

# English Curriculum – Year One - Yearly Overview

Word Structure and Spelling	Speaking and Listening	Text Structure	Sentence Structure
<p>Pupils should be taught to:</p> <p>Revision of phase 4.</p> <p>Phase 5</p> <p>The sounds /f/, /l/, /s/, /z/ and /k/ spelt ff, ll, ss, zz and ck</p> <p>The /tʃ/ sound is usually spelt as tch if it comes straight after a single vowel letter.</p> <p>The /v/ sound at the end of words English words hardly ever end with the letter v, so if a word ends with a /v/ sound, the letter e usually needs to be added after the 'v'.</p> <p>Vowel digraphs and trigraphs</p> <p>Division of words into syllables</p> <p>Spell regular plural noun suffixes –s or –es (e.g. dog, dogs; wish, wishes).</p> <p>Suffixes that can be added to verbs (e.g. <u>helping</u>, <u>helped</u>, <u>helper</u>).</p> <p>How the prefix un- changes the meaning of verbs and adjectives (negation, e.g. unkind, or undoing, e.g. untie the boat).</p> <p>Use of the suffixes –er and –est to form comparisons of adjectives &amp; adverbs (science recount e.g. brighter, brightest, louder, loudest).</p> <p>Spell days of the week.</p> <p>Common exception words (Letters &amp; Sounds non-decodable)</p>	<p><b>Pupils should be taught to:</b></p> <p>listen and respond appropriately to adults and their peers</p> <p>ask relevant questions to extend their understanding and knowledge</p> <p>use relevant strategies to build their vocabulary</p> <p>give and explain answers, thoughts and opinions</p> <p>give descriptions, explanations and narratives for different purposes, including for expressing feelings</p> <p>maintain attention and participate actively in conversations.</p> <p>use spoken language to develop understanding through imagining and exploring ideas</p> <p>speak audibly and fluently, beginning to use expression</p> <p>participate in discussions, presentations, performances, role play</p> <p>gain and maintain the interest of the listener(s)</p>	<p><b>Pupils should be taught to:</b></p> <p>Write in a range of styles and formats.</p> <p>Sequencing sentences to form a range of text types.</p> <p>Logically sequence sentences.</p> <p>Form sentence in the correct <b>tense</b>.</p>	<p><b>Talking into Writing</b></p> <p><b>Pupils should be taught to:</b></p> <p>How words can combine to make sentences.</p> <p>How simple connectives can join <b>words</b> and join <b>sentences</b>. (See EYFS connectives plus or, so that, then, that, while, when, where).</p> <p>Use simple expanded noun phrases for description (e.g the blue butterfly, plain flour).</p> <p>Orally use <b>adverbs</b> (ly) to expand on <b>verbs</b> (add it to the verb).</p> <p><b>Alliteration</b> e.g. dangerous dragon, slimy snake</p> <p><b>Similes using as ...as...</b> e.g. as tall as a house, as red as a radish</p> <p>Form sentence in the correct <b>tense</b>.</p>

