



Roehampton Church Forest School Year 1 English Curriculum Overview

CYCLE A 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
The Dark- James Carter (POR) Orion and the Dark- Emma Yartlett (Old PoR) Little Red Riding Hood	Labels - Writing single words to identify objects, characters, descriptions - Write labels for pictures - Use a word bank to correctly label a picture Lists: - Understand the purpose of lists - List is written with each item on a new line - Writing words or short phrases vertically down a page Captions - Writing a short, descriptive sentence beneath an image to explain what is happening - 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 captions – gives context to a picture they are looking at - When captions are written as complete sentences, the present tense needs to be used - Write simple sentences by: - 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 - Attempt to spell key words	Spelling: - 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 Punctuation: - 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 Grammar: Nouns
Outcomes: To write labels, captions and lists To label pictures Give a picture from text and children write label to it - Label the night sky - Label characteristics of the character Dark - Label features of the big bad wolf To write lists - Write a list of things you may need if you are going on an adventure in the dark. - Write a list of things you are scared of. - Write a list of objects that help you in the dark. - Write a list of tools needed to build house. - Write a list of items Little Red Riding Hood takes to her Grandmother's house - Write a list of items Little Red Riding hood wears To write captions Children write captions from pictures within the text		



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Autumn 2		
English units of work		
Texts:	Genre/ Skills:	SPaG
How to Find Gold- Viviane Schwarz (PoR) Additional Texts: Claude in the City- Alex T Smith Mama Panya's Pancakes- Mary and Rich Chamberlin	Instructions: • Write sentences by: ○ 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.	Spelling • 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 Punctuation • 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 Grammar: • Imperative verbs • Present tense • Past tense • Verbs • Adjectives
Outcomes: To write a set of instructions (How to Find Gold TS session 3), how to find own treasure (related to text) 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		



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Spring 1		
English units of work		
Texts:	Genre/ Skills:	SPaG
The Man Who Wore All His Clothes – Allan Ahlberg The Emperor's New Clothes	Narrative: • 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	Spelling: • 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 Punctuation: • Use capital letters, full stops, question marks and exclamation marks to demarcate sentences • Separation of words with spaces Grammar: • Adding the prefix 'un' to a root word to change its meaning • Join words and clauses using 'and' • Past and present tense
<u>Outcomes:</u> Make a story map of sections of the story. To retell familiar stories (orally and written) 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		



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Spring 2		
English units of work		
Texts:	Genre/ Skills:	SPaG
The Pet Potato - Josh Lacey and Momoko Abe (PoR) The Secret Sky Garden - Linda Sarah and Fiona Lumbers (PoR) It Starts with a Seed - Laura Knowles	Diary: - 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 Poems: - 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	Spelling: - Adding -er where no change is needed in the spelling of root words. - Adding -est where no change is needed in the spelling of root words - 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 - Spell common exception words from Year 1 list taught so far Punctuation: - Use capital letters, full stops, question marks and exclamation marks to demarcate sentences - Separation of words with spaces Grammar: - Adverbials of time - Past tense - Adding the prefix 'un' to a root word to change its meaning
Outcomes: To write diary entries The Day I Got a Potato for a Pet" 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? "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? "When My Potato Went Missing" Create suspense around a missing potato. Where could it have gone? Did someone eat it? "How I Trained My Potato" A funny take on teaching a potato to "sit," "roll," or even "stay." Did it work To write and perform poems using rhyming patterns		



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Summer 1 NB: Phonics focus for screening		
English units of work		
Texts:	Genre/ Skills:	SPaG
The Journey Home - Frann Preston-Gannon (Core book)	Non-Chronological Reports: • 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 Rhyming Poems: • Short lines • Steady rhythm • Rhyming pairs of lines • Rhyming pattern ABAB • Carry sentence over the line to be complete in 2 lines.	Spelling: • 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. Punctuation: • Use capital letters, full stops, question marks and exclamation marks to demarcate sentences • Separation of words with spaces Grammar: • Join words and clauses using 'and' • Nouns • Adjectives
Outcomes: To write non-chronological reports 1) Animal Fact Files (One Per Animal) 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. • Suggested headings: • What do they look like? • Where do they live? • What do they eat? • Why are they in danger? • Different habitats animals live in • Why are animals losing their homes To write rhyming poems of 4 lines about the animals in The Journey Home using ABAB pattern The Polar Bear The northern ice begins to fade, the chilly waters start to rise, I leave the frozen home I made, to search beneath the open skies.		



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Summer 2		
English units of work		
Texts:	Genre/ Skills:	SPAG
Traction Man is Here!- Mini Grey (PoR) Additional Texts: Traction Man Meets TurboDog- Mini Grey The Adventures of the Dish and the Spoon- Mini Grey Outcomes: To write retell, plan and invent adventure stories To write acrostic poems Use Traction Man as stimulus	Adventure • 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 Acrostic Poems: • 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 • Words and phrases that describe the topic • Read their writing aloud clearly enough to be heard by their peers and teacher	Spelling: • 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. • Punctuation: • Use capital letters, full stops, question marks and exclamation marks to demarcate sentences Grammar: • Past tense • Present tense • Adjectives • Adding the prefix 'un' to a root word to change its meaning