

Long Term Plan

The Year 1 teaching programme is based on a 30-week provision. By implementing a 30-week programme, this provides time within the school year to address, consolidate and review prior learning. It also provides opportunities to spend more time, where needed, on aspects of the curriculum that pupils have not fully embedded. This long-term plan outlines the fundamental learning being taught in each week. It also provides information on: which numbers and letters of the alphabet are being focused on in letter formation aspects of the lesson; which GPCs teachers will use to form words and sentences; and example, age appropriate, sentences that pupils will be rehearsing. The plan also outlines where in the programme of learning pupils will be expected to start writing already taught tricky words into their sentences.

Week	NC Objectives	Weekly learning objectives	Letter Formation Focus	GPC Focus & Tricky Words	Examples
1 Foundational Capital Letter Formation and Identification.	Form capital letters. Begin to form lower case letters in the correct direction, starting and finishing in the right place.	To recognise lower case letters. To recognise capital letters. To form letters accurately.	Capital letters and lower-case letters.	N/A When teaching letter formation, pupils should be taught the correspondence between letter name and phoneme. RWI Tricky words taught in reception: <i>I, the, my, you, said, your, are, be, of no</i>	N/A
2	Use a capital letter for names of people. Leaving spaces between words.	To use spaces between words. To use a capital letter for a single name.	E, F, H, I, T c, o, a, d, g	Little Wandle: igh oa oo or ur oi ear er Tricky words: <i>no go so my by to into out the</i>	Little Wandle: The dog <i>is</i> in <i>the</i> rain. A sheep has a hat on. We go <i>to</i> sleep at night. His name is Ben. At night Sam turns <i>his</i> light off. RWI:

				<p>RWI: Sh, th, ch</p> <p>Tricky words taught in reception: I, the, my, you, said, your, are, be, of no</p> <p>Introduced in Y1 To, me, go</p>
<p style="text-align: center; font-size: 2em; font-weight: bold;">3/4</p>	<p>Leaving spaces between words.</p> <p>Words combine to make sentences.</p>	<p>To understand what a sentence is.</p> <p>To create a sentence including finger spaces between words.</p>	<p>Wk3: L, A, K, M, N f, s, q, e, i</p> <p>Wk4: W, V, X, Z, Y l, t, j, u, y</p> <p>Wk3: LW- air ow (cow) ur ee ch sh ai oa Tricky words: what when he she we be me have love</p> <p>RWI- Qu, ng, nk</p> <p>Tricky words: was they some come were there sure pure</p> <p>Introduced in Y1 To, me go, baby</p> <p>Wk 4: RWI- Ay ee igh</p> <p>Introduced in Y1</p>	<p>WK3 Little Wandle: The cat sat on the chair. She has a long tail. I have lots of teeth. We will go to the church.</p> <p>RWI: Their king is thinking. The quick fox was there. They come to the bank.</p> <p>WK4 Little Wandle: Milk is a good drink. I can hear the clock ticking. I love to sing under the stars. There is corn in the can.</p> <p>RWI The queen might be free. Come and play. At night it is black.</p>

				<p>To, me go, baby</p> <p>LW- oo ar th ck er ure igh ear or ng Tricky words: was they some come were there sure pure</p> <p>□</p>	
<p>5/6</p>	<p>Beginning to punctuate sentences using a capital letter.</p>	<p>To use a capital letter at the start of a sentence.</p>	<p>Wk5: C, O, S, G, Q, b, h, k, m, n</p> <p>Wk6: D, P, B, R, J, U p, r, v, w, x, z</p>	<p>Wk 5: LW- ay ou oy ea Tricky words: said says you do like little</p> <p>RWI- ow (blow) oo (zoo) oo (book)</p> <p>Wk 6: LW- Longer words including... er oo oo ai ee igh</p>	<p>Week 5 LW She has long hair. Cats like to sleep. Go to the park.</p> <p>RWI The baby went to the zoo. A book is on the shelf.</p> <p>Week 6 Little Wandle: Dan can run fast. Ben has a big cat. Dogs can bark and growl.</p> <p>RWI Dan can run fast. Ben has a big cat.</p>