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Handwriting	Punctuation	Composition
<p>Pupils should be taught to:</p> <p>Sit correctly at a table, holding a pencil comfortably and correctly</p> <p>Continue to form lower case letters in the correct direction, starting and finishing in the right place</p> <p>Form capital letters</p> <p>Form digits 0-9</p> <p>Understand which letters belong to which handwriting families (ie. Letters that are formed in similar ways) and to practise these.</p> <p>Learn the school handwriting mantras for each group of letters:</p> <ul style="list-style-type: none"> <li>- Rocking Round letters (a,c,d,e,f,g,o,q,s)</li> <li>- Bridge Letters (b, h, k, m, n, p, r)</li> <li>- Climb and Slide letters (l, j, l, t, u, y)</li> <li>- Diagonal letters (v, w, x, z)</li> </ul> <p><b>See the school Handwriting policy, guidelines and mantras document.</b></p>	<p>Separation of words with spaces.</p> <p>Use <b>capital letters, full stops</b> consistently.</p> <p>Begin to use capital letters for <b>proper nouns</b> people, places, days of the week and the personal pronoun I.</p> <p>Begin to use <b>question marks, exclamation marks and commas</b> in lists to demarcate sentences.</p>	<p><b>Pupils should continue to write sentences by:</b></p> <ul style="list-style-type: none"> <li>• orally rehearsing what they are going to write</li> <li>• sequencing sentences to form short narratives</li> <li>• re-reading what they have written to check that it makes sense</li> </ul> <p><b>Pupils should continue to:</b></p> <ul style="list-style-type: none"> <li>- discuss what they have written with the teacher or other pupils</li> <li>- read aloud their writing, clearly enough to be heard by their peers and the teacher.</li> </ul> <p><b>Pupils should be taught to:</b></p> <p><b>-develop positive attitudes towards writing by:</b></p> <ul style="list-style-type: none"> <li>• writing narratives about personal experiences and those of others (real and fictional), describe characters (character profiles) and settings.</li> <li>• writing about real events (simple recounts e.g linked to topics and interest)</li> <li>• writing poetry (compose own poetic sentences using repetitive patterns, carefully selected sentences and imagery)</li> <li>• writing for different purposes (chronological, non-chronological texts, recounts, instructions, fact files using simple structures)</li> </ul> <p><b>-consider what they are going to write before beginning by:</b></p> <ul style="list-style-type: none"> <li>• planning and orally rehearsing what they are going to write</li> <li>• writing down ideas and/or key words, including new vocabulary</li> <li>• encapsulating what they want to say, sentence by sentence</li> </ul> <p><b>-use descriptive language such as alliteration, similes using as, adjectives.</b></p> <ul style="list-style-type: none"> <li>• Include more developed story language eg One day, The next morning, Suddenly, Unfortunately, fortunately.</li> <li>• Include use of who, e.g. Once upon a time there was a little old woman who lived in a forest.</li> <li>• Use openers such as: While, when and where.</li> <li>• Use repetition for rhythm and for description.</li> </ul> <p><b>-use and retell poems, traditional and pattern stories as models for their own writing (by substituting words or elaborating on the text).</b></p> <p><b>-make class/group books</b></p>

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Word Reading	Comprehension
<p>Pupils should be taught to:</p> <ul style="list-style-type: none"><li>• Apply phonic knowledge and skills as the route to decode words</li><li>• Respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes</li><li>• Read accurately by blending sounds in unfamiliar words containing GPCs that have been taught</li><li>• Read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word</li><li>• Read high frequency words and words containing taught GPCs and –s, –es, –ing, –ed, –er and –est endings</li><li>• Read other words of more than one syllable that contain taught GPCs</li><li>• Read words with contractions [for example, I'm, I'll, we'll], and understand that the apostrophe represents the omitted letter(s)</li><li>• 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</li><li>• Re-read these books to build up their fluency and confidence in word reading.</li></ul>	<p>Pupils should be taught to:</p> <p><b><u>Develop pleasure in reading, motivation to read, vocabulary and understanding by:</u></b></p> <ul style="list-style-type: none"><li>• listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently</li><li>• being encouraged to link what they read or hear read to their own experiences</li><li>• becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics</li><li>• recognising and joining in with predictable phrases</li><li>• learning to appreciate rhymes and poems, and to recite some by heart</li></ul> <p><b><u>Understand both the books they can already read accurately and fluently and those they listen to by:</u></b></p> <ul style="list-style-type: none"><li>• 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</li><li>• discussing the significance of the title and events</li><li>• making inferences on the basis of what is being said and done</li><li>• predicting what might happen on the basis of what has been read so far</li><li>• participate in discussion about what is read to them, taking turns and listening to what others say</li><li>• explain clearly their understanding of what is read to them.</li></ul>

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Terminology <b>(Teach the concept then provide the language)</b>	Text Type Coverage
Nouns	Read a range of: Fiction: <ul style="list-style-type: none"><li>- Stories in familiar settings</li><li>- stories with repeating patterns</li><li>- fantasy stories</li></ul>
Verb	Non-Fiction: <ul style="list-style-type: none"><li>- Labels</li><li>- lists and signs</li><li>- information texts</li><li>- labels and captions</li><li>- letters</li><li>- headings and sub-headings</li></ul>
Singular	Poetry: <ul style="list-style-type: none"><li>- Pattern and rhyme</li><li>- poems using senses</li><li>- humorous poems</li><li>- Traditional poems (The Owl and the Pussy Cat)</li></ul>
Plural	
Adverbs	
Commas	
Tense – past/present	
Consonant	
Vowel	
Proper nouns	
Question	

### **Year 1 – Talking to writing (Think it, say it, write it, check it).**

**This Long Term Plan is a progression across Year 1. Some pupils will be capable of moving onto Year 2 expectations. Children not working at Phase 4 by the end of Reception will need a programme of additional support on entry to Year 1 to enable them to access the Year 1 curriculum.**

**Teachers need to use the additional guidance in the New National Curriculum document to support them with planning and delivery of the Year 1 curriculum.**