


Year 1 English Curriculum

	Autumn			
Curriculum focus/links			Terminology: letter, capital letter word, singular, plural, full stop	
Genre and Text/Focus	Fiction Repetitive phrases- Brown Bear, Brown Bear	Non-fiction Labels and Captions- Dogger	Fiction A losing tale - The Leaf Thief	Poetry Shape poems, calligrams
Writing Outcome	Oracy focus. Children will be practised in repetitive words and phrases. Children will orally compose their own stories.	Children will be able to write labels and captions for their own Toy Shop using their phonics to spell.	Children will create their losing tales based on characters that they have created. Children will write simple, coherent sentences.	Children will use descriptive language to create shape poems and calligrams.
Vocabulary, Grammar and Punctuation	Say out loud what they are going to write. Understand how words can combine to make sentences orally. Compose words/phrases/sentences orally before writing. Orally sequence sentences to form short narratives using language associated with storytelling. Begin to use adjectives to describe. Sit at table correctly and hold pencil correctly.	Sit at table correctly and hold pencil correctly. Recognise what a space in a label is. Separate words with consistent sized spaces using a spacing tool if necessary. Say out loud what they are going to write. Compose a sentence orally before writing it. Begin to use capital letters for names of people and for the beginning of sentences. Begin to use a full stop accurately when writing a sentence.	Sit at table correctly and hold pencil correctly. Say out loud and orally compose what they are going to write before writing it. Separate words with consistent sized spaces using a spacing tool if necessary. Sequence sentences to form short narratives. Use adjectives for description. Introduce difference between present and past tense. Use full stops and capital letters to demarcate sentences. Begin to use capital letters for names of people.	Use voice, tone, volume, and pace to convey meaning. Say aloud and orally compose what they want to write in their shape poem or calligram. Full stops, capital letters for names, and the start of lines. Write with appropriate spacing, forming letters correctly. Experiment with adjectives, interesting verbs, and sensory language.
Spoken Language	Retell familiar stories with repetitive structures. Use story language and new vocabulary in oral rehearsal.	Describe their chosen toy using complete sentences.	Discuss how characters feel and retell events in order.	Perform poems with appropriate expression.
Transcription- handwriting Letter formation, placement and positioning	Pen Pals letter formation plus: <ul style="list-style-type: none"> • 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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	<p>Penpals Autumn Sequence 1 - Practising long-legged giraffe letters 2 - Writing words with ll 3- Introducing capitals for long-legged giraffe letters 4 - Practising one-armed robot letters 5- Practising long-legged giraffe letters and one-armed robot letters 6- Introducing capitals for one-armed robot letters 7- Practising curly caterpillar letters 8- Writing words with double ff 9 -Writing words with double ss 10- Introducing capitals for curly caterpillar letters</p>	
<p>Transcription - spelling</p>	<p>Words containing each of the 40+ phonemes already taught (Floppy’s Phonics)</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> <p>Spelling patterns covered in Floppy’s Phonics</p> <p>CEW - a, do, full, l, is, the, to, go</p>	<p>Words containing each of the 40+ phonemes already taught (Floppy’s Phonics)</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> <p>Spelling patterns covered in Floppy’s Phonics</p> <p>CEW - no, so, by, my, of, put, was, we</p>
<p>Reading- key objectives</p>	<p>Reading objectives will be covered through a range of reading activities including Floppy’s Phonics, reading for pleasure and whole class reading.</p> <p>Pupils should be taught to:</p> <p><u>Word reading</u></p> <ul style="list-style-type: none"> • 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 <p><u>Comprehension</u></p> <p>develop pleasure in reading, motivation to read, vocabulary and understanding by:</p> <ul style="list-style-type: none"> • 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 <p>understand both the books they can already read accurately and fluently and those they listen to by:</p> <ul style="list-style-type: none"> • 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 <p>explain clearly their understanding of what is read to them</p>	

