

Long Term English Curriculum Year 1

Year Group 1	Autumn 1-7wks	Autumn 2-7wks	Spring 1-6wks	Spring 2-6wks	Summer 1-6wks	Summer 2-7wks
Topic/theme	History -Changes Toys Science -Human Body	Geography -UK Countries Science -Materials	History -Florence Nightingale Science - Animals	History -Mary Seacole Science -Caring for the plant-Seasonal changes	Geography -Local study: School Science - plants	History - Mary Annings Science -Seasonal changes
Suggested Story Time Texts	Kipper's Toy box-Mick Inkpen Dogger – Shirley Hughes Knuffle Bunny – Mo Willems Threadbear Paperback -Mick Inkpen	Lost and Found – Oliver Jeffers (penguin/winter) <i>Tree: Seasons Come, Seasons Go</i> Where the Wild Things Are – I Am the Seed That Grew the Tree: A Nature Poem for Every Day of the Year-Fiona Waters & Frann Preston-Gannon	Funnybones Paperback - Allan Ahlberg Once There Were Giants- Martin Waddell - Poetry – Now we are Six – A A Milne	A First Book of Nature -Nicola Davies The Wind Blew-Pat Hutchins A Year in Nature: A Carousel Book of the Seasons- Hazel Maskell & Eleanor Taylor The Owl Who Was Afraid of the Dark- Jill Tomlinson Owl Babies – Martin Waddell	Eddie's Garden: and How to Make Things Grow - Sarah Garland Ten Seeds Hardcover – Ruth Brown A Seed In Need: A first look at the plant cycle -Sam Godwin The Flower- John Light and Lisa Evans	The Dinosaur Who Lost Her Voice-Julie Ballard & Francesca Gambatesa Captain Flinn and the Pirate Dinosaurs-Giles Andreae & Russell Ayto The Dinosaur Who Lost Her Dinosaur Bones-Bob Barner
Class Reader and author	The Tiger Who Came to Tea – Judith Kerr		Can't You Sleep Little Bear? – Martin Waddell		Mucky Worms-Vivien French	
Stimuli for writing <i>Picture books, Film,Audio (song), Poetry,Art/photo/picture,Novels</i>	The Tiger Who Came to Tea – Judith Kerr Peace at Last-Jill murphy		Can't You Sleep Little Bear? – Martin Waddell		Mucky Worms-Vivien French Poems- accostic (dinosaurs)	
Writing Model/ outcome Approx. 50 3 x cohesive sentences building to 4 /5 sentences over the year. entertain informpersuadediscuss <i>Narrative/ Non-Fiction/ Poetry</i>	Character and setting descriptions Narrative with repeated language		Narrative story Recount- when I was		Narrative story Acrostic poem Non-fiction -dinosaurs	
GPS to be focused on in model texts (add selected to Unit Cover page)						
Word Structure	Sentence Structure	Text Structure	Punctuation	Terminology for children		
Regular plural noun suffixes –s or –es (e.g. dog, dogs, wish, wishes) Suffixes that can be added to verbs (eg helping, helped, helper) How the prefix un— changes the meaning of verbs and adjectives (negation, e.g. unkind, or undoing, e.g. untie the boat)	How words can combine to make sentences How and can join words and join sentences	Sequencing sentences to form short narratives	Separation of words with spaces Introduction to the use of capital letters, full stops, question marks and exclamation marks to demarcate sentences Capital letters for names and for the personal pronoun I	word, sentence, letter, capital letter, full stop, punctuation, singular, plural, question mark, exclamation mark		
Short Burst Writing/ Writing for pleasure. (At least 3 x per week)						
Sentences and handwriting practice (At least 3x a week. Little W will be followed for handwriting patter)						

Writing skills/ Outcomes (also see TAF and small steps)

WT

Edit with support

Say out loud what they are going to write about.
 Write sentences by composing a sentence orally before writing it.
 Discuss what they have written with the teacher .
 Separate words with spaces.
 Use a capital letter for the personal pronoun 'I'.
 Use capital letters for names (people and places).
 Segment words into phonemes and represent these by graphemes, spelling some words correctly and making phonically plausible attempts at others.
 Begin to form lower-case letters in the correct direction, starting and finishing in the right place.
 Form capital letters. Form lower case letters of the correct size relative to one another in some of their writing.

EXP

Edit with support

Sequence sentences to form short narratives (real or fictional).
 Re-read what they have written to check 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
 . Join words and join clauses using 'and'.
 Use regular plural noun suffixes –s or –es .
 Use suffixes that can be added to verbs (e.g. –ing, -ed, -er,-est) (no change in spelling of root word).
 Use the prefix un- to change the meaning of verbs and adjectives (e.g unkind; untie)
 Begin to use question marks and exclamation marks to demarcate sentences.
 Use capital letters and full stops to demarcate some sentences.
 Spell words containing each of the 40+ phonemes taught.
 Spell common exception words (See NC Appendix 1 table).
 Spell days of the week.

GDS

Edit with support

- write effectively and coherently for different purposes, drawing on their reading to inform the vocabulary and grammar of their writing
- make simple additions, revisions and proof-reading corrections to their own writing
- use the punctuation taught at key stage 1 mostly correctly^
- spell most common exception words*
- add suffixes to spell most words correctly in their writing (e.g. –ment, –ness, –ful, –less, –ly)*
- use the diagonal and horizontal strokes needed to join some letters.

Progressive skills for Different Genres

Narrative – purpose/ skills

Telling stories; Writing

Turn stories into play using puppets, toys, costumes and props; imagine and re-create roles; re-tell narratives using patterns from listening and reading; tell a story about a central character; experiment with story language by using familiar words and phrases from stories in re-telling and play.

☑ Attempt own writing for various purposes, using features of different forms, including stories.

Story structure; Identify the beginning, middle and end in stories and use familiarity with this structure to make predictions about story endings; recall the main events.

author; ☑ Listen with sustained concentration and then talk about how the author created interest or excitement in the story; the 'voice' telling the story is called the narrator.

Character & Dialogue; ☑ Recognise main characters and typical characteristics, for example, good and bad characters in traditional tales; identify the goal or motive of the main character and talk about how it moves the plot on; notice how dialogue is presented in text and begin to use different voices for particular characters when reading dialogue aloud.

Setting ☑ Settings can be familiar or unfamiliar and based on real-life or fantasy. Respond by making links with own experience and identify 'story language' used to describe imaginary settings.

Non-Fiction-Purpose/skills

Recount – progression

☑ Describe incidents from own experience in an audible voice using sequencing words and phrases such as 'then', 'after that'; listen to other's recounts and ask relevant questions.

☑ Read personal recounts and begin to recognise generic structure, e.g. ordered sequence of events, use of words like *first, next, after, when*.

☑ Write simple first person recounts linked to topics of interest/study or to personal experience, using the language of texts read as models for own writing, maintaining consistency in tense and person.

Instructions

☑ Contribute to class composition of instructions with teacher scribing.

☑ Write two consecutive instructions independently

Poetry- Purpose /skills

invent impossible ideas, e.g. magical wishes;

☑ observe details of first hand experiences using the senses and describe;

☑ list words and phrases or use a repeating pattern or line.