



Grammar, Punctuation and Spelling  
Guidance with Small Steps

Year 1

Long Term Plan

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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

## Teaching Information

This scheme of work has been designed to be used in conjunction with your English writing curriculum. We recommend spreading the small steps out over the number of weeks suggested on the yearly overview. It is important to develop and build pupils' grammar, punctuation and spelling knowledge alongside reading and writing as this is the foundation of the English language. Understanding these elements of the English language enables pupils to not only enjoy English as a subject in its own right, but also to access the rest of the subjects within the whole 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. We have provided some notes and guidance for each small step which breaks down the expectations for each pupil, as well as focused questions to help support your teaching.

Every step within each block has corresponding resources available on our website. These resources include a Teaching PowerPoint, Varied Fluency questions, and Reasoning and Application questions. The resources for each first step in every block are available to download for free.

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# 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	<p><b>1. Ready to Write</b></p> <p>(1G5) <a href="#">Leaving spaces between words</a></p> <p>(1G5) <a href="#">Separation of words with spaces</a></p> <p>Terminology for pupils:</p> <ul style="list-style-type: none"> <li>(1G5.1) <a href="#">letter</a></li> <li>(1G6) <a href="#">word</a></li> </ul>			<p><b>2. Punctuating Sentences</b></p> <p>(1G5.1) <a href="#">Introduction to capital letters to demarcate sentences</a></p> <p>(1G5.2) <a href="#">Introduction to full stops to demarcate sentences</a></p> <p>(1G5.1) <a href="#">Beginning to punctuate sentences using a capital letter</a></p> <p>(1G5.2) <a href="#">Beginning to punctuate sentences using a full stop</a></p> <p>Terminology for pupils:</p> <ul style="list-style-type: none"> <li>(1G3.1) <a href="#">sentence</a></li> <li>(1G5.1) <a href="#">capital letter</a></li> <li>(1G5) <a href="#">punctuation</a></li> <li>(1G5.2) <a href="#">full stop</a></li> </ul> <p><a href="#">Name the letters of the alphabet in order</a></p> <p><a href="#">Begin to form lower-case letters in the correct direction, starting and finishing in the right place</a></p> <p>Form capital letters</p>				<p><b>3. Sentences</b></p> <p>(1G3.1) <a href="#">How words can combine to make sentences</a></p> <p>Terminology for pupils:</p> <ul style="list-style-type: none"> <li>(1G6) <a href="#">word</a></li> <li>(1G3.1) <a href="#">sentence</a></li> </ul>		<p><b>4. Capital Letters 1</b></p> <p>(1G5.1) <a href="#">Using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'</a></p> <p>(1G5.1) <a href="#">Capital letters for names and for the personal pronoun I</a></p> <p>Handwriting: Form digits 0-9</p> <p>Mathematics: (1M4c) <a href="#">Recognise and use language relating to dates, including days of the week, weeks, months and years</a></p>		Assessments

# 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	<b>1. Conjunctions</b>  (1G3.3) <a href="#">Joining words and joining clauses using 'and'</a> (1G3.1) <a href="#">How words can combine to make sentences</a>  Terminology for pupils: • (1G6) <a href="#">word</a> • (1G3.1) <a href="#">sentence</a>				<b>2. Exclamations</b>  (1G5.4) <a href="#">Introduction to exclamation marks to demarcate sentences</a>  (1G5.4) <a href="#">Beginning to punctuate sentences using an exclamation mark</a>		<b>3. Capital Letters 2</b>  (1G5.1) <a href="#">Using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'</a>					Assessments	

# 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	
Summer	<b>1. Questions</b>  (1G5.3) <a href="#">Introduction to question marks to demarcate sentences</a>  (1G5.3) <a href="#">Beginning to punctuate sentences using a question mark</a>		<b>2. Singular and Plural</b>  (1G6.3) <a href="#">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</a>  Terminology for pupils: <ul style="list-style-type: none"> <li>• (1G6.3) <a href="#">singular</a></li> <li>• (1G6.3) <a href="#">plural</a></li> </ul>			<b>3. Prefixes</b>  (1G6.2) <a href="#">How the prefix un– changes the meaning of verbs and adjectives [negation, for example, unkind, or undoing: untie the boat]</a>		<b>4. Suffixes</b>  (1G6.3) <a href="#">Suffixes that can be added to verbs where no change is needed in the spelling of root words (e.g. helping, helped, helper)</a>  Spelling: Apply the spelling rules for adding the endings –ing, –ed and –er to verbs where no change is needed to the root word		<b>5. Sequencing Sentences</b>  (1G3) <a href="#">Sequencing sentences to form short narratives</a>		Assessments	