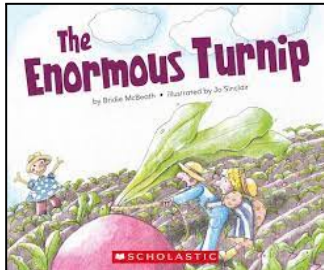
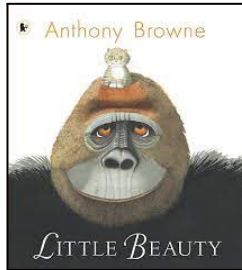
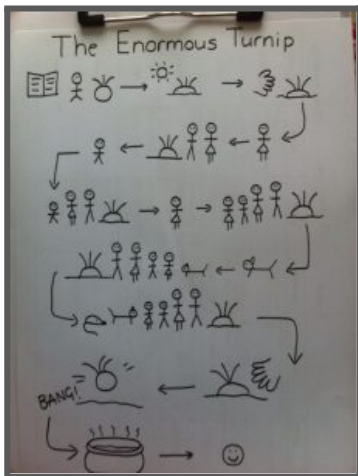
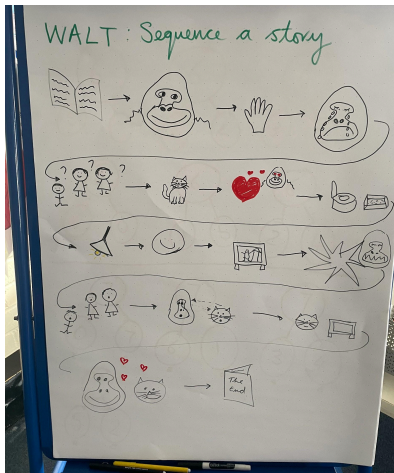


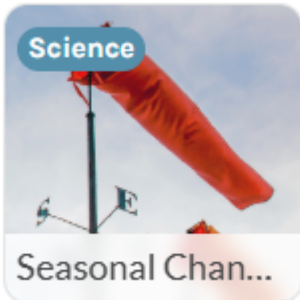
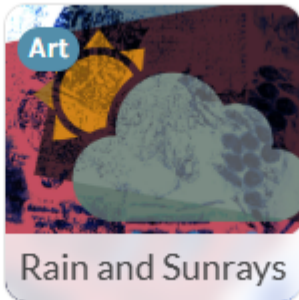
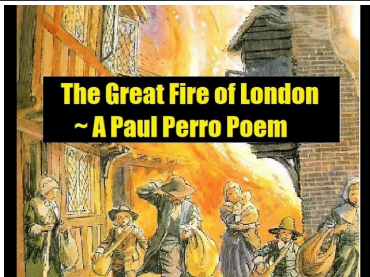
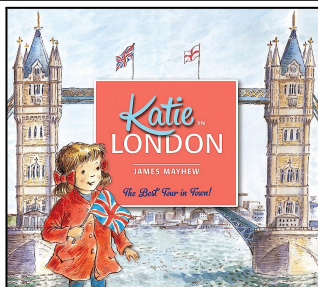


