

**Toft Hill Primary School**

**Year 1 English LTP**

	<b>Autumn Term</b>	<b>Spring Term</b>	<b>Summer Term</b>
<b>Class Texts</b>	<ul style="list-style-type: none"><li>• Peace at Last – Jill Murphy</li><li>• Bookworm – Debi Gliori</li><li>• Fletcher and the Falling Leaves – Jill Rawlinson</li><li>• Owl Babies – Martin Waddell</li></ul>	<ul style="list-style-type: none"><li>• The Night Gardener – The Fan brothers</li><li>• The Lost Toy Museum – David Lucas</li></ul>	<b>TBC</b>
<b>Handwriting (see handwriting curriculum)</b>	<ul style="list-style-type: none"><li>• The anticlockwise Letters</li><li>• The tall letters</li><li>• The long letters</li><li>• The lumpy letters</li></ul> <p>Not joined</p>	<ul style="list-style-type: none"><li>• The vowels</li><li>• The other letters</li><li>• The capital Letters</li></ul> <p>Not joined</p>	<ul style="list-style-type: none"><li>• The anticlockwise Letters</li><li>• The tall letters</li><li>• The long letters</li><li>• The lumpy letters</li><li>• The vowels</li><li>• The other letters</li><li>• The capital Letters</li></ul> <p>Not joined</p>

Vocabulary, Grammar and Punctuation

- To understand how words can combine to make sentences.
- To use joining words and join clauses using and.
- To sequence sentences to form short narratives.
- To separate words with spaces.
- To use capital letters and full stops to demarcate sentences in some of his/her writing.

- To understand how words can combine to make sentences.
- To use joining words and join clauses using and.
- To sequence sentences to form short narratives.
- To separate words with spaces.
- To use capital letters, full stops, question marks and exclamation marks to demarcate sentences in some of his/her writing.
- To use a capital letter for name of people, places, the days of the week, and the personal pronoun I.

- To understand how words can combine to make sentences.
- To use joining words and join clauses using and.
- To sequence sentences to form short narratives.
- To separate words with spaces.
- To use capital letters, full stops, question marks and exclamation marks to demarcate sentences in some of his/her writing.
- To use a capital letter for name of people, places, the days of the week, and the personal pronoun I.
- To use regular plural noun suffixes –s or –es, e.g. dog, dogs; wish, wishes, including the effects of these suffixes on the meaning of the noun.
- To use suffixes that can be added to verbs where no change is needed in the spelling of root words, e.g. helping, helped, helper.
- To understand how the prefix un- changes the meaning of verbs and adjectives, i.e. negation: for example, unkind, or undoing: for example, untie the boat.

<b>Composition</b>	<p><b>Text types:</b> Narrative: Repeated language, Narrative: Well-known stories, Narrative: Traditional tales, Narrative: other cultures, instructions,</p> <ul style="list-style-type: none"> <li>• To write sentences by saying out loud what he/she is going to write about.</li> <li>• To write sentences by composing a sentence orally before writing it.</li> <li>• To write sentences by sequencing sentences to form short narratives.</li> <li>• To write sentences by re-reading what he/she has written to check that it makes sense.</li> <li>• To discuss what he/she has been written with the teacher or other pupils.</li> <li>• To read aloud his/her writing clearly enough to be heard by his/her peers and the teacher.</li> </ul>	<p><b>Text types:</b> Narrative: Extended stories, Narrative: Well-known stories, Narrative: traditional tales, Diaries Non-chronological reports, Recounts, Instructions, letters</p> <ul style="list-style-type: none"> <li>• To write sentences by saying out loud what he/she is going to write about.</li> <li>• To write sentences by composing a sentence orally before writing it.</li> <li>• To write sentences by sequencing sentences to form short narratives.</li> <li>• To write sentences by re-reading what he/she has written to check that it makes sense.</li> <li>• To discuss what he/she has been written with the teacher or other pupils.</li> <li>• To read aloud his/her writing clearly enough to be heard by his/her peers and the teacher.</li> </ul>	<p><b>Text types:</b> Narrative: Extended stories, Narrative: Well-known stories, Narrative: traditional tales, Diaries Non-chronological reports, Recounts, Instructions, letters</p> <ul style="list-style-type: none"> <li>• To write sentences by saying out loud what he/she is going to write about.</li> <li>• To write sentences by composing a sentence orally before writing it.</li> <li>• To write sentences by sequencing sentences to form short narratives.</li> <li>• To write sentences by re-reading what he/she has written to check that it makes sense.</li> <li>• To discuss what he/she has been written with the teacher or other pupils.</li> <li>• To read aloud his/her writing clearly enough to be heard by his/her peers and the teacher.</li> </ul>
--------------------	---	--	--

