

	English	Framework 2019/2020	Class 1
	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) 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</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 <i>Books: Little Red Riding Hood, Jack & the</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) Understand how written language can be structured such as how to build surprise in narratives and characteristic features of non-fiction</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) Understand how written language can be structured such as how to build surprise in narratives and characteristic features of non-fiction</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 <i>Books: Q Pootle 5, The Tunnel, Going on a Bear Hunt, On the way home, The Literacy Shed</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

	<p><i>Beanstalk, Three Little Pigs, Elves & the Shoemaker</i></p> <p>Writes sentences by sequencing sentences to form short narratives (KPI-W)</p> <p>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> <p>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"> - 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 - Read Little Red Riding Hood – discuss main elements of the story: what happens in the beginning, middle and end 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>Poetry: Pattern and Rhyme</u></p> <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) 	<p><u>Narrative: Stories from other cultures</u></p> <p><i>Books: Africa: Handa’s surprise, we all went on safari, walking through the jungle, A is for Africa. India: The Runaway Chapatti,</i></p> <p>Writes sentences by sequencing sentences to form short narratives (KPI-W)</p> <p>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. - 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><u>Poetry: Senses</u></p> <p><i>Books: Body poems/senses</i></p> <p>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. 	<ul style="list-style-type: none"> - Children to act out events in stories, hot seating of the main characters - Retell familiar stories, change one element and create their own version - Make puppets and retell stories - Use 2simple to create comic strips and their own books - Children to write their own adventure stories, focusing on the beginning, middle and ending <p><u>Poetry: Poems on a theme</u></p> <p><i>Books: Rumble in the jungle/ Monkey Do/Commotion in the Ocean OR space</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)</p> <p>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>bingo etc)</p> <p>-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.</p> <p>-Read '<i>Jump or Jingle</i>' poem to class by Evelyn Beyer. Identify the rhyming words. Ask the children to make a list of new animals and their movements.</p> <p>- Write poem as a class choosing an animal and describing how they move.</p> <p>-Read the story '<i>Down the back of the Chair</i>'. Children write similar rhyming sentences to book about what they would find down the back of the chair.</p> <p>-Read 1, 2 buckle my shoe'. Write their own rhyming sentences (poem) starting with one, two and continuing up to 10.</p>	<p>-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.</p> <p>-Write their own poems based on their senses.</p>	
Spelling/ Phonics	<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>Spell some words in a phonically plausible way, even if sometimes incorrectly</p> <p><i>Please follow the guidance for spellings set out in English Appendix 1 of the National Curriculum 2014.</i></p>	<p>Spells words containing each of the 40+ phonemes already taught (KPI-W)</p> <p>Read back words that have been spelt</p> <p>Apply phonic knowledge and skill as the route to decode words</p> <p>Spell the days of the week</p> <p><i>Please follow the guidance for spellings set out in English Appendix 1 of the National Curriculum 2014.</i></p>	<p>Spells words containing each of the 40+ phonemes already taught (KPI-W)</p> <p>Sound and blend unfamiliar printed words quickly and accurately using the phonic knowledge and skills that have already been learnt</p> <p>Make phonically plausible attempts to spell words that have not yet been learnt</p> <p>Apply simple spelling rule and guidance, as listed in English Appendix 1 (NC 2014)</p> <p><i>Please follow the guidance for spellings set out in English Appendix 1 of the National Curriculum 2014.</i></p>
Handwriting	<p>Begins to form lower-case letters in the correct direction, starting and finishing in the</p>	<p>Begins to form lower-case letters in the correct direction, starting and finishing in the right place</p>	<p>Form letters correctly and confidently</p> <p>Understand which letters belong to which</p>

	<p>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>(KPI-W) <i>Form capital letters</i> <i>Leaving spaces between words</i></p>	<p><i>handwriting 'families' (letters formed in a similar way) and practise these</i></p>
Grammar	<p>Names the letters of the alphabet in order (KPI-W) Introduces capital letters, full stops, question marks and exclamation marks to demarcate sentences (KPI-W) <i>Recognise sentence boundaries in spoken sentences</i></p> <p><i>PUNCTUATION capital letters</i> <i>CONJUNCTIONS and</i> <i>PUNCTUATION full stop</i></p>	<p>Introduces capital letters, full stops, question marks and exclamation marks to demarcate sentences (KPI-W) <i>Joining words and joining clauses</i> <i>Uses capital letters for names of people, places, the days of the week, and the personal pronoun 'I'</i></p> <p><i>PUNCTUATION question mark</i> <i>CONJUNCTIONS then</i> <i>PUNCTUATION capital letters for names</i></p>	<p>Writes from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far (KPI-W) <i>Beginning to use some of the distinctive features of Standard English in their writing. (Standard English is defined in the NC glossary)</i> <i>Learning the grammar for Year 1 in English Appendix 2 (NC 2014)</i></p> <p><i>PUNCTUATION explanation marks</i> <i>CONJUNCTIONS but</i> <i>PUNCTUATION capital letters for places</i></p>
Guided Reading	<p>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>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>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>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</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) <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>Would you Rather – J Burningham The Very Hungry Caterpillar - E Carle I Will Not Ever Eat a Tomato – L Child Princess Smartypants – B Cole Room on a Broom – J Donaldson</p>	<p><i>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 We're Going on a Bear Hunt – M Rosen</p>	<p>Oh No George – C Haughton A Quiet Night In – J Murphy The Gruffalo – J Donaldson Arthur's Dream Boat – P Dunbar This is not my Hat – J Klassen</p>
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