

Core Curriculum: English

Long Term Plan: English Key Stage 1 / Year 1



English: Spoken Language

Spoken Language Overall

Pupils in Year 1 are taught to speak fluently and to listen carefully so that they can communicate their ideas and emotions to others. They are taught the linguistic conventions for speaking appropriately in different situations: how I speak with my teacher; how I speak with my friends; how I always aim to speak with respect and consideration of others at all times. During reading and writing lessons we discuss, demonstrate and explain our reading and writing so that pupils develop a strong command of the spoken word and are confident to speak up and articulate their thoughts. The spoken language is a focus in all subject areas and staff are expected to model it appropriately and teach the conventions for discussion. Drama is used for role play and improvisation and performance to a range of audiences.

English: Reading

Reading Overall

Pupils in Year 1 are taught to read through a combination of strategies that include, reading for enjoyment, phonics, whole class guided reading and for focus pupils, one to one supported reading with a member of staff. We encourage and expect pupils to read at home five times a week. This can be a combination of pupils reading to their parents/carers and parents/carers reading to their children. All pupils have a home/school reading diary that parents are asked to sign when their child reads. These records are monitored regularly.

Reading for Enjoyment

In Nursery and Reception pupils are encouraged to develop a love of reading and this is continued in Year 1 and modelled by teachers and learning support assistants. Each day, teachers/LSAs read aloud to their class. They read stories, poems, rhymes and non-fiction to widen pupils' access to a range of literature and to inspire a love of reading. It is a quiet time set aside for teachers to read a text to their class uninterrupted and without explicit teaching.

<p>Phonics RWInc. Phonics Programme</p>	<p>The Read, Write Inc (RWInc.) phonics scheme is used to teach phonics. It aligns with our aim for pupils to have mastered the phonic code by the end of Year 1 and is rigorous in its delivery and purpose. Teachers use the RWInc. phonics long term overview grid as a guide to the milestones pupils need to reach at checkpoints throughout Reception and Year 1. Teachers quickly identify those pupils falling behind and struggling to meet age-related expectations and implement additional phonics interventions. Pupils are explicitly taught the particular sounds that letters make. The structure of RWInc. moves them on from reading the sounds to applying them to spell words that include these sounds. Pupils are encouraged to use 'Fred Fingers' to say each sound within a word in order to spell the word. They are encouraged to use this strategy for spelling in all of their writing across the subjects. Pupils take home a RWInc. 'Book Bag' book each week. These books match the sounds and words they are currently learning in phonics lessons. The books are phonetically decodable for every pupil and appropriate to the stage they are at in their phonics learning. Pupils can then read aloud to adults at home; giving them a further opportunity to practise their word-reading.</p>
<p>Whole Class Guided Reading</p>	<p>Year 1 guided reading is taught in whole class groups. Year 1 follows a set guided reading structure. A high-quality piece of fiction or non-fiction text is selected that challenges all pupils, some of which are from the CUSP high-quality literature list. The text selected is at a level beyond that at which pupils can read independently and is often linked to knowledge taught in other subjects. Teachers explore and discuss texts with pupils, in line with the learning objectives from the National Curriculum and the reading domains. In these sessions, there is an emphasis on teachers sharing the joy of reading and enjoyment of a text, as well as teachers explicitly teaching reading skills including modelling fluency and prosody. The learning objective for the session is the same for all pupils. Pupils have access to the same text activities and levels of questioning but with differing levels of support provided depending on pupil needs.</p>
<p>Supported Reading Book Banding Scheme</p>	<p>In addition to taking home a RWInc. 'Book Bag' book, pupils are also assigned a colour banded book. Books are organised into book bands according to their level of difficulty. Book bands are used to support pupils to access a wide variety of texts for home reading (independent, shared and supported reading) and one to one supported reading with their teacher/LSA. Teachers refer to the colour book banding system to assign reading books to pupils at their correct level of reading. These books are age-appropriate for the child and give them access to famous and popular authors. These books are referred to as 'sharing books' that pupils can read and share with an adult, as, on occasion, pupils may need support with words they are as yet unable to decode. Teachers and support staff regularly assess pupils to determine when the pupil is ready to progress to another band.</p>

English: Writing

Writing Narratives

In Year 1, coverage of different narratives are mapped out across the year. Narratives may be a sequence of events in chronological order or an imagined tale. Narratives can be fiction or non-fiction and can include personal accounts, fairy tales, short stories and journals. Pupils orally rehearse stories and different texts so that they learn different structures and know how a story should sound when being read. This is called verbal and visual support. Story mapping, pictures and writing frames are also used during this phase of learning to help pupils to visualise the story and its structures as well as seeing the cohesion between the different parts. The learning and rehearsing of texts follow the same structure to allow pupils to become familiar with the planning format. Year 1 builds on the imitation phase taught in Reception whereby pupils learn and rewrite texts. In Year 1 pupils are taught innovation by learning and adapting a text.

Grammar and Punctuation

Grammar and Punctuation are taught within the structured programme of RWInc. Concepts are introduced explicitly and interwoven throughout the writing unit. This gives pupils the opportunity to become familiar with the new concept and practise it in isolation to consolidate their learning. After a new concept has been taught it is then embedded into the writing. Teachers achieve this by featuring the concept in writing models produced for the pupils to learn from, modelling it in shared writing and having the new concept as part of the success criteria of the pupil's piece of writing. In Year 1, pupils are introduced to key spellings within the National Curriculum that are taught across key stage 1. Pupils are taught both common exception words and words that are linked to sounds in RWInc. lessons.

Transcription Nelson Handwriting Programme

The principle aim is for handwriting to become an instinctive practise, which enables pupils to focus on the content of their writing. In order for this to occur, handwriting is taught in ways which focus on enhancing fluency and legibility, which provide pupils with opportunities for creative expression. We use the Nelson Handwriting programme to teach handwriting. It provides a clear, practical framework for implementation and development to ensure continuity with regard to the teaching of handwriting in the school. The programme provides teachers with the tools for teaching all technical aspects of writing and the flexibility to work as a whole class, group, or 1:1. Our aim for pupils entering Year 1, is for pupils to hold a pencil correctly and be able to form most letters correctly. By the end of Year 1, we aim for pupils to master the formation of all letters, lower and upper case, and to have developed a fluent and legible handwriting style, in line with the handwriting rules of Nelson.