Year 1 English Curriculum Overview

Autumn Term				
Projects:	History Childhood Science Everyday Mate... Art Mixing Colours Art Funny Faces an... Geography Our Wonderful... D&T Shade and Shel... Science Human Senses			
Recommended Text:				
Poetry:	Sound Collector by Roger McGough - Structured Poetry (List Poem)			
Text Type:	Poem- List Poem	Narrative- Traditional Tale	Narrative- Picture Book Focus	Information Text- An Animal Report
Purpose:	To Entertain	To Entertain	To Entertain	To Inform
Writing Outcome:	Using 'The Sound Collector' by Roger McGough, children to write and perform their own poem. Perform to Year 6	Children will learn 'The Enormous Turnip' and then write their own version with an alternative ending. Perform to Nursery	Using Little Beauty as a stimulus, children to write their own version of the story. To share across Year 1	Children to write an information report about gorillas. To share with Year 2
Core Grammar Skills to Focus on:	Shared Sentence Definition: 'A sentence is a complete thought which has a subject (who) and verb (what doing/what being).' Colourful Semantics Transition learning from Reception learning (to then be used as an intervention for children who need to develop sentences - see Reception Progression Poster). Who? What doing? what? where? The dog eats a bone in the garden. - Onomatopoeia (sound words) e.g. Pop, bang, hiss, buzz, splash, crunch - Using the conjunction 'and' to join words, phrases and clauses e.g. The clock goes tick and the tap goes drip - Adding simple adjectives to make noun phrases e.g. the loud bell, the bubbly bath the little mouse - Present tense (-ing) e.g. the cat is purring, the rain is falling - Capital letters, finger spaces and full stops. An example poem: The Toy Collector A stranger called this morning He put these in his sack. A racing car driving on the track. Vroom! A bouncing ball I kick about. A fluffy teddy sleeping in the bed. A dinosaur roaring in the garden. A fast metal car is honking its horn.	Children will learn this narrative through a Text Map. See example below:  Children must retell a story with a beginning, middle and end. Children will draft stories with this structure- children to write an alternate ending. - Time Adverbials to sequence the story e.g. First the old man pulled. Next the old woman came etc. - Expanded Noun Phrases e.g. the sweet turnip. - Using conjunctions 'and' to link ideas together e.g. they pulled and they pulled - Past Tense (-ed) e.g. planted, pulled, helped, called, shouted - Capital letters and full stops Important - do not model using commas in shared writing as it can lead to misunderstanding: Avoid: "Next, the old woman came to help." (While "Next" technically takes a comma for older years, it is perfectly fine, and structurally safer, for Year 1 to write it without one). Model: "Next the old woman came to help. She pulled the man__."	Children will learn this narrative through a Text Map. See example below:  Children will draft stories with this structure- children to write an alternate ending. - Key words to include: loved, everything, gave, they, went, were - To include words with the grapheme 've' e.g. gave, brave, loved, five etc. - Using adjectives to create Noun Phrases e.g. the black gorilla, the soft kitten, the scared keepers - Using the conjunction 'and' to link ideas e.g. He had a TV and a nice chair	Non-Fiction Structure: Title - Animal Name Classification/Context - introduce animal Key Feature Paragraphs Summary Statement Diagram - what does your creature look like? Important: children are not writing paragraphs. A pre-made template to be provided with boxes to support drafting sections of report. - Present Tense e.g. Gorillas live in the rainforest. They eat green leaves. - Capital letters for the start of sentences. - Plural Nouns (adding -s or -es) e.g. one gorilla - many gorillas, one bush - lots of bushes - Using the conjunction 'and' to link facts e.g. Gorillas have dark fur and they have big hands. - Adjectives to create noun phrases e.g. black fur, sharp teeth, huge arms, green plants etc. - Using statements e.g. Gorillas have black fur - Using Questions e.g. What do Gorillas look like? Example: All About Gorillas Where they live Gorillas live in hot rainforests. They sleep in big nests on the ground. What they eat They love to eat green leaves and they like crunchy fruit. What they look like Gorillas have thick fur and strong arms. Big males are called silverbacks.
Core Oracy Skills Focus:	Physical: opportunities for children to read poems to Year 6.	Linguistic: children to perform to Nursery- focus on storytelling language.	Cognitive: children to share across Year 1.	Social and Emotional: children to share across Year 1.

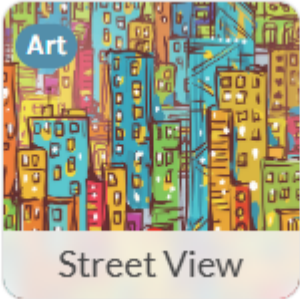
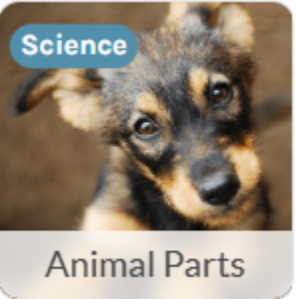
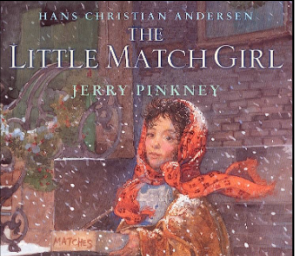
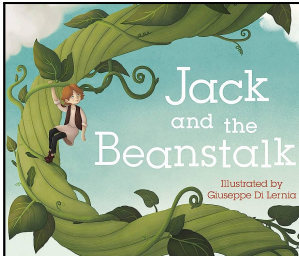