				ay ou oy ee ea ear air Tricky words: all are I of one here today RWI- ar or air Introduced in Y1 To, me go, baby	Dogs can bark and jump high.
7	Beginning to punctuate sentences using a full stop.	To write a sentence using a full stop.	0,1,2,3,4	Wk7: LW - ir ie (pie) ue (blue) u (unicorn) Tricky words: here today one their people oh your RWI- ir ou (shout) oy Tricky words To, me go, baby	Little Wandle: There are some birds in the tree. One man had the clue. She has a clean uniform. Here is a big chicken pie. RWI: I shout at the dog. The boy and the girl twirl. Go out to the park.
8	Beginning to punctuate sentences using a capital letter and full stop.	To write a sentence with capital letter and full stop.	5,6,7,8,9	Wk 8 LW- o (go)	Little Wandle: People go the zoo. I need lots of paper.

				<p>i (tiger) a (paper) e (he) Tricky words your people their oh Mr Mrs Ms ask</p> <p>RWI- Consolidation Ay, ee, igh,ow, oo, oo, ar, or, air, ir, ou, oy</p> <p>Introduced in Y1 Paint*</p>	<p>He asks for help.</p> <p>RWI I paint the moon green. Go with me to the fair. Jim might be slow.</p>
9	<p>Using a capital letter for the personal pronoun I.</p> <p>Using ing where no change is needed to the spelling of the root word.</p>	<p>To understand I need to capitalise the word 'I'.</p> <p>To add 'ing' to the end of some doing words.</p>	<p>Consolidate letters and numbers based on class weaknesses.</p>	<p>Wk 9 LW- a-e i-e o-e u-e (rude, cute) Tricky words: Mr Mrs Ms ask could would should our</p> <p>RWI- ea oi</p> <p>Trick words: To, me, go, baby, paint*</p>	<p>Little Wandle: After maths I do ride my bike. At night I should drink milk. She is eating her pie by the fire. Mr Smith is teaching the class.</p> <p>RWI I read at night. Kem and I light the torch. I pay with a coin.</p>
10	<p>Using the spelling rule for adding s as the plural marker.</p>	<p>To understand the term singular and plural.</p> <p>To add 's' to show when there is more than one.</p>	<p>E, F, H, I, T c, o, a, d, g</p>	<p>Wk 10 LW- e-e ew (new, blue) ie (field) aw (draw) Tricky words: could would should our house mouse water want</p>	<p>Little Wandle: He ran in the fields. I am drawing the trees. Tom could count the new trains.</p> <p>RWI We all like to make cakes.</p>

				<p>RWI- a-e . Tricky words: all, like, want, call, we, her</p>	<p>Jane ran in the woods. Dogs and cats hate the snow. Her books all look good.</p>
<p style="text-align: center; font-size: 24pt; font-weight: bold;">11</p>	<p>Using capital letter for the names of places.</p> <p>Joining words using and.</p>	<p>To use a capital letter when writing the name of a place.</p> <p>To be able to use 'and' to add another word to a sentence.</p>	<p>L, A, K, M, N f, s, q, e, i</p>	<p>Wk 11 LW- Igh-ie, i, i-e ai- ay, a, a-e oa- oa, o, o-e ee- e, ie, e-e, ea oo/yoo- ew (new and chew) u-e (cute and flute), u (unicorn) , ue (clue and rescue)</p> <p>Tricky words: Review from previous 4 weeks</p> <p>RWI- i-e</p> <p>Tricky words: all, like, want, call, we, her</p>	<p>Little Wandle: In winter I go to Spain.</p> <p>I like to stay in Kent.</p> <p>I like to eat an apple and cake in the morning.</p> <p>The shop has a car and bike.</p> <p>RWI: Me and my family like to stay in Kent.</p> <p>At lunch time Chen eats corn and sweets.</p> <p>We all play hide and seek.</p>
<p style="text-align: center; font-size: 24pt; font-weight: bold;">12</p>	<p>Use a capital letter for names of people.</p> <p>Using ed where no change is needed to the spelling of the root word.</p>	<p>To use capital letters for names of people.</p> <p>To add 'ed' to the end of some doing words to show it happened in the past.</p>	<p>W, V, X, Z, Y l, t, j, u, y</p>	<p>Wk 12 LW y /ee/ (funny) ea /e/ (head) wh /w/ (wheel)</p> <p>Grow the code /oa/ oe (toe) ou (shoulder)</p> <p>Tricky words want water any many again</p>	<p>Little Wandle: My name is Peppa Pig. (change to suit) We laugh with Mr Brown. I danced with Jack and Jill.</p> <p>RWI My name is Peppa Pig. (change to suit) Peter Rabbit jumped in the pond.</p>

