**Year 1 English Curriculum**

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| WRITING | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
| Purpose, text type and stimulus | Sentence structure – capital letters, finger spaces, full stops  Poetry | Writing to inform  Writing to entertain | Writing to inform  Writing to entertain  Writing to persuade | Writing to entertain  Poetry | Retell  Writing to entertain | Writing to persuade  Writing to recount  Poetry |
| Elmer – writing about why we are all unique.  The colour monster – writing about feelings  Picture stimuli – description writing  Autumn poetry | Bonfire night – description, fact writing  Tim Peake – fact writing, retell of an event  Bob man on the moon – retell of story  John Lewis – man on the moon video – retell of video | Lost and found – description, letter, retell, non-chronological report.  History link – Transport – Fact writing  Journey – descriptions, retell of story | Spring poetry  Meerkat Mail – fact writing, postcard  Theres a rang-tan in my bedroom – poster to persuade | Little red riding hood  Jack and the beanstalk  Goldilocks and the three bears  The three little pigs  George and the dragon  All retells and changing of story ending. | The lighthouse keepers lunch - persuasion  The snail and the whale - retell  Flotsom - description |
| Writing objectives | Pupils should be taught to write sentences by:   * thinking out loud what they are going to write about * composing a sentence orally * re-reading what they have written to check that it makes sense * sequencing sentences to form short narratives * To discuss what they have written with the teacher or other pupils * To read aloud their writing clearly enough to be heard by their peers and the teacher | | | | | |
| Punctuation and Grammar | * Capital letters and full stops to punctuate some sentences * Joining words and joining clauses using and * Introduction to question marks and exclamation marks to demarcate sentences * Capital letters for proper nouns * Spell 40+ phonemes, common exception words, days of the week, name the letters of the alphabet in order * Capital letter for personal pronoun ‘I’ * Suffixes that can be added to verbs where no change is needed in the spelling of root words (e.g. helping, helped, helper) * Regular plural noun suffixes –s or –es (e.g. dog, dogs; wishe, wishes) * How the prefix un- changes the meaning of verbs and adjectives (negation, e.g. unkind, or undoing, e.g. untie the boot) * Use the letter names to distinguish between alternative spellings of the same sound   Understand the following terminology-   * Letter, capital letter, word, singular, plural, sentence, full stop, question mark and exclamation mark. | | | | | |
| Opportunities for Greater Depth   * Adds description using adjectives * Uses capital letters and full stops to demarcate sentences accurately * Uses a range of conjunctions in some of their writing * Demarcates some sentences with question marks and exclamation marks. | | | | | |
| Key terminology | Introduce  word, sentence, letter, capital letter, full stop, punctuation, singular, plural, question mark, exclamation mark | | | Extend  verb, tense (past, present), adjective, noun, suffix, apostrophe, comma, adverb, conjunction | | |
| Handwriting | Pupils should be taught to:   * Pupils should be taught to: * sit correctly at a table, holding a pencil comfortably and correctly * begin to form lower-case letters in the correct direction, starting and * finishing in the right place * form capital letters * 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. | | | | | |

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| READING | Intent   * We intend to develop the children’s fluency skills in year 1 so that they can read accurately and confidently by blending the sounds in words that contain common graphemes. We improve these skills further by modelling and teaching the children to use expression and take notice of punctuation when reading. * We intend to nurture the children’s love and enjoyment of reading for pleasure by being good role models and reading to the children every day during story time. We share and discuss a wide range of poems, stories and non-fiction with the children that are beyond that which they can read independently. This exposes the children to a wide range of vocabulary * We encourage pupils to tell and retell lots of stories with enthusiasm, engagement and enjoyment including fairy stories and well known rhymes. The children have opportunities to do this in our classroom reading areas and in small group sessions.   Implementation  As Year 1 teachers, we will endeavour to:  • Develop children with a positive attitude and love of reading so that they see themselves as ‘readers’  • Nurture the love and enjoyment of reading for pleasure by being good role models.  • Allow many opportunities for pupils to listen to and discuss a wide range of fiction, poetry, plays, nonfiction and reference books or textbooks.  • Develop pupils’ confidence, by allowing them to perform readings to an audience with expression, tone and intonation.  • Facilitate group and individual retelling, role-play and discussion about books the children have read.  • Develop pupils’ love and interest in new vocabulary that they meet in their reading.  • Encourage children to discuss their reading and ask questions to develop their understanding | | | | | |
|  | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
| Key Texts | Books from class library and the books we use as stimuli for writing. | Books from class library and the books we use as stimuli for writing. | Books from class library and the books we use as stimuli for writing. | Books from class library and the books we use as stimuli for writing. | Books from class library and the books we use as stimuli for writing. | Books from class library and the books we use as stimuli for writing. |
| Word Reading | * apply phonic knowledge and skills as the route to decode words * 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 grapheme phoneme correspondencesthat 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 grapheme phoneme correspondences * read words with contractions [for example, I’m, I’ll, we’ll], and understand that the apostrophe represents the omitted letter(s) * 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. | | | | | |
| Comprehension | Pupils should be taught to develop pleasure in reading, motivation to read, vocabulary and understanding by:   * listening to and discussing 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 * 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 * 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 * 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 * explain clearly their understanding of what is read to them. | | | | | |
| Speaking and Listening  Overall school aim: Using the appropriate register and intonation, speak clearly and coherently whilst participating in discussions, debates, readings and drama.  Y1 objectives   * Take turns to talk, listening carefully to contributions of others. * Use subject specific vocabulary to explain and describe. * Know people hold different opinions and explain some of their own. | | | | | | |

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| SPELLING | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
| Phoneme/grapheme focus | Review phase 3 – 2 weeks  Review phase 4 – 2 weeks  ay ou oy ea | ir ie ue u  o i a e  a-e i-e o-e u-e  e-e ew ie aw  recap week | y e wh oe ou  y ow g ph  le al c ve  o-e o ou se ce ey  /oo/ /ee/ /s/ /z/ /oa/ | or u are au  tch ture al a  a o ear ere  ear wr st sc  ch ch ze | ay a-e- ea e  ie i-e o o-e  ue ew u-e aw  ra ir ou oy  i a ow u  ph wh ie g | eigh aigh kn gn mb ere  su si dge y ge  ti ssi si ci  augh our oar ore  review |
| Objectives | Pupils should be taught to:-  Spell   * words containing each of the 40+ phonemes already taught * common exception words * the days of the week   Name the letters of the 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. | | | | | |