



Roehampton Church Forest School Year 1 English Curriculum Overview

CYCLE B Year 1

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

Texts:	Genre/ Skills:	SPaG
<p>The Dark- James Carter (POR)</p> <p>Orion and the Dark- Emma Yartlett (Old PoR)</p> <p>Three Little Pigs</p>	<p>Labels and captions</p> <ul style="list-style-type: none"> Understand a sentence is a complete thought Understand a sentence is not the same as a line of writing, even though it might take up a complete line. Understand that posters can be used for a range of purposes Understand the purpose of labels and captions When captions are written as complete sentences, the present tense needs to be used Write simple sentences by: <ul style="list-style-type: none"> saying out loud what they are going to write about composing a sentence orally before writing it re-reading what they have written to check that it makes sense Write labels for pictures Use a word bank to correctly label a picture Attempt to spell key words <p>Lists:</p> <ul style="list-style-type: none"> Understand the purpose of lists List is written with each item on a new line 	<p>Spelling:</p> <ul style="list-style-type: none"> Use phonic knowledge to write simple words Naming the letters of the alphabet in order Spell the days of the week Spell common exception words from Year 1 list taught so far Write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far <p>Punctuation:</p> <ul style="list-style-type: none"> Capital letters for names and for the personal pronoun I The difference between capital letters and lowercase letters Separation of words with spaces Using a full stop to signify the end of a sentence <p>Grammar:</p> <p style="margin-left: 20px;">Nouns</p>
<p>Outcomes:</p> <p>To write labels, captions and lists</p> <p>To label pictures Give a picture from text and children write label to it</p> <p>To write lists</p> <ol style="list-style-type: none"> 1) Write a list of things you may need if you are going on an adventure in the dark. 2) Write a list of things you are scared of. 3) Write a list of objects that help you in the dark. 4) Write a list of tools needed to build house. <p>To write captions Picture of book given and children write captions that link to picture</p>		



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Autumn 2		
English units of work		
Texts:	Genre/ Skills:	SPaG
<p>How to Find Gold- Viviane Schwarz (PoR)</p> <p>Additional Texts: Claude in the City- Alex T Smith</p> <p>Mama Panya's Pancakes- Mary and Rich Chamberlin</p>	<p>Instructions:</p> <ul style="list-style-type: none"> • Write sentences by: <ul style="list-style-type: none"> ○ saying out loud what they are going to write about ○ composing a sentence orally before writing it ○ re-reading what they have written to check that it makes sense • Understand the purpose of instructions • Title explains what the instructions will help you to do • 'What you need' box lists materials in order • Instructions are written in clear, sequenced steps • Instructions are written in the imperative (giving an order) • Instructions are written in short sentences • Adverbials of time (E.g. first, then, next) • Concluding sentence • Discuss what they have written with the teacher or other pupils. 	<p>Spelling</p> <ul style="list-style-type: none"> • The /v/ sound at the end of words (e.g. give, have, live etc) • Write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far <p>Punctuation</p> <ul style="list-style-type: none"> • Capital letters for names and for the personal pronoun I • Using a full stop to signify the end of a sentence • Separation of words with spaces • Bullet points <p>Grammar:</p> <ul style="list-style-type: none"> • Imperative verbs • Present tense • Past tense • Verbs • Adjectives
<p>Outcomes:</p> <p>To write a set of instructions (How to Find Gold TS session 3), how to find own treasure (related to text)</p> <p>Other sets of instructions (unrelated to text) E.g. How to trap a penguin, how to catch a snake, how to make a jam sandwich</p>		



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Spring 1		
English units of work		
Texts:	Genre/ Skills:	SPaG
<p>The Man Who Wore All His Clothes – Allan Ahlberg</p> <p>The Emperor's New Clothes</p>	<p>Narrative:</p> <ul style="list-style-type: none"> • Introduce story map as planning tool • Sequence sentences to form short narratives • Understand key parts to a story: Beginning, middle, end • Retelling key stories and considering their particular characteristics • Plan or say out loud what they are going to write about • Compose a sentence orally before writing it • Sequence sentences to form short narratives • Re-read what they have written to check that it makes sense and make simple revisions • Discuss what they have written with the teacher or other pupils 	<p>Spelling:</p> <ul style="list-style-type: none"> • Spell common exception words from Year 1 list taught so far • Adding '-ed' where no change is needed in the spelling of root words • Adding '-ing' where no change is needed in the spelling of root words • Applying adding the suffix to a root word in writing (dictation) • The /ŋ/ sound spelt n before k e.g. bank, think <p>Punctuation:</p> <ul style="list-style-type: none"> • Use capital letters, full stops, question marks and exclamation marks to demarcate sentences • Separation of words with spaces <p>Grammar:</p> <ul style="list-style-type: none"> • Adding the prefix 'un' to a root word to change its meaning • Join words and clauses using 'and' • Past and present tense
<p><u>Outcomes:</u></p> <p>Make a story map of sections of the story.</p> <p>To retell familiar stories (orally and written)</p> <p>To plan and write own version of familiar stories Eg The boy who wore all of his Dad's clothes The girl who wore all her grandma's clothes</p>		



