

# English Curriculum - Year 1

AUTUMN TERM				
Curriculum focus/links	<b>History</b> - Significant people <b>Geography</b> - Local area <b>Science</b> - Plants (deciduous and evergreen trees) <b>RE</b> - Christianity			
Genre and Text/Focus	Nursery rhymes	Labels and captions Stanley Stick	Instructions	Journey tale (repetitive) – Jolly Postman
Writing Outcome	Write dictated labels and captions provided by the teacher about aspects of the rhyme. Perform, explore and adapt orally a range of nursery rhymes.	Write dictated or own labels and captions about local area Writing simple sentences linked to setting the story	Simple set of instructions to include title, lists, numbered steps.	Simple journey tale based on key text – character visits three places
Vocabulary, Grammar and Punctuation	<ul style="list-style-type: none"> <li>Recognising what a space in a caption or label is.</li> <li>Separate words with consistent sized spaces.</li> <li>Using a spacing tool if necessary.</li> <li>Sit at table correctly and hold pencil correctly</li> </ul>	<ul style="list-style-type: none"> <li>Say out loud what they are going to write.</li> <li>Compose a sentence <b>orally</b> before writing it.</li> <li>Understand how words can combine to make sentences <b>orally</b>.</li> <li><b>Orally</b> sequence sentences to form short narratives using language associated with storytelling.</li> <li>Write from memory simple sentences dictated by the teacher that include words using known GPCs.</li> <li>Separate words with consistent sized spaces. Using a spacing tool if necessary.</li> <li>Begin to use capital letters for names of people and for the beginning of sentences.</li> <li>Begin to use a full stop accurately when writing a</li> </ul>	<ul style="list-style-type: none"> <li>Say out loud what they are going to write.</li> <li>Compose a sentence orally before writing it.</li> <li>Understand how words can combine to make sentences.</li> <li>Separate words with consistent sized spaces.</li> <li>Using a spacing tool if necessary.</li> <li>Use capital letters and full stops to demarcate sentences in some writing.</li> <li>To begin to order a sequence of events using words such as first, next, after that and then.</li> <li>Begin to introduce imperative verbs – non-fiction</li> <li>Begin to introduce difference between present and past tense</li> </ul>	

sentence.

Week 1	Leaving spaces between words
Week 2	Consistent space size.
Week 3	Consistent letter size
Week 4	Spacing letters and words
Week 5	Full Stops
Week 6	Capital letters at the start of sentences and 'I'
Week 7	Using capital letters and full stops
Week 8	Recognising a sentence

Week 1	What is a sentence?
Week 2	Recognising 'but'
Week 3	Using 'but'
Week 4	Recognising 'or'
Week 5	Using 'or'
Week 6	Using 'and', 'but' and 'or'

**Transcription-handwriting**

**ELS letter formation plus:**

- 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

**Letter families/formation focused on:**

The 'ladder' family l, i, t, u, j, y

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**Letter families/formation focused on:**

