



## Year 1 English Curriculum Overview

Spelling of words containing each of the 40+ phonemes taught through phonics lessons. This includes using letter names to distinguish between alternative spellings of the same sound.

### Autumn 1

English units of work		SPaG
<b>Texts:</b> <b>Orion and the Dark</b> - Emma Yartlett (Power of Reading)  The Dark - James Carter <a href="http://www.jamescarterpoet.co.uk/poems.html#the-dark">http://www.jamescarterpoet.co.uk/poems.html#the-dark</a>  <b>The Night Box</b> - Louise Greig and Ashling Lindsay  <b>Paddington at the Zoo</b> - Michael Bond	<b>Genre/ Skills:</b> <b>Labels and captions</b> <ul style="list-style-type: none"><li>• Understand a sentence is a complete thought</li><li>• Understand a sentence is not the same as a line of writing, even though it might take up a complete line.</li><li>• Understand that posters can be used for a range of purposes</li><li>• Understand the purpose of labels and captions</li><li>• When captions are written as complete sentences, the present tense needs to be used</li><li>• Write simple sentences by:<ul style="list-style-type: none"><li>○ saying out loud what they are going to write about</li><li>○ composing a sentence orally before writing it</li><li>○ re-reading what they have written to check that it makes sense</li></ul></li><li>• Write labels for pictures</li><li>• Use a word bank to correctly label a picture</li><li>• Attempt to spell key words</li></ul> <b>Lists:</b> <ul style="list-style-type: none"><li>• Understand the purpose of lists</li><li>• List is written with each item on a new line</li></ul>	<b>Spelling:</b> <ul style="list-style-type: none"><li>• Use phonic knowledge to write simple words</li><li>• Naming the letters of the alphabet in order</li><li>• Spell the days of the week</li><li>• Spell common exception words from Year 1 list taught so far</li><li>• Write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far</li></ul> <b>Punctuation:</b> <ul style="list-style-type: none"><li>• Capital letters for names and for the personal pronoun I</li><li>• The difference between capital letters and lowercase letters</li><li>• Separation of words with spaces</li><li>• Using a full stop to signify the end of a sentence</li></ul> <b>Grammar:</b> <ul style="list-style-type: none"><li>• Nouns</li></ul>
<b>Outcomes:</b> <b>To write labels, captions and lists</b>  <b>To label pictures using speech bubbles</b>  <b>To write free verse poems about the dark</b>  <b>To write list poems</b>		



Autumn 2		
English units of work		SPaG
Texts:	Genre/ Skills:	
<p><b>How to Find Gold-</b> Viviane Schwarz (Power of Reading)</p> <p><b>Additional Texts:</b> <b>Claude in the City</b> - Alex T Smith</p> <p><b>Mama Panya's Pancakes</b> - Mary and Rich Chamberlin</p>	<p><b>Instructions:</b></p> <ul style="list-style-type: none"><li>• Write sentences by:<ul style="list-style-type: none"><li>○ saying out loud what they are going to write about</li><li>○ composing a sentence orally before writing it</li><li>○ re-reading what they have written to check that it makes sense</li></ul></li><li>• Understand the purpose of instructions</li><li>• Title explains what the instructions will help you to do</li><li>• 'What you need' box lists materials in order</li><li>• Instructions are written in clear, sequenced steps</li><li>• Instructions are written in the imperative (giving an order)</li><li>• Instructions are written in short sentences</li><li>• Adverbials of time (E.g. first, then, next)</li><li>• Concluding sentence</li><li>• Discuss what they have written with the teacher or other pupils.</li></ul>	<p><b>Spelling</b></p> <ul style="list-style-type: none"><li>• The /v/ sound at the end of words (e.g. give, have, live etc)</li><li>• Write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far</li></ul> <p><b>Punctuation</b></p> <ul style="list-style-type: none"><li>• Capital letters for names and for the personal pronoun I</li><li>• Using a full stop to signify the end of a sentence</li><li>• Separation of words with spaces</li><li>• Bullet points</li></ul> <p><b>Grammar:</b></p> <ul style="list-style-type: none"><li>• Imperative verbs</li><li>• Present tense</li><li>• Past tense</li><li>• Verbs</li><li>• Adjectives</li></ul>
<p><b>Outcomes:</b></p> <p><b>To write a set of instructions</b></p>		



