

| | English | Framework | Year 1 |
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| | Autumn Term | Spring Term | Summer Term |
| Content | <p>Non-fiction: Labels, lists and captions Writes sentences by re-reading what has been written to check that it makes sense (KPI-W) <i>Demonstrate the skills and processes essential to writing by thinking aloud as they collect ideas, sequence the ideas, draft and re-read to check that the meaning is clear</i></p> <ul style="list-style-type: none"> - To recall to their friends where they live. To discuss the different types of home. - To write a list of things that they might find in each room of a home. - To bring in something from their home and discuss why it is special and write a label for that particular item. Children write a caption for their item. - Children label a painting of their home and then write a caption for their home. - Children write labels and captions for the different types of homes that they made last week - children to walk around the school, creating plans and maps of class locations and identifying how it has changed - Children to visit the local park, Brentford High Street etc. and create maps and label things seen - Write captions and simple sentences to describe what they have seen in the local environment – posters about the park/ keeping it tidy <p>Narrative: Familiar stories 1 <i>Books: Goldilocks and the 3 Bears</i></p> | <p>Non-Fiction: Information texts <i>Books: Linked to topic or Science</i> Writes sentences by re-reading what has been written to check that it makes sense (KPI-W) Names the letters of the alphabet in order (KPI-W) <i>Understand how written language can be structured such as how to build surprise in narratives and characteristic features of non-fiction</i></p> <ul style="list-style-type: none"> - Children identify the differences between fiction and non-fiction books. They sort books and extracts and discuss the main features. - Ask simple questions about what they want to find out about. -Identify a contents page and an index in an information text. -Say what the key structural features of a simple information text are. -Sort words from an index, glossary and contents page into alphabetical order and stick them on a large poster in groups/pairs or individually. -Say whether a sentence is in an appropriate style for an information text. -Children look at an information pages with missing parts. Children label the key features. They then read through some information and cut and stick it in the correct place on the information text. They then fill in the last gap of information using the main information as a starting point. -Recognise the main events that shape different texts -Write chronological and non-chronological texts using simple structures -Write sentences for an information text in an appropriate style. | <p>Non-fiction - Unit 2 - Instructions Writes sentences by re-reading what has been written to check that it makes sense (KPI-W) <i>Understand how written language can be structured such as how to build surprise in narratives and characteristic features of non-fiction</i></p> <ul style="list-style-type: none"> -Instruction books-Lighthouse keeper’s lunch. -To understand what instructions are and why they are important. -Children complete small challenge tasks and together as a class write instructions. -Children write a sequence of instructions. - Children consider what they will need to make ice sea biscuits and how they propose to make them. Write instructions and follow them to make ice sea biscuits. - Write simple labels independently - Linked to Design and Technology and art and science – <i>how we made a ...</i> <p>Narrative: An Adventure Story 1 <i>Books; The Gruffalo by J Donaldson</i> Writes sentences by sequencing sentences to form short narratives (KPI-W) Understands both the books they can already read accurately and fluently and those they listen to by discussing the significance of the title and events (KPI-R)</p> <ul style="list-style-type: none"> - Children to create story maps and plans identifying where the characters are going, what they see on the way and any danger they encounter - Draw and describe settings, characters, danger |