				<p>RWI- o-e</p> <p>Tricky words: She, washing, some, so</p>	<p>Mr Smith needed a cup of tea.</p>
<p>13</p>	<p>Using capital letters for the names of places.</p> <p>Joining words using and.</p>	<p>To use capital letters for names of places.</p> <p>To be able to use 'and' to add another word to a sentence.</p>	<p>C, O, S, G, Q, b, h, k, m, n</p>	<p>Wk 13 LW- /igh/ y (fly) /oa/ ow (snow) /j/ g (giant) /f/ ph (phone)</p> <p>Tricky words: could would should who whole where two</p> <p>RWI- u-e</p> <p>Tricky words: What, they, do</p>	<p>Little Wandle: You have to fly to South Africa. There is a giant field at Hob Green School.</p> <p>Ben has a thick and spotty coat.</p> <p>The new phone is blue and clean.</p> <p>RWI They might go to Kent. Black Heath is in nice to visit. The new phone is pink and clean.</p>
<p>14</p>	<p>Using a capital letter for days of the week.</p>	<p>To use a capital letter for days of the week.</p>	<p>D, P, B, R, J, U p, r, v, w, x, z</p>	<p>Wk14 LW- /l/ le (apple) /l/ al (metal) /s/ c (ice) /v/ ve (give)</p> <p>Tricky words: ask Mr Mrs Ms school call different</p> <p>RWI- Consolidation week of a-e, i-e, o-e, u-e</p> <p>Tricky words:</p>	<p>Little Wandle: On Monday we read a whole book. I see Jim on Thursday and Friday. People go to church on Sunday.</p> <p>RWI Monday was a great day. Kate was six years old on Tuesday. I see Jim on Thursday and Friday.</p>

<p style="text-align: center; font-size: 24pt; font-weight: bold;">15</p>	<p>To use a capital letter for months of the year.</p>	<p>To use a capital letter for months of the year.</p>	<p>0,1,2,3,4</p>	<p>Old, was</p> <p>Wk 15 LW Grow the code /u/ o-e (some) o (mother) ou (young)</p> <p>/z/ se (cheese)</p> <p>/s/ se (mouse) ce (fence)</p> <p>/ee/ ey (donkey)</p> <p>Tricky words: people you're their thought through friend work</p> <p>RWI- aw are (care)</p> <p>Tricky words Saw, watch, school</p>	<p>Little Wandle: I will learn to swim with my friend in February.</p> <p>In May I should go to the farm.</p> <p>They went on holiday in June and saw a donkey.</p> <p>RWI I will swim with my friend in February.</p> <p>In May I will go to the school.</p> <p>They went on a trip in June and saw a donkey.</p>
<p style="text-align: center; font-size: 24pt; font-weight: bold;">16</p>	<p>Use the spelling rule es as the plural marker for nouns.</p> <p>(extra beat e.g. wishes, foxes)</p>	<p>To recognise plurals that require 'es'.</p> <p>To write plurals ending in 'es'</p>	<p>5,6,7,8,9</p>	<p>Wk 16 Grow the code /oo/ /yoo/ ou (soup) ui (fruit)</p> <p>Grow the code /ee/ ea, e, e-e, ie, ey, y, ee</p> <p>Grow the code /s/ ss c se ce /z/ zz s se</p> <p>Grow the code /oa/ w, oe, ou, o-e, o, oa.</p> <p>Tricky words:</p>	<p>Little Wandle:</p> <p>There are churches in London.</p> <p>She thought foxes were gentle and kind. Mrs Olden made three wishes on her birthday.</p> <p>RWI We are washing the dishes. The small churches are open. The foxes find their food.</p>