The 'one-armed robot' family r, n,

	<div style="border: 1px solid black; padding: 5px; width: fit-content;">           Capitals without lifting C, L, O, S, U            Assess and review - observe process not product         </div>	<div style="border: 1px solid black; padding: 5px; width: fit-content;">           m            Capitals with one lift B, D, G, J, K            Assess and review - observe process not product         </div>																																										
<b>Transcription – spelling</b>	<p>Words containing each of the 40+ phonemes already taught (ELS)</p> <p>Days of the week</p> <p>Write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far</p> <table border="1" data-bbox="309 759 1196 1182"> <thead> <tr> <th></th> <th>Focus</th> <th>Core/Common Exception Words</th> </tr> </thead> <tbody> <tr> <td>Week 1</td> <td></td> <td></td> </tr> <tr> <td>Week 2</td> <td></td> <td></td> </tr> <tr> <td>Week 3</td> <td></td> <td>ask, asked, one, do, oh</td> </tr> <tr> <td>Week 4</td> <td></td> <td></td> </tr> <tr> <td>Week 5</td> <td></td> <td>says, by</td> </tr> <tr> <td>Week 6</td> <td></td> <td>make, made, come, some</td> </tr> </tbody> </table>		Focus	Core/Common Exception Words	Week 1			Week 2			Week 3		ask, asked, one, do, oh	Week 4			Week 5		says, by	Week 6		make, made, come, some	<p>Words containing each of the 40+ phonemes already taught (ELS)</p> <p>Days of the week</p> <p>Write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far</p> <table border="1" data-bbox="1223 759 2132 1182"> <thead> <tr> <th></th> <th>Focus</th> <th>Core/Common Exception Words</th> </tr> </thead> <tbody> <tr> <td>Week 1</td> <td></td> <td>please, once</td> </tr> <tr> <td>Week 2</td> <td></td> <td>any, many, again</td> </tr> <tr> <td>Week 3</td> <td></td> <td>who, whole, when, what</td> </tr> <tr> <td>Week 4</td> <td></td> <td>where, two</td> </tr> <tr> <td>Week 5</td> <td></td> <td>Mr, Mrs, house, mouse</td> </tr> <tr> <td>Week 6</td> <td></td> <td>they, their</td> </tr> </tbody> </table>		Focus	Core/Common Exception Words	Week 1		please, once	Week 2		any, many, again	Week 3		who, whole, when, what	Week 4		where, two	Week 5		Mr, Mrs, house, mouse	Week 6		they, their
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- 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 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)
- 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

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

<p><b>Focus (highlight chosen focus)</b></p>	<ul style="list-style-type: none"> <li>- Structure of text</li> <li>- Role of character/issues/information</li> <li>- Role of setting/mood/tone</li> <li>- use of language, including</li> </ul>	<ul style="list-style-type: none"> <li>- Structure of text</li> <li>- Role of character/issues/information</li> <li>- Role of setting/mood/tone</li> <li>- use of language, including figurative language</li> </ul>	<ul style="list-style-type: none"> <li>- Structure of text</li> <li>- Role of character/issues/information</li> <li>- Role of setting/mood/tone</li> <li>- use of language, including</li> </ul>	<ul style="list-style-type: none"> <li>- Structure of text</li> <li>- Role of character/issues/information</li> <li>- Role of setting/mood/tone</li> <li>- use of language, including figurative language</li> </ul>
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	figurative language - writer's perspective	- writer's perspective	figurative language - writer's perspective	- writer's perspective
<b>SPRING TERM</b>				
<b>Curriculum focus/links</b>	<b>Geography</b> - Hot and cold places <b>History</b> - Kings and Queens <b>Science</b> - Animals <b>RE</b> - Christianity			
<b>Genre and Text/Focus</b>	<b>Leo and the Octopus</b>	<b>Traditional tales – Rapunzel</b>	<b>Hermelin: The Detective Mouse by Mini Grey</b>	<b>Poetry The Shape I'm In by James Carter; Rhythm Machine by Trevor Harvey; Undersea Tea by Tony Mitton</b>
<b>Writing Outcome</b>	Non-chronological report (fact files)	Wishing tales (3-part story)	Recount	<p>The poem usually describes an object. The poem is presented in the shape of the object which it is describing.</p> <p>The layout may either be with the words inside a shape or around the outline of the shape</p> <p>Create a poem in the shape of a noun (linked to a project) using a template if needed (ideas on twinkl) e.g. weather, oceans, seaside, seasons, animals</p> <p>The poem can just be words or phrases to describe the noun, then written as the outline shape or within a template of the shape.</p>
<b>Vocabulary, Grammar and Punctuation</b>	<ul style="list-style-type: none"> <li>Compose a sentence orally before writing it. What does a sentence need to contain?</li> </ul>	<ul style="list-style-type: none"> <li>Compose a sentence orally before writing it.</li> <li>Understand how words can</li> </ul>	<ul style="list-style-type: none"> <li>Compose a sentence orally before writing it.</li> <li>Understand how words can</li> </ul>	<u>Reading</u> <ul style="list-style-type: none"> <li>Listen and discuss a wide range of poems</li> </ul>