Year 1 English Curriculum Overview

Spring Term				
Projects:	Geography Bright Lights, B... Science Seasonal Chan... Art Rain and Sunrays D&T Taxi! History The Great Fire ...			
Recommended Text:				
Poetry:	Published Poet- The Great Fire of London by Paul Perro			
Text Type:	Poem-Performance and Shape	Recount- Diary	Narrative -Setting Description	Recount- London Bus Tour
Purpose:	To Entertain	To Recount	To Entertain	To Recount
Writing Outcome:	Children to read and perform 'The Great Fire of London' by Paul Perro across their Team. Then, children to write a shape poem , inspired by the Fire of London.	Children to write a diary entry about the Great Fire of London. Links to the project - The Great Fire of London	Children to write a setting description, inspired by the book Katie lin London. Links to Bright Lights, Big City Project.	After visiting London, children to write a recount of their visit. Links to Bright Lights, Big City Project.
Core Grammar Skills to Focus on:	- FANTASTICS- senses - Using words with 'v' grapheme e.g. the king gave, people had to leave, the brave people etc. - Factual Adjectives e.g. wooden houses, hot summer, silly Mayor, bright orange flames etc. - Regular Past Tense (-ed suffix) e.g. screamed / burned - Expanded Noun Phrases - Using 'and' to join ideas - Onomatopoeia e.g. CRASH, SPLASH - Adverbs to sequence Example: The Great Fire First a spark started in a hot oven. Next the wind blew fast. The dry wooden houses burned at last. The brave people shouted and screamed. Then the silly Mayor slept in his bed. Thick black smoke went over his head. CRASH! The houses tumbled down to save the rest of London town.	Non-Fiction Structure: Date/Time Salutation Events in the order they happened Concluding Paragraph Sign off - First Person Pronouns - 'I' and 'We' - Capital Letter for 'I' Pronoun - Regular and Irregular Past Tense Verbs e.g. looked / shouted, saw/ran - Expanded Noun Phrases - Time of day orientation e.g. In the morning - Using the conjunction 'and' to link ideas e.g. The air was hot and the sky was orange	- FANTASTICS- senses (see below) - Expanded Noun Phrases to show SIGHT e.g. The tall buildings, the red buses, the hug wheel - Expanded Noun Phrases to show SOUND e.g. The beeping horns, the noisy trains - Expanded Noun Phrases to show TOUCH e.g. the soft grass, the hard pavement - Co-ordinating Conjunctions - and - Present tense (-ing)e.g. boats are sailing on the river, people are walking fast, bright lights are flashing etc.	Non-Fiction Structure: Title Overview Paragraph Event 1 Event 2 Next Events Concluding Paragraph - FANTASTICS- senses - Consistent Past tense including irregular past tense verbs e.g. ate - Time Adverbials e.g. In the morning, Next, After lunch, Finally, - Progressive Past Tense - Expanded Noun Phrases - First Person Pronouns e.g. 'I' and 'We'
Core Oracy Skills Focus:	Physical: opportunities for children to read out writing in class.	Linguistic: children to read out loud, focusing on specific adjectives e.g. wooden houses, huge flames.	Cognitive: children to read to children in Year 1.	Social and Emotional: sharing recounts with Year 2.



Year 1 English Curriculum Overview

Summer Term				
Projects:	History Schools Then, S... Science Plant Parts Art Street View D&T Chop, Slice and ... Science Animal Parts			
Recommended Text:			In the summer term, children to: - Be exposed to a range of poetry, analysing and performing - Be exposed to a range of narrative and non-fiction texts with specific, identified reading to target any identified next steps	
Poetry:	Free Verse: Acrostic Poetry linked to nature			
Text Type:	Narrative- Traditional Tale	Explanation -Life Cyle of an Animal	Narrative- Picture Book	Narrative/Non-Fiction
Purpose:	To Entertain	To Explain	To Entertain	
Writing Outcome:	Children learn and write their own Jack and the Beanstalk narratives with an alternative ending. Share with Reception.	Children to write about the life cycle of a chicken.	Linking to the topic - Schools Then, Schools Now , children to write their own story with a different ending for the story- Little Match Girl'	Teachers to choose a Picture Book as a stimululs for children to write a narrative or non-fiction outcome based on this.
Core Grammar Skills to Focus on:	Children will learn this narrative through a Text Map . See example below:  - FANTASTICS- senses - Time Adverbs to sequence the story e.g First, Next, Then,) - Expanded Noun Phrases e.g. the magic beans, the enormous beanstalk, the loud giant, the golden egg - Past Tense -ed and Irregular Verbs - Using 'and' to link ideas	Non-Fiction Structure: Title General Statement - what the explanation is about Parts/ Stages e.g. There are three main stages in the development of a frog Key Points Paragraphs Summary Paragraph Important: children are not writing paragraphs. A pre-made template to be provided with boxes to support drafting sections of report. - Time Adverbs to sequence e.g First, Next, Then,) - Present Tense Verbs e.g. mother hen sits on the egg, baby chick breaks the shell, it grows feathers - Plural Nouns (adding -s and -es) e.g. hens/ chicks etc - Expanded noun phrases (the tiny chicks). - Capital letters and full stops in the right places. - Coordinating Conjunction (and)	Children will learn this narrative through a Text Map . - FANTASTICS- senses - Time Adverbs to sequence the story e.g First, Next, Then,) - Expanded Noun Phrases - Past Tense -ed and Irregular Verbs - Using 'and' to link ideas	Teachers to use their assessment information to plan in opportunites for children to apply identified writing skills.
Core Oracy Skills Focus:	Physical: reading aloud stories to Reception children.	Linguistic: share with children in their Teams.	Cognitive: children to share stories in Year 1.	Social and Emotional: sharing writing created, inspired by their picture book focus.



