Grammar, Punctuation and Spelling

Year 1 – Long Term Plan

Year 1 – Yearly Overview

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
Autumn	1. Ready to Write			2. Punctuating Sentences				3. Sentences		4. Capital Letters 1		Assessments
Spring	1. Conjunctions				2. Exclamations	3. Capital Letters 2						Assessments
Summer	1. Questions		2. Singular and Plural			3. Prefixes		4. Suffixes		5. Sequencing Sentences		Assessments

Grammar, Punctuation and Spelling – Year 1 – Yearly Overview

Summary

This overview has been designed to be used in conjunction with your English writing curriculum.

Each block will develop English language fluency as well as application and reasoning to allow children to use these skills across all subject areas.

The Ready to Write section occurs at the start of the academic year and is an opportunity to revisit learning from the previous year group.

Staff are expected to teach this directly in their SPAG starter a minimum of 3 times per week.

Weekly spellings are to be taught specifically using the agreed scheme as per the teaching and learning policy.

Grammar, Punctuation and Spelling – Year 1 – Long Term Plan

Year 1 – Long Term Plan – Autumn

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12

Autumn

1. Ready to Write

(1G5) Leaving spaces between words

(1G5) Separation of words with spaces

Terminology for pupils:
- (1G5.1) letter
- (1G6) word

2. Punctuating Sentences

(1G5.1) Introduction to capital letters to demarcate sentences

(1G5.2) Introduction to full stops to demarcate sentences

(1G5.1) Beginning to punctuate sentences using a capital letter

(1G5.2) Beginning to punctuate sentences using a full stop

Terminology for pupils:
- (1G3.1) sentence
- (1G5.1) capital letter
- (1G5) punctuation
- (1G5.2) full stop

Name the letters of the alphabet in order

Begin to form lower-case letters in the correct direction, starting and finishing in the right place

Form capital letters

3. Sentences

(1G3.1) How words can combine to make sentences

Terminology for pupils:
- (1G6) word
- (1G3.1) sentence

4. Capital Letters 1

(1G5.1) Using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'

(1G5.1) Capital letters for names and for the personal pronoun I

Handwriting: Form digits 0-9

Mathematics:
(1M4c) Recognise and use language relating to dates, including days of the week, weeks, months and years

Assessments

Grammar, Punctuation and Spelling – Year 1 – Long Term Plan

Year 1 – Long Term Plan – Spring

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12

Spring

1. Conjunctions

(1G3.3) Joining words and joining clauses using 'and'
(1G3.1) How words can combine to make sentences

Terminology for pupils:
- (1G6) word
- (1G3.1) sentence

2. Exclamations

(1G5.4) Introduction to exclamation marks to demarcate sentences

(1G5.4) Beginning to punctuate sentences using an exclamation mark

3. Capital Letters 2

(1G5.1) Using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'

Assessments

Grammar, Punctuation and Spelling – Year 1 – Long Term Plan

Year 1 – Long Term Plan – Summer

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
1. Questions (1G5.3) Introduction to question marks to demarcate sentences (1G5.3) Beginning to punctuate sentences using a question mark		**2. Singular and Plural** (1G6.3) Regular plural noun suffixes –s or –es [for example, dog, dogs; wish, wishes], including the effects of these suffixes on the meaning of the noun Terminology for pupils: • (1G6.3) singular • (1G6.3) plural			**3. Prefixes** (1G6.2) How the prefix un– changes the meaning of verbs and adjectives [negation, for example, unkind, or undoing: untie the boat]		**4. Suffixes** (1G6.3) Suffixes that can be added to verbs where no change is needed in the spelling of root words (e.g. helping, helped, helper) Spelling: Apply the spelling rules for adding the endings –ing, –ed and –er to verbs where no change is needed to the root word		**5. Sequencing Sentences** (1G3) Sequencing sentences to form short narratives		Assessments

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