				<p>Any tricky words taught so far</p> <p>RWI- ur er</p> <p>Tricky words Small, their, were</p>	
<p>17</p>	<p>Compose sentences orally before writing it..</p>	<p>To orally rehearse questions.</p> <p>To identify questions in a text using the question mark.</p> <p>To form question marks.</p>	<p>Consolidate letters and numbers based on class weaknesses.</p>	<p>Wk 17</p> <p>LW- Or (word) u and oul (awful and could) are (share) grow the code- au (author), aur (dinosaur), oor (floor), al (walk)</p> <p>Tricky words: oh their once our laugh</p> <p>RWI- ow (cow) ai</p> <p>Tricky words: Who, tall, one</p>	<p>Little Wandle: Is that Ben? When is it lunch? Am I going home?</p> <p>RWI Is that Ben? Is it lunch? Am I going home?</p>
<p>18</p>	<p>Begin to punctuate sentences using a question mark.</p>	<p>To write questions and punctuate with a question mark.</p>	<p>Aa, Bb, Cc, Dd, Ee</p>	<p>Wk 18</p> <p>LW- tch (match) ture (adventure) al (half) a (father)</p> <p>Tricky words: once our laugh because eye</p> <p>RWI-</p>	<p>Little Wandle: Where is our football match being played? Who can hear Ahad laugh? Who wants to go on an adventure on Saturday?</p> <p>RWI What is road goes to the school? Who has a brother? Where are all of the cakes?</p>

				oa ew Tricky words: Brother, there	
19	<p>Joining words using and.</p> <p>Using ing where no change is needed to the spelling of the root word.</p>	<p>To be able to use 'and' to add another word to a sentence.</p>	Ff, Gg, Hh, Ii, Jj	<p>Wk 19</p> <p>LW- a /or/ (water) a /o/ (want) Grow the code- air. ear (bear) ere (there)</p> <p>Tricky words: who whole because eye people thought through</p> <p>RWI- Consolidation of aw, are, ur, er, ow, ai, oa, ew</p> <p>Tricky words: There, fall*, any</p>	<p>Little Wandle:</p> <p>I like to play and read on the weekend. On my adventure I got to explore and sail. The people are eating and drinking in the main hall.</p> <p>Children at The Oaks School get to read and count.</p> <p>RWI- There are jumping frogs and bugs in our pond.</p> <p>I do not want to fall and hurt myself.</p> <p>I can not find any frogs in the pond.</p>
20	<p>Composing a sentence orally before writing.</p> <p>Joining clauses using and.</p>	<p>To recognise when 'and' is used to link two ideas.</p> <p>To begin writing sentences using 'and' to join two sentences together.</p>	Kk, Ll, Mm, Nn, Oo	<p>Wk 20</p> <p>LW- ear /ur/ (learn) wr /r/ (write) Grow the code- st (whistle) and sc (science) Schwa at the end of words- or (actor)</p> <p>Tricky words- many any friend through two your</p> <p>RWI- ire</p> <p>Tricky words</p>	<p>Little Wandle:</p> <p>At lunch time Chen drinks milk and Tom plays on his bike.</p> <p>She loves to play the flute and Mr Ling likes to draw.</p> <p>On Monday we learn science facts and on Thursday we read two books.</p> <p>RWI:</p>

				<p>Wall*, where</p>	<p>At night the fox sits on the wall in my garden and it jumps up and down.</p> <p>I do not know where Bob is and I need to find him.</p> <p>At school we can go to the zoo where the deer are eating grass.</p>
<p>21</p>	<p>Joining clauses using and.</p> <p>Using the prefix un.</p>	<p>To begin writing sentences using 'and' to join two sentences together.</p> <p>To add 'un' to a word to change its meaning.</p>	<p>Pp, Qq, Rr, Ss, Tt</p>	<p>Wk 21</p> <p>LW-</p> <p>Grow the code ch (chef) ch (school)</p> <p>Grow the code s- ss (grass) c (cell) se (purse) ce (dance)</p> <p>Grow the code zz (fizzy) s (beds) se (cheese) ze (maze)</p> <p>a /o/ wasp a /ar/ father a /or/ water a /ai/ baking</p> <p>Longer words: gigantic, difficult and different</p> <p>Tricky words</p>	<p>Little Wandle:</p> <p>The chef works in Jervoise School and he cooks our cheese pizzas.</p> <p>We are unable to dance on the grass because it is raining.</p> <p>untie, undo, unfold, unpack, unzip, unhook, unclip, untrue, unable</p> <p>RWI-</p> <p>I untie my laces and I am unable to tie other shoes.</p> <p>Jim unzips his coat near the door and he unhooks his bag.</p>