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| <p>Writes sentences by sequencing sentences to form short narratives (KPI-W) Develops pleasure in reading, motivation to read, vocabulary and understanding by becoming very familiar with key stories, fairy stories and traditional stories (KPI-R)</p> <ul style="list-style-type: none"> - Read Little Red Riding Hood – discuss main elements of the story: what happens in the beginning, main part and climax of the story, main characters, setting etc. - Children sequence the story of Little Red Riding Hood. - Children make up their own setting through drawing and then writing about it using descriptive language. - Children draw and describe what main characters are like? <p><u>Narrative: Familiar stories 2</u> <i>Books: Three Little Pigs, Elves & the Shoemaker</i> Retell some familiar stories that have been read and discussed with them or that they have acted out.</p> <ul style="list-style-type: none"> - Children make up their own setting through drawing and then writing about it using descriptive language. - Children draw and describe what main characters are like? - Retell stories, ordering and sequencing events using story language - Children act out their own versions of well-known stories, record using the iPad and camera, children to label what has happened in their stories <p><u>Poetry: Pattern and Rhyme</u></p> | <p><u>Narrative: Stories from other cultures 1</u> <i>Books: Africa: Handa’s surprise and Lima’s Red Hot Chillies</i></p> <p>Writes sentences by sequencing sentences to form short narratives (KPI-W) Understands both the books they can already read accurately and fluently and those they listen to by discussing the significance of the title and events (KPI-R)</p> <ul style="list-style-type: none"> - Children make up their own characters, settings and objects. - Children write some descriptive sentences to describe their setting. - Write a plan for their story and sequence it. - Children discuss main elements of the story: what happens in the beginning, middle and end of the story, main characters, setting etc. - Draw and describe settings around the world. - Draw a story map identifying where characters have been and what they see on their journey - Sequence their story. <p><u>Narrative: Stories from other cultures 2</u> <i>Books: Africa, We all went on safari and A is for Africa</i></p> <p>Writes sentences by sequencing sentences to form short narratives (KPI-W) Understands both the books they can already read accurately and fluently and those they listen to by discussing the significance of the title and events (KPI-R)</p> <ul style="list-style-type: none"> - Draw and describe settings around the world. - Draw a story map identifying where characters have been and what they see on their journey - Sequence their story. | <ul style="list-style-type: none"> - Children to act out events in stories, hot seating of the main characters <p><u>Narrative: An Adventure Story 2</u> <i>Books, Paddington Bear by M Bond</i></p> <p>Writes sentences by sequencing sentences to form short narratives (KPI-W) Understands both the books they can already read accurately and fluently and those they listen to by discussing the significance of the title and events (KPI-R)</p> <ul style="list-style-type: none"> - Children to create story maps and plans identifying where the characters are going, what they see on the way and any danger they encounter - Draw and describe settings, characters, danger - Children to act out events in stories, hot seating of the main characters - Make puppets and retell stories - Children to write their own adventure stories, focusing on the beginning, middle and ending <p><u>Poetry: Poems on a theme</u> <i>Books: Commotion in the Ocean</i></p> <p>Develops 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 which they can read independently (KPI-R) Compose a sentence orally before writing it</p> <ul style="list-style-type: none"> - Children make up actions to support a poem. - Children identify their favourite words and parts of a poem. - Children write a poem review of two poems they liked and why. - Write a patterned poem on the theme as a class. To individually write a rhyming sentence. |
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| | <p>Read aloud their writing clearly enough to be heard by their peers and their teacher</p> <ul style="list-style-type: none"> -Identify what a rhyme is, what makes a rhyming word. Children make rhyming sentences. -Play lots of rhyming games (e.g. find the rhyme bingo etc) -Sing Nursery rhymes as a class and identify rhyming words. Each group then has their own nursery rhyme and they have to identify the rhyming words. -Read 'Jump or Jingle' poem to class by Evelyn Beyer. Identify the rhyming words. Ask the children to make a list of new animals and their movements. - Write poem as a class choosing an animal and describing how they move. -Read the story 'Down the back of the Chair'. Children write similar rhyming sentences to book about what they would find down the back of the chair. | <ul style="list-style-type: none"> - Children choose an animal from the route and write a descriptive sentence to describe the animal. - Children use patterned language to write a story. <p>Poetry: Senses <i>Books: Body poems/senses</i> Listen to stories, poems and non-fiction that cannot yet be read independently.</p> <ul style="list-style-type: none"> -Practice and read the texts in unison, following rhythm and keeping time. -Explain the effect of patterns of language and repeated words and phrases. -Read 'Isn't it GREAT!' by Gerald Greverand. Discuss the different senses that they talk about in the book. Children list what they like to smell, taste etc. -Write their own poems based on their senses. -Read 1, 2 buckle my shoe'. Write their own rhyming sentences (poem) starting with one, two and continuing up to 10. | |