	<ul style="list-style-type: none"> <li>• Understand how words can combine to make sentences</li> <li>• Separate most words with spaces.</li> <li>• Use a capital letter and a full stop independently to demarcate a sentence in some of his/her writing.</li> <li>• Begin to join words and clauses using <b>and</b> within their writing.</li> <li>• Begin to punctuate work with ?</li> <li>• Plural with 's'</li> </ul>	<ul style="list-style-type: none"> <li>• combine to make sentences.</li> <li>• Understand how to sequence sentences appropriately.</li> <li>• Separate most words with spaces.</li> <li>• Use capital letters and full stops to demarcate sentences in some of his/her writing.</li> <li>• To use simple adjectives.</li> <li>• Begin to punctuate work with ?</li> <li>• Begin to use -ed endings</li> </ul>	<ul style="list-style-type: none"> <li>• combine to make sentences.</li> <li>• Separate most words with spaces.</li> <li>• Use capital letters and full stops to demarcate sentences in some of his/her writing.</li> <li>• Use a capital letter for <b>names of people, places, and the personal pronoun I.</b></li> <li>• Use simple adjectives to describe a noun.</li> <li>• Write sentences using present tense verbs.</li> <li>• Plurals with 's'</li> </ul>	<ul style="list-style-type: none"> <li>• Link to own experiences</li> <li>• Discuss word meanings</li> <li>• Participate in discussions</li> </ul> <p><u>Writing</u></p> <ul style="list-style-type: none"> <li>• Write sentences by: saying out loud what they are going to write about</li> <li>• composing a sentence orally before writing it</li> <li>• Read aloud their writing clearly enough to be heard by their peers and the teacher.</li> </ul>
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**Letter families/formation focused on:**

The 'one-armed robot' family k, b, p, r  
 Capitals with one lift M, N, P, Q  
 Assess and review - observe process not product

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**Letter families/formation focused on:**

The 'curly caterpillar' family c, a, d, e, g, s  
 Capitals with one lift R, T, X, Y  
 Assess and review - observe process not product

**Transcription – spelling**

Words containing each of the 40+ phonemes already taught (ELS)  
 Days of the week  
 Write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far

	Focus	Common Exception Words
Week 1	Plural with 's'	who, are, has
Week 2		Monday, Tuesday
Week 3		here, sugar, friend
Week 4	-ed endings	because, Wednesday
Week 5		Thursday, Friday
Week 6		Saturday, Sunday

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	Focus	Common Exception Words
Week 1		child, children
Week 2		there, today school
Week 3		mind, hour
Week 4		door, floor
Week 5		class, grass, pass
Week 6		gold, hold, cold, told

## Reading- key objectives

Reading objectives will be covered through a range of reading activities including ELS, reading for pleasure and whole class reading.

Pupils should be taught to:

### Word reading

- apply phonic knowledge and skills as the route to decode words
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SUMMER TERM				
<b>Curriculum focus/links</b>	<b>Geography - Continents and Oceans</b> <b>History- Significant people: George Stephenson</b> <b>Science - Plants- structure of flowering plants</b> <b>Everyday materials</b> <b>RE - Buddhism</b>			
<b>Genre and Text/Focus</b>	<b>Toys in Space</b>	<b>Non-chronological report</b>	<b>Narrative – Dogger by Shirley</b>	<b>Imagined recount</b>
<b>Writing Outcome</b>	Journey story (3 part)	Non-chronological report about plants (intro and 3 short paragraphs)	Losing tale	Imagined recount as George Stephenson when first engine travels
<b>Vocabulary, Grammar and Punctuation</b>	<ul style="list-style-type: none"> <li>● Begin to punctuate writing with exclamation marks.</li> <li>● Sequence sentences to form a short narrative.</li> <li>● Join words and clauses using <b>and</b></li> <li>● Use capital letters and full stops to demarcate sentences in <i>most</i> of his/her writing.</li> <li>● Begin to use a capital letter for the days of the week.</li> </ul>	<ul style="list-style-type: none"> <li>● Begin to punctuate writing with exclamation marks</li> <li>● Punctuate writing with question marks</li> <li>● Use capital letters and full stops to demarcate sentences in <i>most</i> of his/her writing.</li> <li>● Use a capital letter for names of people, places, the days of the week, and the personal pronoun I.</li> </ul>	<ul style="list-style-type: none"> <li>● Use capital letters and full stops to demarcate sentences in <i>all</i> of his/her writing.</li> <li>● Use a capital letter for names of people, places, the days of the week, and the personal pronoun I.</li> <li>● Use simple noun phrases including adjectives.</li> <li>● Punctuate writing with exclamation marks.</li> </ul>	<ul style="list-style-type: none"> <li>● Sequence sentences to form longer pieces of writing.</li> <li>● Begin to use a capital letter for the days of the week.</li> <li>● Use capital letters and full stops to demarcate sentences in <i>all</i> of his/her writing.</li> <li>● Use a capital letter for names of people, places, the days of the week, and the personal pronoun I.</li> </ul>

