**Year 1 English Curriculum**

| Term | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
| --- | --- | --- | --- | --- | --- | --- |
| Focus | Write to entertain | Write to inform/explain | Write to entertain | Write to inform | Write to entertain | Write to inform |
| Literature texts | **Traditional and fairy tales.**  **(** 3 little Pigs, Enormous turnip, billy goats gruff)  Pattern and rhyme. | **Little Red Hen**  **Jolly Postman** | * **The Snail and the Whale** * **Rainbow Fish** | Continuation of chosen text or  Topic text | * **Katie’s Picture Show** * **Meerkat Mail** | Continuation of chosen text or  Topic text |
| Writing Outcomes | * Innovate Element of a story | Letters  and/or  Instructions | Senses poems  Short story  Setting description | * Description (Factual)   Book review, Letter, poster | Sequencing narrative | Instruction ?  Recipe, list of rules, poster, |
| Text Level features | * Sequencing sentences to form short narratives | * Speech bubbles * Bullet points | * Sequencing sentences to form short narratives | * Speech bubbles * Bullet points | * Sequencing sentences to form short narratives | * Speech bubbles * Label diagrams * Bullet points |
| Sentence construction, grammar & punctuation | * Composing a sentence orally before writing it. * Spaces between words * Capital letters and full stops to punctuate sentence. * Introduce alliteration * Use adjectives to describe. | * Joining words and joining clauses using and * Introducing question marks and exclamation marks to demarcate sentences. | * Capital letters for proper nouns * Conjunctions or, but so because, * Vary sentence openers – While, when, where * Revisit alliteration * Introduce similes e.g. as tall as a house. * Use adjectives to describe | * Capital letter for personal pronoun ‘I’ * Conjunctions or, but so because, so that, then, while, * Introduce the prepositions inside, outside, towards, across, under. | * Conjunctions or, but so because, so that, then, while, when, where * Vary sentence openers –ly words Fortunately…,Unfortunately…Sadly… * Use adjectives to describe * Revisit alliteration and similes. | * Conjunctions or, but so because, so that, then, while, when, where. * Embellishing simple sentence * Use precise clear language to give information e.g. First, switch the… * Revisit the prepositions inside, outside, towards, across, under. |
| Grammatical terminology | Sentence, word, letter, full stop, capital letter, alliteration. | Question mark, exclamation mark, punctuation | Singular and plural, similes | Conjunction, Preposition | Conjunction | Conjunction preposition |
| Word Level / Spelling | * Refer to Monster Phonics plans | * Refer to Monster Phonics plans | * Refer to Monster Phonics plans | * Refer to Monster Phonics plans | * Refer to Monster Phonics plans | * Refer to Monster Phonics plans |
| *Spoken Language* | * Oracy skills to be taught across the terms * listen and respond appropriately to adults and their peers * ask relevant questions to extend their understanding and knowledge * use relevant strategies to build their vocabulary * articulate and justify answers, arguments and opinions * give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings * maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments * use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas speak audibly and fluently with an increasing command of Standard English * participate in discussions, presentations, performances, role play, improvisations and debates gain, maintain and monitor the interest of the listener(s) * consider and evaluate different viewpoints, attending to and building on the 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| Reading  (Link to Monster Phonics work)  Skills to taught across the year | continue to apply phonic knowledge and skills as the route to decode words  read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes  read accurately words of two or more syllables that contain the same graphemes as above  read words containing common suffixes  read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word  read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered  read aloud books closely matched to their improving phonic knowledge,  re-read these books to build up their fluency and confidence in word reading.   * develop pleasure in reading, motivation to read, becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales * be introduced to non-fiction books that are structured in different ways recognising simple recurring literary language in stories and poetry * discussing and clarifying the meanings of words, linking new meanings to known vocabulary * discussing their favourite words and phrases * continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear * understand both the books that they can already read accurately and fluently and those that they listen to by: 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 * making inferences on the basis of what is being said and done answering and asking questions   predicting what might happen on the basis of what has been read so far  participate in discussion about books, poems and other works that are read to them and 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