<b>Spellings</b>	<ul style="list-style-type: none"> <li>• /f/ and /s/, spelt 'ff' and 'ss'</li> <li>• /l/ and /k/, /z/ spelt 'll', 'zz' and 'ck'</li> <li>• Adding the endings -ing, -ed and -er to verbs where no change is needed to the root word</li> <li>• The sound spelt n before g 'ng'</li> <li>• The sound spelt n before k 'nk'</li> <li>• /ch/ spelt 'ch' The sound /ch/ spelt -'tch'</li> <li>• The /v/ sound at the end of words spelt with 've'</li> </ul>	<ul style="list-style-type: none"> <li>• 'ai' and 'oi' are hardly ever used at the end of English words.</li> <li>• 'ay' and 'oy' are used for those sounds at the end of words and at the end of syllables.</li> <li>• /oa/ spelt with the vowel digraphs 'oa', 'ow', 'oe' (oa is very rare at the end of a word)</li> <li>• /ee/ spelt 'e' and with the vowel digraph 'ee'</li> <li>• 'ea' The vowel digraph 'ie' making the /igh/ and / ee/ sound</li> </ul>	<ul style="list-style-type: none"> <li>• The trigraph igh</li> <li>• The vowel digraph 'ar'</li> <li>• The vowel digraph 'er' (unstressed)</li> <li>• The vowel digraph 'er' (stressed)</li> <li>• The vowel digraph 'ir', 'ur'</li> <li>• Adding -er and -est to adjectives where no change is needed to the root word</li> <li>• Days of the week/ Common Exception Words</li> </ul>	<ul style="list-style-type: none"> <li>• /k/ spelt with 'k' not 'c', before e, i and y</li> <li>• split vowel digraphs 'a-e' and 'e-e'</li> <li>• split vowel digraphs 'i-e' 'o-e'</li> <li>• /yoo/ and /oo/ sounds spelt with the split digraph 'u-e'</li> <li>• digraph 'oo' – very few words have oo at the end</li> <li>• /oo/ and /yoo/ spelt with 'ue' 'ew'</li> </ul>	<ul style="list-style-type: none"> <li>• Vowel digraph 'ow' and 'ou'</li> <li>• Words ending with 'ee' sound spelt with a 'y'</li> <li>• Vowel digraph 'or' and vowel trigraph 'ore'</li> <li>• Vowel digraphs 'aw' and 'au'</li> <li>• Vowel trigraphs 'air' and 'are'</li> <li>• Vowel trigraph 'ear'</li> </ul>	<ul style="list-style-type: none"> <li>• consonant spelling 'ph' and 'wh'</li> <li>• prefix -un without any change to the spelling of the root word</li> <li>• Adding s and es to words</li> <li>• Compound words Read words with contractions</li> <li>• Common Exception Words</li> </ul>
------------------	--	---	--	--	--	---

<b>Reading Comprehension skills</b>	<b>Decode Explain Retrieve Interpret Choice</b>	<b>Decode Explain Retrieve Interpret Choice</b>	<b>Decode Explain Retrieve Interpret Choice</b>
	<b>Terminology:</b> letter, capital letter, word, singular, plural, sentence, punctuation, full stop, question mark, exclamation mark		