	<ul style="list-style-type: none"> <li>Read own writing to check it makes sense and make simple edits.</li> <li>Plurals with '-es'</li> </ul>	<ul style="list-style-type: none"> <li>Read own writing to check it makes sense and make simple edits.</li> <li>Plurals with '-es'</li> </ul>	<ul style="list-style-type: none"> <li>Add the prefix <b>-un</b> to change the meaning of verbs and adjectives.</li> <li>Read own writing to check it makes sense and make simple edits.</li> </ul>	<ul style="list-style-type: none"> <li>Add the prefix <b>-un</b> to change the meaning of verbs and adjectives.</li> <li>Correct use of plurals with both 's' and 'es'</li> </ul>
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<b>Transcription – handwriting</b>	<p><b>ELS letter formation plus:</b></p> <ul style="list-style-type: none"> <li>sit correctly at a table, holding a pencil comfortably and correctly</li> <li>begin to form lower-case letters in the correct direction, starting and finishing in the right place</li> <li>form capital letters</li> <li>form digits 0-9</li> <li>understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and to practise these</li> </ul>	<p><b>ELS letter formation plus:</b></p> <ul style="list-style-type: none"> <li>sit correctly at a table, holding a pencil comfortably and correctly</li> <li>begin to form lower-case letters in the correct direction, starting and finishing in the right place</li> <li>form capital letters</li> <li>form digits 0-9</li> <li>understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and to practise these</li> </ul>	
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<b>Letter families/formation focused on:</b>			
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The 'curly caterpillar' family f, q, o  
 Capitals with two or more lifts A, E,  
 F, H, I  
 Assess and review - observe  
 process not product

The 'zig-zag' family z, y, w, x  
 Capitals without lifting V, W, Z  
 Assess and review - observe  
 process not product

**Transcription  
 – spelling**

Words containing each of the 40+ phonemes already taught (ELS)  
 Days of the week  
 Write from memory simple sentences dictated by the teacher that include  
 words using the GPCs and common exception words taught so far

	Focus	Common Exception Words
Week 1	Plurals with '-es'	old, most, both
Week 2		should, would, could
Week 3		love, your
Week 4	compound words	very, little
Week 5		water, want
Week 6		should, would, could

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 Write from memory simple sentences dictated by the teacher that include  
 words using the GPCs and common exception words taught so far

	Focus	Common Exception Words
Week 1	prefix un-	people
Week 2		were
Week 3	compound words	full, our
Week 4	prefix un-	
Week 5	Correct use of plurals with both 's' and 'es'	
Week 6		

**Reading- key objectives**

Reading objectives will be covered through a range of reading activities including ELS, reading for pleasure and whole class reading.  
 Pupils should be taught to:  
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 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)
- 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

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

<p><b>Focus (highlight chosen focus)</b></p>	<ul style="list-style-type: none"> <li>- Structure of text</li> <li>- Role of character/issues/information</li> <li>- Role of setting/mood/tone</li> <li>- use of language, including</li> </ul>	<ul style="list-style-type: none"> <li>- Structure of text</li> <li>- Role of character/issues/information</li> <li>- Role of setting/mood/tone</li> <li>- use of language, including</li> </ul>	<ul style="list-style-type: none"> <li>- Structure of text</li> <li>- Role of character/issues/information</li> <li>- Role of setting/mood/tone</li> <li>- use of language, including figurative language</li> </ul>	<ul style="list-style-type: none"> <li>- Structure of text</li> <li>- Role of character/issues/information</li> <li>- Role of setting/mood/tone</li> <li>- use of language, including</li> </ul>
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