially when children come to read longer books.</li> </ul>	<ul style="list-style-type: none"> <li>Children should have extensive experience of listening to, sharing and discussing a wide range of high-quality books to engender a love of reading at the same time as they are reading independently.</li> <li>Children's vocabulary should be developed when they listen to books read aloud and discuss what they have heard. Knowing the meaning of more words increases children's chances of understanding when they read by themselves. Some new words should be explained to the children before they start to read on their own, so that they do not hold up comprehension. Once children have decoded words successfully, the meaning of new words can be discussed, helping to develop inference skills.</li> <li>By listening frequently to stories, poems and non-fiction that they cannot yet read for themselves, children begin to understand how written language can be structured. Listening to and discussing non-fiction establishes the foundations for their learning in other subjects. Children should be shown some of the processes for finding out information.</li> <li>Through listening, children also learn how language sounds and increase their vocabulary and awareness of grammatical structures. In due course, they will be able to draw on such grammar in their writing.</li> <li>Rules for effective discussions should be agreed with and demonstrated for children. They should help to develop and evaluate them, with the expectation that everyone takes part. Children should be helped to consider the opinions of others.</li> <li>Role play can help children to identify with and explore characters and to explore language listened to.</li> </ul>
WRITING	
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<ul style="list-style-type: none"><li>● Spelling should be taught alongside reading, so children understand they can read words they spell.</li><li>● Children should be shown how to segment words into phonemes and how to represent them with the appropriate grapheme(s). It is important to recognise that phoneme-grapheme correspondences (that underpin spelling) are more variable than GPCs (that underpin reading). For this reason, children need more word-specific rehearsal for spelling than for reading.</li><li>● At this stage children will be spelling some words in a phonically plausible way. Misspellings of words that children have been taught should be corrected; other misspelled words should be used to teach children about alternative ways of representing those sounds.</li><li>● Writing simple dictated sentences that include words taught so far gives children an opportunity to apply and practise their spelling.</li><li>● Handwriting requires frequent and discrete, direct teaching. Children should be able to form letters correctly and confidently. Their writing implement should be appropriately sized so that it can be held easily and correctly. Left-handed children should</li></ul>	<ul style="list-style-type: none"><li>● At the beginning of Year 1, not all children will have the spelling and handwriting skills they need to write down everything that they can compose out loud.</li><li>● Children should understand, through demonstration, the skills and processes essential to writing: thinking aloud as they collect ideas, drafting, and re-reading to check their meaning is clear.</li><li>● Children should be taught to recognise sentence boundaries in spoken sentences and to use the vocabulary listed in Appendix 2 when their writing is discussed.</li><li>● Children should begin to use some of the features of Standard English in their writing.</li></ul>
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