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Spring 2		
English units of work		
Texts:	Genre/ Skills:	SPaG
<p>The Pet Potato - Josh Lacey and Momoko Abe (PoR)</p> <p>The Secret Sky Garden - Linda Sarah and Fiona Lumbers (PoR)</p> <p>It Starts with a Seed - Laura Knowles</p> <hr/> <p>Outcomes:</p> <p>To write diary entries The Day I Got a Potato for a Pet"</p> <p>Imagine receiving a potato as a gift and deciding to raise it like a pet. How did your family react? What did you name it?</p> <p>"My Pet Potato's First Adventure" Write about taking your potato out for a walk, to school, or on a trip. What kind of trouble or fun did you get into?</p> <p>"When My Potato Went Missing" Create suspense around a missing potato. Where could it have gone? Did someone eat it?</p> <p>"How I Trained My Potato" A funny take on teaching a potato to "sit," "roll," or even "stay." Did it work</p> <p>To write and perform poems using rhyming patterns</p>	<p>Diary:</p> <ul style="list-style-type: none"> • Recount events in chronological order • Include adverbials of time • Past tense • First person • Use descriptive words • Use specific names of people, places and objects • Recount incidents of interest/amusement • Informal writing style • End with comments on events • Draft and write by composing and rehearsing sentences orally • Re-read writing to check it makes sense and make simple revisions <p>Poems:</p> <ul style="list-style-type: none"> • Use adjectives • Choose words carefully • Use capital letters correctly at the start of lines • Performing rhymes with actions • Explore rhyming words • Vocabulary building • Use rhyming words at the end of lines • Generate a rhyme string • Read their writing aloud clearly enough to be heard by their peers and teacher 	<p>Spelling:</p> <ul style="list-style-type: none"> • Adding -er where no change us needed in the spelling of root words. • Adding -est where no change us needed in the spelling of root words • Adding '-ed' where no change us needed in the spelling of root words • Adding '-ing' where no change us needed in the spelling of root words • Spell common exception words from Year 1 list taught so far <p>Punctuation:</p> <ul style="list-style-type: none"> • Use capital letters, full stops, question marks and exclamation marks to demarcate sentences • Separation of words with spaces <p>Grammar:</p> <ul style="list-style-type: none"> • Adverbials of time • Past tense • Adding the prefix 'un' to a root word to change its meaning



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Summer 1 NB: Phonics focus for screening		
English units of work		
Texts:	Genre/ Skills:	SPaG
<p>The Journey Home - Frann Preston-Gannon (Core book)</p> <hr/> <p>Outcomes: To write non-chronological reports</p> <p>1) Animal Fact Files (One Per Animal)</p> <p>Children write short reports about the animals in the story: polar bear, elephant, orangutan, panda. Each report has clear sections, but not in a story order.</p> <ul style="list-style-type: none"> • Suggested headings: • What do they look like? • Where do they live? • What do they eat? • Why are they in danger? <p>2) Different habitats animals live in</p> <p>3) Why are animals losing their homes</p>	<p>Non-Chronological Reports:</p> <ul style="list-style-type: none"> • Heading- introduce the topic • A brief introduction- with general information • Subheadings- organise the text into categories • Technical vocabulary • Pictures and captions • Third person (formal) • Statements giving factual information • Draft and write by composing and rehearsing sentences orally • Re-read writing to check it makes sense and make simple revisions 	<p>Spelling:</p> <ul style="list-style-type: none"> • Adding 's' as the plural marker for nouns (e.g. hats, cats, dogs) • Singular and plural – adding 's' as the third person singular marker for verbs (e.g. he jumps, she looks) • Singular and plural – adding 'es' as the plural marker for nouns when the ending sounds like /iz/ and forms an extra syllable or 'beat' in the word. <p>Punctuation:</p> <ul style="list-style-type: none"> • Use capital letters, full stops, question marks and exclamation marks to demarcate sentences • Separation of words with spaces <p>Grammar:</p> <ul style="list-style-type: none"> • Join words and clauses using 'and' • Nouns • Adjectives



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