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SSP Floppy's Phonics	a e i o u s t p n m d g c k -ck r h b f -ff l -ll -le -ss j v w -x y z -zz qu ch sh th -ng -nk ai ee -igh oa -oo oo ar or ur er -er ow oi ear air /ai/ ai -ay /oi/ oi oy /ee/ ee ea /igh/ -igh -ie Children practise segmenting and blending using 'phonics fingers' to support recall of phonemes in words.		oa/ oa ow yoo/ -ue ew oo/ oo -ew ou/ ow ou ur/ ur ir or/ or aw eer/ ear air/ air -are air/ air -are s/ s -ce e/ e -ea u/ u o -ed /d//t/ Children practise segmenting and blending using 'phonics fingers' to support recall of phonemes in words.	
Reading spine text	-Lost and Found	-Beegu -Knuffle Bunny	- We're Going on a Leaf Hunt	- Tree: Seasons Come, Seasons Go
Focus (highlight chosen focus)	<ul style="list-style-type: none"> - Structure of text - Role of character/issues/information - Role of setting/mood/tone - use of language, including figurative language - writer's perspective 	<ul style="list-style-type: none"> - Structure of text - Role of character/issues/information - Role of setting/mood/tone - use of language, including figurative language - writer's perspective 	<ul style="list-style-type: none"> - Structure of text - Role of character/issues/information - Role of setting/mood/tone - use of language, including figurative language - writer's perspective 	<ul style="list-style-type: none"> - Structure of text - Role of character/issues/information - Role of setting/mood/tone - use of language, including figurative language - writer's perspective

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	Spring			
Curriculum focus/links			Terminology: letter, capital letter word, singular, plural, sentence, punctuation, full stop, question mark, exclamation mark	
Genre and Text/Focus	Non-fiction Information Text- Biography- Neil Armstrong	Fiction Traditional Tale - The Great Race	Non-fiction Recount- The Zoolab Visit	Fiction A Cumulative Tale- The Enormous Turnip
Writing Outcome	Children will learn facts to write an information text about Neil Armstrong.	Children will create their own version of the Great Race. Children will write sentences using conjunctions.	Children will use a range of adjectives and conjunctions to write a recount about the Zoolab animal visit.	Children will create and write their own cumulative tales using correct punctuation, adjectives and conjunctions.
Vocabulary, Grammar and Punctuation	<p>Compose a sentence orally before writing it. Understand how words can combine to make sentences coherently. Separate most words with spaces. Use a capital letter and a full stop independently to demarcate a sentence in some of his/her writing. Begin to join words and clauses using 'and' within their writing. Begin to punctuate work with ? Plural with 's' Use a capital letter for names of people, places Use simple past tense correctly To begin to add the suffix -ed and ing to root words</p>	<p>Compose a sentence orally before writing it. Understand how words can combine to make sentences (and & but) Understand how to sequence sentences appropriately. Separate most words with spaces. Use capital letters and full stops to demarcate sentences in some of his/her writing. To use simple adjectives. Begin to punctuate work with ? To begin to order a sequence of events using words such as first, next, after that and then To add the suffix -ed and ing to root words</p>	<p>Compose a sentence orally before writing it. Understand how words can combine to make sentences. Separate most words with spaces. Use capital letters and full stops to demarcate sentences in some of his/her writing. Use a capital letter for names of people, places, and the personal pronoun I. Use simple adjectives to describe a noun. Write sentences using present tense verbs. Plurals with 's' Understand how words can combine to make sentences (and & but) To order a sequence of events using words such as first, next, after that and then Use text features and relevant word choices. To add the suffix -ed and ing to root words</p>	<p>Compose a sentence orally before writing it. Separate most words with spaces. Use capital letters and full stops to demarcate sentences in some of his/her writing. Use a capital letter for names of people, places, and the personal pronoun I. Sequence sentences to form short narratives. Use simple adjectives to describe a noun. Write sentences using present tense verbs. Plurals with 's' Understand how words can combine to make sentences (and & but) To add the suffix -ed and ing to root words</p>
Spoken Language	Ask and answer questions about significant people.	Retell and perform traditional tales using expression.	Recount real events using clear sequence words.	Join in storytelling and predict repeated events.
Transcription - handwriting	<p>Pen Pals letter formation plus</p> <ul style="list-style-type: none"> • 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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	<p>Penpals Spring Sequence 11- Practising long-legged giraffe letters, one-armed robot letters and curly caterpillar letters 12- Practising zig-zag monster letters 13- Writing words with double zz 14- Mixing all the letter families 15- Practising all the capital letters 16- Practising all the numbers 0-9 17- Writing words with ck and qu 18- Practising long vowel phonemes: ai, igh, oo 19- Practising vowels with adjacent consonants: ee, oa, oo 20- End-of-term check</p>	
<p>Transcription - spelling</p>	<p>Words containing each of the 40+ phonemes already taught (Floppy's Phonics)</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> <p>Spelling patterns in Floppy's Phonics</p> <p>CEW - be, he, me, she, you, your, love, says</p>	<p>Words containing each of the 40+ phonemes already taught (Floppy's Phonics)</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> <p>Spelling patterns in Floppy's Phonics</p> <p>CEW - are, come, some, one, once, there, where, were</p>
<p>Reading- key objectives</p>	<p>Reading objectives will be covered through a range of reading activities including Floppy's Phonics, reading for pleasure and whole class reading.</p> <p>Pupils should be taught to:</p> <p><u>Word reading</u></p> <ul style="list-style-type: none"> • 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 <p><u>Comprehension</u></p> <p>develop pleasure in reading, motivation to read, vocabulary and understanding by:</p> <ul style="list-style-type: none"> • 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 <p>understand both the books they can already read accurately and fluently and those they listen to by:</p> <ul style="list-style-type: none"> • 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 	

