



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
The Sweetest Song (from The Story Tree, Tales to Read Aloud- Hugh Lupton) (PoR) The Three Little Pigs- Patricia Seibert The True Story of The Three Little Pigs- Jon Scieszka	Labels and captions - 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: - 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 Lists: - Understand the purpose of lists - List is written with each item on a new line	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 To write lists - Write a list of things you may need if you are going on an adventure in the woods. - Write a list of features wolves have. - Write a list of the things the Little Daughter sings about in her song To write captions Picture of book given and children write captions that link to picture.		



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Autumn 2		
English units of work		
Texts:	Genre/ Skills:	SPaG
The Town Mouse and The Country Mouse- Aesop Additional Texts: Care of Henry- Anne Fine	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 1)Instructions to make a country picnic 2)Instructions on how to visit a friend 3)Instructions on how to get ready for a guest 4)Instructions on how to be a good friend 5)Instructions on how to make a snack for a mouse 6)Instructions on how to travel to the country 7)Instructions on how to stay safe from a cat		



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Spring 1		
English units of work		
Texts:	Genre/ Skills:	SPaG
Man on the Moon (a day in the life of Bob)- Simon Bartram (PoR) Information books about space: Going into Space- Carmel Reilly Space Exploration- DK Eyewitness	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
Outcomes: To retell familiar stories (orally and written) Retell story of Man on the Moon in sections To plan and write own version of familiar stories Retell the story of Man on the Moon but change the Moon to a different planet.		



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Spring 2		
English units of work		
Texts:	Genre/ Skills:	SPaG
Africa, Amazing Africa: Country by Country- Atinuke Lila and the Secret of Rain- David Conway (PoR)	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 using pattern AABB - 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 1) Write a diary from Lila's point of view when she is feeling tired and worried about the drought 2) Write a diary entry on the day Lila climbs the highest hill to tell the sky her story 3) Write a diary entry for Lila the evening after the rain finally falls 4) Diary entry from Lila's grandfathers point of view of how proud he is after telling Lila the story and after the rain falls To write and perform poems using rhyming patterns Write rhyming poems about the rain using rhyming pattern AABB		



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Summer 1 NB: Phonics focus for screening		
English units of work		
Texts:	Genre/ Skills:	SPaG
The Hodgeheg - Dick King-Smith (PoR) The Proper Way to Meet a Hedgehog – Allan Wolf (From A Proper Way to Meet a Hedgehog and other how to poems – collated by Paul Janeczko)	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 Hedgehogs Road safety How to help hedgehogs in your garden Meet the Hodgeheg family To write rhyming poems of 4 lines about Hedgehogs using ABAB pattern A little hedgehog walks at night, he snuffles under the tree. His prickly spikes are dark and bright, he curls up quietly with me.		



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Summer 2		
English units of work		
Texts:	Genre/ Skills:	SPAG
The Lighthouse Keeper's Lunch - David and Ronda Armitage Summer acrostic poems	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
Outcomes: To write retell, plan and invent adventure stories 1) Retell the Lighthouse Keepers Lunch in sections 2) Write a new story for the Grinlings To write acrostic poems Use context of The Lighthouse Keeper's Lunch as a stimulus		



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