				<p>laugh because eye our once thought</p> <p>RWI- ear</p> <p>Tricky words Does, other, two</p>	<p>The baby is two and can hear but is unable to walk.</p>
<p>22</p>	<p>Begin to punctuate sentences using a question mark.</p>	<p>To write questions and punctuate with a question mark.</p>	<p>Uu, Vv, Ww, Xx, Yy, Zz</p>	<p>Wk 22 LW- <u>PSC revision</u> Consolidation of previously taught sounds. Teachers should consider the spelling of longer words and what spellings are needed based on previous teaching.</p> <p>Tricky words: eye sure pure said water were</p> <p>RWI- ure</p> <p>Tricky words could, ball, would</p>	<p>Little Wandle: Why has the water gone in my eyes? When can I take my dog to the park?</p> <p>Do you know how far it is to the waterfall?</p> <p>When will you be sure that the park will be open Mr Brant?</p> <p>RWI- When we go to the park could my dog get the ball if you throw it?</p> <p>Are you sure you can play today or would Tuesday be better?</p> <p>On Tuesday I am sure you could come to my house.</p>

23	<p>Use er and est where no change is needed to the spelling of the root word.</p>	<p>To be able to add 'er' to the end of some words.</p> <p>To be able to add 'est' to the end of some words.</p>	<p>10, 11, 12, 13, 14, 15, 16, 17, 18, 19</p>	<p>Wk 23 LW- <u>PSC revision</u> Consolidation of previously taught sounds. Teachers should consider the spelling of longer words and what spellings are needed based on previous teaching.</p> <p>Tricky words: were one says here today</p> <p>RWI- Consolidation of ire, ear, ure</p> <p>Tricky words: Water, wash, anyone</p>	<p>Little Wandle: Simon Smith was faster than Mary Ogden. It is quicker to ride my bike than walk to Dinosaur Land.</p> <p>The tallest boy in our class is Chen Ling.</p> <p>The blue whale is the strongest animal in the sea.</p> <p>RWI- The smallest boy had a wash with the water.</p> <p>Bob is taller than anyone in the class.</p> <p>I wash my bike with soap and water.</p>
24	<p>Rehearse sentences orally before writing them.</p> <p>Begin to punctuate sentences using an exclamation mark.</p>	<p>To understand an exclamation shows a big emotion.</p> <p>To recognise a character's emotion from exclamations.</p> <p>Be able to write an exclamation mark.</p>	<p>Consolidate letters and numbers based on class weaknesses.</p>	<p>Wk 24- LW- <u>PSC revision</u> Consolidation of previously taught sounds. Teachers should consider the spelling of longer words and what spellings are needed based on previous teaching.</p> <p>Tricky words today their people your any</p> <p>RWI- All GPC coverage completed- consolidation of all set 2 sounds.</p>	<p>Little Wandle: What a very big cake that is today Mrs Regan!</p> <p>I cannot see where I am going!</p> <p>Your voice is too loud today!</p> <p>RWI- On Monday I want to go through the maze.</p>

				Tricky words Over, through, want	Mr Shan went over to the sad boy. It is so hot over in Spain!
25	Begin to punctuate sentences using an exclamation mark.	To write exclamations using an exclamation mark.	Aa, Bb, Cc, Dd, Ee	Wk 25- LW- <u>PSC revision</u> Consolidation of previously taught sounds. Teachers should consider the spelling of longer words and what spellings are needed based on previous teaching. Tricky words: any many who whole two RWI- All GPC coverage completed- consolidation of all set 2 sounds. Tricky Words: Son, whole, people	Little Wandle: There is a big present! Look at your messy room! Our team won the game! Some cats are on the roof! The foxes are eating the rubbish! RWI- The whole class are being good! I spent the whole day at the beach and it was amazing! People shouted when my son won the race!
26	Begin to punctuate sentences using a question mark.	To write questions and punctuate with a question mark.	Ff, Gg, Hh. Ii, Jj	Wk 26- LW- <u>PSC revision</u> Consolidation of previously taught sounds. Teachers should consider the spelling of longer words and what spellings are needed based on previous teaching. Tricky words: two eye thought through friend	Little Wandle: Has your friend got two blue eyes? Have you thought about your friend? When can we go through the door? RWI- Should I come to your house for tea?