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	<ul style="list-style-type: none"> • 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 <p>explain clearly their understanding of what is read to them</p>			
SSP Floppy's Phonics	ai/ ai -ay eigh -ey ai/ a-e a -ae -ea ee/ ee -y e -ey ee/ -ie ea e-e igh/ -igh -y i igh/ -ie i-e oa/ oa ow o oa/ -oe o-e -ough eau s/ s -ss - se -ce s/ ce ci cy s/ sc -st- e/ e -ea /		/j/ j ge gi gy /j/ -ge -dge /ul/ -le -el /ul/ -al -i /yoo/ -ue u /yoo/ ew u-e eu long /oo/ oo u-e -o -ou -ough long /oo/ -ue -ew ui u /oi/ oi oy /ou/ ow ou -ough /or/ or -our /or/ aw au -al war quar	
	Children practise segmenting and blending using 'phonics fingers' to support recall of phonemes in words.		Children practise segmenting and blending using 'phonics fingers' to support recall of phonemes in words.	
Reading spine text	- How to Catch a Star - Man on the Moon	- Aliens Love Underpants	- The Great Kapok Tree	- Rainforest (Shine-a-Light)
Focus (highlight chosen focus)	- Structure of text - Role of character/issues/information - Role of setting/mood/tone - use of language, including figurative language - writer's perspective	- Structure of text - Role of character/issues/information - Role of setting/mood/tone - use of language, including figurative language - writer's perspective	- Structure of text - Role of character/issues/information - Role of setting/mood/tone - use of language, including figurative language - writer's perspective	- Structure of text - Role of character/issues/information - Role of setting/mood/tone - use of language, including figurative language - writer's perspective

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	Summer			
Curriculum focus/links			Terminology: letter, capital letter word, singular, plural, sentence, punctuation, full stop, question mark, exclamation mark	
Genre and Text/Focus	Fiction Conquering a Monster Tale- The Cullercoats Dragon	Non-fiction Instructions- How to Trap a Dragon	Non-fiction Non- Chronological Report- Rockpool Animals	Poetry- Acrostic Poems and Riddles
Writing Outcome	Children will create and write their own conquering the monster stories using correct punctuation, conjunctions and the prefix un.	Children will create a clear set of instructions.	Children will write a non-chronological report about rockpool animals.	Children will use descriptive language, and simple prepositions, to create acrostic poems and riddles.
Vocabulary, Grammar and Punctuation	<p>Compose a sentence orally before writing it.</p> <p>Begin to punctuate writing with exclamation marks.</p> <p>Sequence sentences to form a short narrative.</p> <p>Join words and clauses using and & but</p> <p>Use capital letters and full stops to demarcate sentences in <i>most</i> of his/her writing.</p> <p>Begin to use a capital letter for the days of the week.</p> <p>Read own writing to check it makes sense and make simple edits.</p> <p>Plurals with '-es'</p> <p>Begin to use the prefix 'un-'</p> <p>Reread writing to check it makes sense.</p> <p>Sequence sentences to form short narratives.</p> <p>Read writing loud enough to be heard by teacher and peers.</p>	<p>Compose a sentence orally before writing it.</p> <p>Begin to punctuate writing with exclamation marks</p> <p>Punctuate writing with question marks</p> <p>Use capital letters and full stops to demarcate sentences in <i>most</i> of his/her writing.</p> <p>Read own writing to check it makes sense and make simple edits.</p> <p>Plurals with '-es'</p> <p>Use imperative verbs</p> <p>Join words and clauses using and & but</p> <p>Use simple tense</p> <p>Add the prefix -un to change the meaning of verbs and adjectives.</p> <p>To order a sequence of events using words such as first, next, after that and then</p> <p>Use text features and relevant word choices.</p> <p>Reread writing to check it makes sense.</p> <p>Read writing loud enough to be heard by teacher and peers.</p>	<p>Compose a sentence orally before writing it.</p> <p>Use capital letters and full stops to demarcate sentences in <i>all</i> of his/her writing.</p> <p>Use simple noun phrases including adjectives.</p> <p>Punctuate writing with exclamation mark and question marks.</p> <p>Read own writing to check it makes sense and make simple edits.</p> <p>Begin to use suffixes -er and -est</p> <p>Plurals with '-s' and '-es'</p> <p>Reread writing to check it makes sense. Begin to make changes.</p> <p>Read writing loud enough to be heard by teacher and peers.</p> <p>Use text features and relevant word choices.</p>	<p>Orally plan lines for acrostic poems or clues for riddles.</p> <p>Include adjectives and simple prepositions to make poems and riddles clear and engaging.</p> <p>Demarcate sentences with a range of punctuation.</p> <p>Reread writing to check it makes sense. Begin to make changes.</p> <p>Read writing loud enough to be heard by teacher and peers.</p>
Spoken Language	Retell stories using expressive voice and gestures.	Explain a process verbally using sequence vocabulary.	Present facts clearly to peers.	Perform poems aloud with rhythm and expression. Use voice, tone, and pace to convey meaning.