Spring 1		
English units of work		SPaG
Texts:	Genre/ Skills:	
<p><b>Handa's Surprise</b> - Eileen Browne (Power of Reading)</p> <p><b>The Little Red Hen</b></p> <p><b>Hansel and Gretel</b> - Anthony Browne</p> <p><b>Additional Texts:</b> <b>Handa's Hen</b> - Eileen Browne</p> <p><b>Handa's Surprising Day</b> - Eileen Browne</p>	<p><b>Narrative:</b></p> <ul style="list-style-type: none"><li>• Introduce story map as planning tool</li><li>• Sequence sentences to form short narratives</li><li>• Understand key parts to a story: Beginning, middle, end</li><li>• Retelling key stories and considering their particular characteristics</li><li>• Plan or say out loud what they are going to write about</li><li>• Compose a sentence orally before writing it</li><li>• Sequence sentences to form short narratives</li><li>• Re-read what they have written to check that it makes sense and make simple revisions</li><li>• Discuss what they have written with the teacher or other pupils</li></ul>	<p><b>Spelling:</b></p> <ul style="list-style-type: none"><li>• Spell common exception words from Year 1 list taught so far</li><li>• Adding '-ed' where no change is needed in the spelling of root words</li><li>• Adding '-ing' where no change is needed in the spelling of root words</li><li>• Applying adding the suffix to a root word in writing (dictation)</li><li>• The /ŋ/ sound spelt n before k e.g. bank, think</li></ul> <p><b>Punctuation:</b></p> <ul style="list-style-type: none"><li>• Use capital letters, full stops, question marks and exclamation marks to demarcate sentences</li><li>• Separation of words with spaces</li></ul> <p><b>Grammar:</b></p> <ul style="list-style-type: none"><li>• Adding the prefix 'un' to a root word to change its meaning</li><li>• Join words and clauses using 'and'</li><li>• Past and present tense</li></ul>
<p><b>Outcomes:</b></p> <p><b>To retell familiar stories</b> (orally and written)</p> <p><b>To plan and write own version of familiar stories</b></p>		



Spring 2		
English units of work		SPaG
Texts:	Genre/ Skills:	
<b>Farmer Duck</b> - Martin Waddell (Power of Reading)  <b>The Bog Baby</b> - Jeanne Willis (Power of Reading)  <b>Oliver's Vegetables</b> - Alison Bartlett and Vivian French	<b>Diary:</b> <ul style="list-style-type: none"><li>• Recount events in chronological order</li><li>• Include adverbials of time</li><li>• Past tense</li><li>• First person</li><li>• Use descriptive words</li><li>• Use specific names of people, places and objects</li><li>• Recount incidents of interest/amusement</li><li>• Informal writing style</li><li>• End with comments on events</li><li>• Draft and write by composing and rehearsing sentences orally</li><li>• Re-read writing to check it makes sense and make simple revisions</li></ul> <b>Poems:</b> <ul style="list-style-type: none"><li>• Use adjectives</li><li>• Choose words carefully</li><li>• Use capital letters correctly at the start of lines</li><li>• Performing rhymes with actions</li><li>• Explore rhyming words</li><li>• Vocabulary building</li><li>• Use rhyming words at the end of lines</li><li>• Generate a rhyme string</li><li>• Read their writing aloud clearly enough to be heard by their peers and teacher</li></ul>	<b>Spelling:</b> <ul style="list-style-type: none"><li>• Adding -er where no change is needed in the spelling of root words.</li><li>• Adding -est where no change is needed in the spelling of root words</li><li>• Adding '-ed' where no change is needed in the spelling of root words</li><li>• Adding '-ing' where no change is needed in the spelling of root words</li><li>• Spell common exception words from Year 1 list taught so far</li></ul> <b>Punctuation:</b> <ul style="list-style-type: none"><li>• Use capital letters, full stops, question marks and exclamation marks to demarcate sentences</li><li>• Separation of words with spaces</li></ul> <b>Grammar:</b> <ul style="list-style-type: none"><li>• Adverbials of time</li><li>• Past tense</li><li>• Adding the prefix 'un' to a root word to change its meaning</li></ul>
<b>Outcomes:</b>  <b>To write diary entries</b>  <b>To write and perform poems using rhyming patterns</b>		