				<p>RWI- All GPC coverage completed- consolidation of first 9 set 3 sounds. (ea, oi, a-e, i-e, o-e, u-e, aw, are, ur)</p> <p>Tricky words: Should, come, many, mother, father</p>	<p>Can I go to the park with my mother and father?</p> <p>How many toys do you have at home?</p>
27	Using the spelling rule for adding es as the third person plural singular marker for verbs.	To add 's' or 'es' to doing words when writing about others.	Kk, Ll, Mm, Nn, Oo	<p>Wk 27- LW- PSC revision Consolidation of previously taught sounds. Teachers should consider the spelling of longer words and what spellings are needed based on previous teaching.</p> <p>Tricky words: friend once our because laugh</p> <p>RWI- All GPC coverage completed- consolidation of second 8 set 3 sounds (er, ow, ai, oa, ew, ire, ear, ure)</p> <p>Tricky words: Above, here, buy, bought, great</p>	<p>Little Wandle:</p> <p>I like my friends because they make me laugh.</p> <p>Once upon a time there were three foxes.</p> <p>Our houses are on the same road.</p> <p>RWI- I bought a box of cake and I want to buy a ball.</p> <p>The dogs and my brothers were here in the park.</p> <p>Above my head were some big boxes.</p>
28	Joining clauses using and.	To begin writing sentences using 'and' to join two ideas about the same person.	Pp, Qq, Rr, Ss, Tt	<p>Wk 28 LW- Grow the code /ai/ eigh (eight) aigh (straight) ey (grey) ea (break)</p>	<p>Little Wandle:</p> <p>The girl had beautiful hair and wore a pretty dress.</p>

				<p>/n/ kn (knee) gn (gnaw)</p> <p>/m/ mb (thumb)</p> <p>Grow the code /ear/ ere (here) eer (deer)</p> <p>Tricky words: our their two once busy beautiful pretty hour</p> <p>RWI- Consolidation teachers' choice of focus.</p> <p>Tricky words: Someone, another, walk, caught, worse</p>	<p>Our friend waited two hours and was pretty angry.</p> <p>Omar went to the park and hurt his thumb on the swings.</p> <p>RWI- Another baby was born today and was perfect.</p> <p>I feel worse today and my tummy hurts.</p> <p>Someone caught another ball and they won the match.</p>
<p>29</p>	<p>Begin to punctuate sentences using a question mark.</p>	<p>To write questions and punctuate with a question mark.</p>	<p>Uu, Vv, Ww, Xx, Yy, Zz</p>	<p>Wk 29</p> <p>LW- /zh/ su (treasure) si (vision)</p> <p>/j/ dge (bridge)</p> <p>/i/ y (crystal)</p> <p>/j/ ge (large)</p> <p>Tricky words: friend eye because move improve laugh parents shoe</p> <p>RWI- Consolidation teachers' choice of focus.</p> <p>Tricky words: Everyone, talk, thought, love, wear</p>	<p>Little Wandle:</p> <p>Why did your parents laugh?</p> <p>Can you move next to your friend?</p> <p>Are you looking for your shoe?</p> <p>RWI- Can everyone come to play at my house on Thursday?</p> <p>I thought I would love to wear a hat.</p> <p>I am feeling sad can I talk to you?</p>

30	<p>Begin to punctuate sentences using full stops, question marks or exclamation marks.</p>	<p>To know when to use a full stop, question mark or exclamation mark to end a sentence.</p>	<p>Consolidate letters and numbers based on class weaknesses.</p>	<p>Wk 30 LW- /sh/ ti (potion) /sh/ ssi (mission) si (mansion) /sh/ ci (delicious) Grow the code /sh/ s, sh, ti, ssi, si, ci Tricky words busy beautiful pretty hour any many through RWI- Consolidation teachers' choice of focus. Tricky words: Consolidation of tricky words</p>	<p>Little Wandle: What a beautiful day! How many hours are in a day? The road was pretty busy and cars could not get through. RWI- Everyone thought it was fun! Can I talk to everyone on Monday? I took my dog on another walk.</p>
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