

**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 | Links with N.C. | Links with C.E. |
|--|---|--|
| <p style="text-align: center;">SPOKEN LANGUAGE</p> <ul style="list-style-type: none"> • 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. | <p>Science: Reading with non-fiction books connected with scientific themes Predicting what is going to happen in stories</p> <p>A+D: Drawing, writing, mark making making things related to books and reading Presentation of work</p> <p>Music: Rhythm, repetitive patterns, songs and rhymes</p> <p>D+T: Use of tools and equipment Presentation of work</p> | <p>Co-ordination: Gross motor fine manipulation hand-eye</p> <p>Communication Verbal and augmentative Use of signs</p> <p>Cognitive planning of movement: Application of skills, concepts in different situations Rhythm, intention, repetition of tasks</p> <p>Gross motor skills: First-hand experience Active participation in activities Maintaining correct positions</p> |

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READING

- 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
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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

ICT:

Recording data and educational games
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

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.

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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:

develop 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'](#)

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| <ul style="list-style-type: none">• learning the grammar for year 1 in English Appendix 2• use the grammatical terminology in English Appendix 2 in discussing their writing.• <p>Learn how to use</p> <ul style="list-style-type: none">• sentences with different forms: statement, question, exclamation, command• expand noun phrases to describe and specify (e.g. the blue butterfly)• subordination (using when, if, that or because) and co-ordination (using or, and or but) | | |
|---|--|--|

= polar bears

= penguins

= sea lions

Sensory learners: = octopus