Year 1 Writing Progression Poster

For oral storytelling... Time Adverbs

First, Then, Next, Finally Soon, First,

Sentence Types

Statement

Harry woke up.

Questions

What is your favourite colour?

Compound Sentence to join two clauses (using Coordinating Conjunctions)

Tim was exhausted and he needed a drink of water.

Simple sentence embellished with adjectives

Harry ran through the gloomy castle.

The Alphabet

Aa Bb Cc Dd Ee Ff Gg

Hh Ii Jj Kk Ll Mm Nn

Oo Pp Qq Rr Ss Tt Uu

Vv Ww Xx Yy Zz

Coordinating Conjunctions

and

I . C ?

National Curriculum Expectations	Example Sentences
Grammar objectives: <u>Sentence</u> - How words can combine to make sentences - Joining words and joining clauses using 'and' <u>Punctuation</u> - Separation of words with spaces - Introduction to capital letters, full stops, question marks and exclamation marks to demarcate sentences - Capital letters for names and for the personal pronoun 'I'	- Jack went to the market. - Mum was sad and she threw the beans. - He saw a giant and a pot of gold. - Jack took the hen and the harp.

Small steps in learning – sentence structures through Year 1

Prior knowledge/ learning experiences:

ELG Speaking – pupils can:

- Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary;
- Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate;
- Express their ideas and feelings about their experiences using full sentences, including use of past, present, and future tenses and making use of conjunctions, with modelling and support from their teacher.

ELG Writing – pupils can:

- Write recognisable letters, most of which are correctly formed;



Year 1 English Curriculum Overview

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|--|
| <ul style="list-style-type: none">● Spell words by identifying sounds in them and representing the sounds with a letter or letters;● Write simple phrases and sentences that can be read by others. |
| <ul style="list-style-type: none">● Order words to make a simple sentence |
| <ul style="list-style-type: none">● Use finger spaces |
| <ul style="list-style-type: none">● Physical punctuation when listening to a class story, marking the end of one sentence and the beginning of the next. |
| <ul style="list-style-type: none">● Creating simple sentences with one idea orally. |
| <ul style="list-style-type: none">● Create simple sentences with one idea in writing. |
| <ul style="list-style-type: none">● Use a capital letter to mark the beginning of a sentence and a full stop to mark the end. |
| <ul style="list-style-type: none">● Introduction to question marks and exclamation marks to demarcate sentences |
| <ul style="list-style-type: none">● Link two ideas in a sentence using 'and' |

Small steps in learning – expanded noun phrases through Year 1

Prior knowledge/ learning experiences:

ELG Speaking – pupils can:

- Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.
- Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, nonfiction, rhymes and poems when appropriate.
- Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.

ELG Writing – pupils can:

- Write recognisable letters, most of which are correctly formed.
- Spell words by identifying sounds in them and representing the sounds with a letter or letters.
- Write simple phrases and sentences that can be read by others.

- | |
|---|
| <ul style="list-style-type: none">● Orally identifies and labels nouns as names for objects, people and places. |
| <ul style="list-style-type: none">● Uses nouns in a simple sentence e.g. That is a dog, or I like ice-cream. |
| <ul style="list-style-type: none">● Understands that an adjective describes and gives more detail about a noun. e.g. the tall tree, the wicked witch, the nasty dragon. |



Year 1 English Curriculum Overview

- Uses one adjective to describe a noun orally.
- Uses one adjective to describe a noun in a simple sentence.
- Can independently select appropriate adjectives for description in their writing.