| Spelling/ Phonics | <p>Use RWI and NELSON SPELLING BOOK 1</p> <p>Spells words containing each of the 40+ phonemes already taught (KPI-W)</p> <p>Responds speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes (KPI-R)</p> <p><i>Spell some words in a phonically plausible way, even if sometimes incorrectly</i></p> | <p>Use RWI and NELSON SPELLING BOOK 1</p> <p>Spells words containing each of the 40+ phonemes already taught (KPI-W)</p> <p><i>Read back words that have been spelt</i></p> <p><i>Apply phonic knowledge and skill as the route to decode words</i></p> <p><i>Spell the days of the week</i></p> <p><i>Please follow the guidance for spellings set out in English Appendix 1 of the National Curriculum 2014.</i></p> | <p>Use RWI and NELSON SPELLING BOOK 1</p> <p>Spells words containing each of the 40+ phonemes already taught (KPI-W)</p> <p><i>Sound and blend unfamiliar printed words quickly and accurately using the phonic knowledge and skills that have already been learnt</i></p> <p><i>Make phonically plausible attempts to spell words that have not yet been learnt</i></p> <p><i>Apply simple spelling rule and guidance, as listed in English Appendix 1 (NC 2014)</i></p> <p><i>Please follow the guidance for spellings set out in English Appendix 1 of the National Curriculum 2014.</i></p> |

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| Handwriting | <p>Use PENPALS SCHEME YEAR 1 Begins to form lower-case letters in the correct direction, starting and finishing in the right place (KPI-W) <i>Sit correctly at a table, holding a pencil comfortably and correctly</i> <i>Form digits 0-9</i></p> | <p>Use PENPALS SCHEME YEAR 1 Begins to form lower-case letters in the correct direction, starting and finishing in the right place (KPI-W) <i>Form capital letters</i> <i>Leaving spaces between words</i></p> | <p>Use PENPALS SCHEME YEAR 1 Form letters correctly and confidently Understand which letters belong to which handwriting 'families' (letters formed in a similar way) and practise these</p> |
| Guided Reading | <p>Use RWI Storybooks Understands both the books they can already read accurately and fluently and those they listen to by predicting what might happen on the basis of what has been read so far (KPI-R) <i>Take part in a discussion, considering the opinions of others, with support</i> <i>Read words of more than one syllable that contain taught GPCs</i></p> | <p>Use RWI Storybooks Reads accurately by blending sounds in unfamiliar words (KPI-R) Reads common exception words (KPI-R) Understands both the books they can already read accurately and fluently and those they listen to by as they read, correcting inaccurate reading (KPI-R) <i>Reads words with suffixes with support to build on the root words that can be read already</i></p> | <p>Use RWI Storybooks Reads aloud books that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words (KPI-R) Understands both the books they can already read accurately and fluently and those they listen to by checking that the text makes sense to them as they read (KPI-R) <i>Reads words with contractions</i> <i>Making inferences on the basis of what is being said and done</i></p> |
| Class Novel | <p>Develops 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 which they can read independently (KPI-R) <i>Learning to appreciate rhymes and poems, and to recite some by heart</i></p> <p>Would you Rather – J Burningham The Very Hungry Caterpillar - E Carle I Will Not Ever Eat a Tomato – L Child Princess Smartypants – B Cole</p> | <p>Develops 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 which they can read independently (KPI-R) <i>Being encouraged to link what they read or hear to their own experiences</i> <i>Discussing word meanings, linking new meanings to those already known</i></p> <p>Dogger – S Hughes The Tiger who came to Tea – J Kerr Not now Bernhard – D McKee Where the Wild Things Are – M Sendak</p> | <p>Develops 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 which they can read independently (KPI-R) <i>Listen to stories, poems and non-fiction that cannot yet be read independently.</i> <i>Recognising and joining in with familiar phrases</i></p> <p>Oh No George – C Haughton A Quiet Night In – J Murphy The Gruffalo – J Donaldson Arthur's Dream Boat – P Dunbar</p> |

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| | Room on a Broom – J Donaldson | We're Going on a Bear Hunt – M Rosen | This is not my Hat – J Klassen |
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