# National Institute of Conductive Education

**School Group:** English

## Long term Plan 2018-2019

### Unit Title and Summary of Content:  
*EYFS with some aspects of KS1 POS KS1 POS with some aspects of KS2 POS*

### Spoken Language
- Listens to familiar sounds, words, or finger plays.
- Maintains attention, concentrates and sits quietly during appropriate activity.
- Understanding of single words in context is developing, e.g. 'cup', 'milk', 'daddy' (matching real objects to pictures on request)
- Pays attention to dominant stimulus
- Listens to and mimic words spoken in English
- *Listen and respond appropriately to adults and their peers*
- ask relevant questions to extend their understanding and knowledge
- use relevant strategies to build their vocabulary
- maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments
- *speak audibly and fluently with an increasing command of Standard English*
- *participate in discussions, presentations, performances, role play, improvisations and debates*
- *articulate and justify answers, arguments and opinions*
- give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings
- use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas
- gain, maintain and monitor the interest of the listener(s)
- consider and evaluate different viewpoints, attending to and building on the contributions of others
- select and use appropriate registers for effective communication.

### Science:
- Reading with non-fiction books connected with scientific themes
- Predicting what is going to happen in stories

### A+D:
- Drawing, writing, mark making
- making things related to books and reading
- Presentation of work

### Music:
- Rhythm, repetitive patterns, songs and rhymes

### D+T:
- Use of tools and equipment
- Presentation of work

### Co-ordination:
- Gross motor fine manipulation
- hand-eye

### Communication
- Verbal and augmentative
- Use of signs

### Cognitive planning of movement:
- Application of skills, concepts in different situations
- Rhythm, intention, repetition of tasks

### Gross motor skills:
- First-hand experience
- Active participation in activities
- Maintaining correct positions
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#### Long term Plan 2018-2019

<table>
<thead>
<tr>
<th>READING</th>
<th>ICT: Recording data and educational games</th>
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| • Handles books and printed material with interest.  
• Enjoys looking at books and other printed material with familiar people  
• Enjoys rhyming and rhythmic activities  
• Looks at card backed/textured books independently  
• Listens to stories with increasing attention and recall  
• Joins in with rhymes and familiar jingles  
• Recognise and match an increasing number of symbols  
• *Word reading*  
  • "Hears and says the initial sound in words  
  • "Can segment the sounds in simple words and blend them together and knows which letters represent some of them.  
  • Links sounds to letters, naming, matching and sounding the letters of the alphabet.  
  • apply phonic knowledge and skills as the route to decode words  
  • *read aloud accurately books that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words*  
  • re-read these books to build up their fluency and confidence in word reading  
  • Begins to read words and simple sentences.  
  • *respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes*  
  • *read accurately by blending sounds in unfamiliar words containing GPCs that have been taught*  
  • read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word  
  • read words containing taught GPCs and –s, –es, –ing, –ed, –er and –est endings  
  • read other words of more than one syllable that contain taught GPCs  
  • read words with contractions [for example, I’m, I’ll, we’ll], and understand that the apostrophe represents the omitted letter(s)  
  • continue to apply phonic knowledge and skills as the route to decide words until automatic decoding has become embedded and reading is fluent |
|  | Touch screen computers  
|  | Plasma screen computer  
|  | IAW Acer tablet computers  
|  | Clicker 6 Communication aids and switches |
|  | Maths: Reading page numbers  
|  | Writing numbers  
|  | Colour names  
|  | Recognising shapes  
|  | Patterns  
|  | Ordering  
|  | sequencing  
|  | Positional and directional vocabulary  
|  | Mathematical vocabulary |

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### Comprehension

develop pleasure in reading, motivation to read, vocabulary and understanding by:

- answer simple yes/no questions about what they have heard
- listening to, discussing and expressing views about a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently
- being encouraged to link what they read or hear read to their own experiences
- becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics
- discussing the sequence of events in books and how items of information are related
- recognising and joining in with predictable phrases
- learning to appreciate rhymes and poems, and to recite some by heart
- discussing word meanings, linking new meanings to those already known
- being introduced to non-fiction books that are structured in different ways

understand both the books they can already read accurately and fluently and those they listen to by:

- *drawing on what they already know or on background information and vocabulary provided by the teacher
- checking that the text makes sense to them as they read and correcting inaccurate reading
- discussing the significance of the title and events
- making inferences on the basis of what is being said and done
- answering and asking questions
- *predicting what might happen on the basis of what has been read so far
- participate in discussion about what is read to them, taking turns and listening to what others say
- Explaining clearly their understanding of what is read to them.
**WRITING**

- Pass toys from one hand to the other.
- Holds an object in each hand and brings them together in the middle, e.g. holds two blocks and bangs them together.
- Picks up small objects between thumb and fingers.
- Enjoys the sensory experience of making marks in damp sand, paste or paint
- Notices and is interested in the effects of making movements which leave marks.
- Holds pen or crayon using a whole hand (palmar) grasp and makes random marks with different strokes.
- Distinguishes between the different marks they make
- Sometimes gives meaning to marks as they draw and paint (ask questions/give choices)

**Handwriting**

Pupils should be taught to:
- sit correctly at a table, *holding a pencil comfortably and correctly*
- *Imitates drawing simple shapes such as circles and lines.
- begin to form lower-case letters in the correct direction, starting and finishing in the right place
- form the majority of lower-case letters in the correct direction, starting and finishing in the right place
- begin to form capital letters and understand where capital letters are found in words and sentences
- form digits 0-9
- *understand which letters belong to which handwriting ‘families’ (i.e. letters that are formed in similar ways) and to practise these.
- Form lower-case letters of the correct size and relative to one another
- Use spacing between words that reflects the size of the letters
- write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters

**Spelling (see English Appendix 1)**

Pupils should be taught to:
- spell:
  - words containing each of the 40+ phonemes already taught simple CV/CVC/CVCC words
  - common exception words
  - the days of the week
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### Name the letters of the alphabet:
- Learn the names and sounds of the English alphabet
- Naming the letters of the alphabet in order using letter names to distinguish between alternative spellings of the same sound

### Add prefixes and suffixes:
- Using the spelling rule for adding -s or -es as the plural marker for nouns and the third person singular marker for verbs
- Using the prefix un-
- Using -ing, -ed, -er and -est where no change is needed in the spelling of root words [for example, helping, helped, helper, eating, quicker, quickest]
- Apply simple spelling rules and guidance, as listed in English Appendix 1
- Write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far.

### Writing – Composition

Write sentences by:
- Copying modelled examples (matching letters and simple words with distinct patterns and simple sentences)
- Saying out loud what they are going to write about
- Composing a sentence orally before writing it/overwriting/underwriting/writing using computer programme
- Sequencing sentences to form short narratives
- Re-reading what they have written to check that it makes sense
- Discuss what they have written with the teacher or other pupils
- Read aloud their writing clearly enough to be heard by their peers and the teacher.

### Vocabulary, grammar and punctuation

Pupils should be taught to:
- Developing their understanding of the concepts set out in English Appendix 2 by:
  - Leaving spaces between words
  - Joining words and joining clauses using and
  - Beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark
  - Learning how to use both familiar and new punctuation correctly, including full stops, capital letters, explanation marks and commas for lists
  - Using a capital letter for names of people, places, the days of the week, and the personal pronoun ‘I’
<table>
<thead>
<tr>
<th>Long term Plan 2018-2019</th>
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<tbody>
<tr>
<td>• learning the grammar for year 1 in English Appendix 2</td>
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<tr>
<td>• use the grammatical terminology in English Appendix 2 in discussing their writing.</td>
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<td>Learn how to use</td>
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<td>• sentences with different forms: statement, question, exclamation, command</td>
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<tr>
<td>• expand noun phrases to describe and specify (e.g. the blue butterfly)</td>
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<tr>
<td>• subordination (using when, if, that or because) and co-ordination (using or, and or but)</td>
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= polar bears  
= penguins  
= sea lions  
Sensory learners: = octopus