Summer 1		
English units of work		SPaG
Texts:	Genre/ Skills:	
<p><b>The Emperor's Egg-</b> Martin Jenkins (Power of Reading)</p> <p><b>10 Things I can do to Help my World-</b> Melanie Walsh (Power of Reading)</p> <p><b>A First Book of Animals-</b> Nicola Davies</p>	<p><b>Non-Chronological Report</b></p> <ul style="list-style-type: none"><li>• Heading - introduce the topic</li><li>• A brief introduction - with general information</li><li>• Subheadings - organise the text into categories</li><li>• Technical vocabulary</li><li>• Pictures and captions</li><li>• Third person (formal)</li><li>• Statements giving factual information</li><li>• Draft and write by composing and rehearsing sentences orally</li><li>• Re-read writing to check it makes sense and make simple revisions</li></ul>	<p><b>Spelling:</b></p> <ul style="list-style-type: none"><li>• Adding 's' as the plural marker for nouns (e.g. hats, cats, dogs)</li><li>• Singular and plural – adding 's' as the third person singular marker for verbs (e.g. he jumps, she looks)</li><li>• Singular and plural – adding 'es' as the plural marker for nouns when the ending sounds like /ɪz/ and forms an extra syllable or 'beat' in the word.</li></ul> <p><b>Punctuation:</b></p> <ul style="list-style-type: none"><li>• Use capital letters, full stops, question marks and exclamation marks to demarcate sentences</li><li>• Separation of words with spaces</li></ul> <p><b>Grammar:</b></p> <ul style="list-style-type: none"><li>• Join words and clauses using 'and'</li><li>• Nouns</li><li>• Adjectives</li></ul>
<p><b>Outcomes:</b></p> <p><b>To write non-chronological reports</b></p>		



Summer 2		
English units of work		SPAG
Texts:	Genre/ Skills:	
<p><b>Traction Man is Here!</b> - Mini Grey (Power of Reading)</p> <p>Additional Texts:</p> <p><b>We're Going on a Bear Hunt</b>- Michael Rosen</p> <p><b>Traction Man Meets TurboDog</b> - Mini Grey</p> <p><b>Traction Man and the Beach Odyssey</b> - Mini Grey</p> <p><b>The Adventures of the Dish and the Spoon</b> - Mini Grey</p>	<p><b>Adventure</b></p> <ul style="list-style-type: none"><li>• Use story map as planning tool</li><li>• Understand key parts to a story: Beginning, middle, end</li><li>• Introduce and describe characters</li><li>• Draft and write by composing and rehearsing sentences orally</li><li>• Sequence sentences to form short narratives</li><li>• Main character(s) go on an adventure/ adventures</li><li>• Describe settings use adjectives e.g. The <b>old</b> house</li><li>• Re-read what they have written to check that it makes sense and make simple revisions</li></ul>	<p><b>Spelling:</b></p> <ul style="list-style-type: none"><li>• The /tʃ/ sound spelt as tch (e.g. catch, fetch, kitchen). See NC Appendix for exceptions</li><li>• The sounds /f/, /l/, /s/, /z/ and /k/ spelt ff, ll, ss, zz and ck e.g. off, well, miss</li><li>• Using -ing, -ed, -er and -est where no change is needed in the spelling of root words.</li><li>•</li></ul> <p><b>Punctuation:</b></p> <ul style="list-style-type: none"><li>• Use capital letters, full stops, question marks and exclamation marks to demarcate sentences</li></ul>
<p><b>Outcomes:</b></p> <p><b>To write retell, plan and invent adventure stories</b></p> <p><b>To write acrostic poems</b></p>	<p><b>Poetry:</b></p> <ul style="list-style-type: none"><li>• Choose a topic word</li><li>• The first letter of each line spells out the poem's theme vertically</li><li>• Write theme letters in capital letters</li><li>• Use alliteration</li><li>• Use similes</li><li>• Read their writing aloud clearly enough to be heard by their peers and teacher</li></ul>	<p><b>Grammar:</b></p> <ul style="list-style-type: none"><li>• Past tense</li><li>• Present tense</li><li>• Adjectives</li><li>• Adding the prefix 'un' to a root word to change its meaning</li></ul>