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<p>Transcription - handwriting</p>	<p>ELS letter formation plus:</p> <ul style="list-style-type: none"> • 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 <p>Penpals Summer Sequence 21- Numbers 10-20: spacing 22- Practising ch unjoined 23- Introducing diagonal join to ascender: ch 24- Practising ai unjoined 25- Introducing diagonal join, no ascender: ai 26- Practising wh unjoined 27- Introducing horizontal join to ascender: wh 28- Practising ow unjoined 29- Introducing horizontal join, no ascender: ow 30- Assessment</p>	
<p>Transcription - spelling</p>	<p>Words containing each of the 40+ phonemes already taught (Floppy’s Phonics)</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> <p>Spelling patterns in Floppy’s Phonics</p> <p>CEW - ask, friend, has, his, house, school, they, today</p>	<p>Words containing each of the 40+ phonemes already taught (Floppy’s Phonics)</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> <p>Spelling patterns in Floppy’s Phonics</p> <p>CEW - here, our, pull, push, said</p>
<p>Reading- key objectives</p>	<p>Reading objectives will be covered through a range of reading activities including Floppy’s Phonics reading for pleasure and whole class reading.</p> <p>Pupils should be taught to:</p> <p><u>Word reading</u></p> <ul style="list-style-type: none"> • 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 <p><u>Comprehension</u></p> <p>develop pleasure in reading, motivation to read, vocabulary and understanding by:</p> <ul style="list-style-type: none"> • 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 	

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	<ul style="list-style-type: none"> • learning to appreciate rhymes and poems, and to recite some by heart • discussing word meanings, linking new meanings to those already known <p>understand both the books they can already read accurately and fluently and those they listen to by:</p> <ul style="list-style-type: none"> • 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 <p>explain clearly their understanding of what is read to them</p>			
<p>SSP Floppy's Phonics</p>	<p>/ur/ ur ir er /ur/ ear (w)or (schwa) -re -our /u/ u o -ou -ough /ar/ ar a al /zh/-s -si ge /w/ w wh -u /f/ f -ff /f/ ph -gh ch /ch/ /k/ /sh/ -ie /igh/ /ee/ (/i-ee/) ow /ou/ /oa/ a /a/ /ai/ /o/ as in (w)a & alt</p> <p>Children practise segmenting and blending using 'phonics fingers' to support recall of phonemes in words.</p>		<p>/ch/ch -tch /chu/-ture /sh/ sh ch /sh/ -ti -ci -ssi -sci /g/ g gu -gue gh /eer/ ear eer -ere -ier /air/ air -are -ear -er /n/ n -nn kn gn /r/ r -rr wr rh /m/ m -mm -mb -mn /k/ c k -ck ch qu q /or/ or ore -our -oor oar /or/ aw au -al augh ough</p> <p>Children practise segmenting and blending using 'phonics fingers' to support recall of phonemes in words.</p>	
<p>Reading spine text</p>	<p>-The Littlest Dragon -Cops and Robbers</p>	<p>-Zog -Monsters Love Underpants</p>	<p>-Peace at Last</p>	<p>-Commotion in the Ocean</p>
<p>Focus (highlight chosen focus)</p>	<p>- Structure of text - Role of character/issues/information - Role of setting/mood/tone - use of language, including figurative language - writer's perspective</p>	<p>- Structure of text - Role of character/issues/information - Role of setting/mood/tone - use of language, including figurative language - writer's perspective</p>	<p>- Structure of text - Role of character/issues/information - Role of setting/mood/tone - use of language, including figurative language - writer's perspective</p>	<p>- Structure of text - Role of character/issues/information - Role of setting/mood/tone - use of language, including figurative language - writer's perspective</p>