

**English Programme of Study: Key Stage 1 – Year 1** -during Year 1 teachers should build on work from the Foundation Stage, making sure that pupils can sound and blend unfamiliar printed words quickly and accurately using the phonic knowledge and skills that they have already learnt.

Teachers should also ensure that pupils continue to learn new grapheme-phoneme correspondences (GPCs) and revise and consolidate those learnt earlier. The understanding that the letter/s on the page represent the sounds in spoken words should underpin pupils' reading and spelling of all words. This includes common words containing unusual GPCs. The term 'common exception words' is used throughout the Programmes of Study to show such words. Pupils should be helped to read words without overt sounding and blending after a few encounters. Those who are slow to develop this skill should have extra practice. Pupils' writing during Year 1 will generally develop at a slower pace than their reading. This is because they need to encode the sounds they hear in words (spelling skills), develop the physical skill needed for handwriting, and learn how to organise their ideas in writing.

Pupils entering Year 1 who have not yet met the early learning goals for literacy should continue to follow the curriculum for the Early Years Foundation Stage to develop their word reading, spelling and language skills. However, these pupils should follow the Year 1 Programme of Study in terms of the books they listen to and discuss so that they develop their vocabulary and understanding of grammar. If they are still struggling to decode and spell, they need to be taught to do this urgently through a rigorous and systematic phonics programme so that they catch up rapidly.

Teachers should ensure that their teaching develops pupils' oral vocabulary as well as their ability to understand and use a variety of grammatical structures, giving particular support to pupils whose oral language skills are insufficiently developed. Specific requirements for pupils to discuss what they are learning and to develop their wider skills in spoken language form part of this Programme of Study.

Writing:

Pupils should be taught to write sentences by:

- a. saying out loud what they are going to write about
- b. composing a sentence orally before writing it
- c. sequencing sentences to form short narratives
- d. re-reading what they have written to check it makes sense
- e. discuss what they have written with the teacher or other pupils
- f. read aloud their writing clearly enough to be heard by their peers and the teacher.

At the beginning of Year 1, not all pupils will have the spelling and handwriting skills needed to write down everything that they can compose out loud.

Ensure that pupils understand, through being shown these, the skills and processes essential to writing: that is, thinking aloud as they collect ideas, drafting, and re-reading to check their meaning is clear.

Use the terms word, sentence, letter, capital letter, full stop, punctuation, singular, plural, question mark, exclamation mark whilst discussing their work with staff and children.

Term and Unit	Outcomes
<p><b><u>AUTUMN</u></b></p> <p>Stories in familiar settings.</p>	<p><b>Planning Tools:</b> Story map / story mountain  <b>Plan opening around</b> character(s), setting, time of day and type of weather</p> <p><b>Understanding</b> - beginning /middle /end to a story</p> <p><b>Select stories from the following and learn the story by creating a shared story map.</b>  Judith Kerr – Tiger who came to tea  Dogger – Shirley Hughes</p> <p><b>Extended Writing:</b>  Retelling/sequencing of simple story  Structure of stories- beginning, middle and end.</p>
<p>Non – fiction  Writing an invitation and developing factual descriptive language</p>	<p>Brown Paper Bear – Neil Reed</p> <p>Orally develop factual descriptive language about characters</p> <p>Invitation to class bear’s birthday at the end of term.</p> <p><b>Extended Writing:</b>  Create own simple invitation for event</p>
<p>Captions, labels and lists.</p>	<p>What is a caption/label/list? Why do we need them? When would we use them?</p> <p><b>Extended Writing with IT:</b></p> <p>1-Design and label toy- linked to history  2. Visit Milton’s cottage and draw items plus the cottage seen- write captions to explain the pictures. Write captions for their art work linked to David Hockney’s work.  3. Make a list of geographical features seen on the aerial photos of the village. Make lists for the science display linked to weather, cloud cover, temperature, seasons, days, changes. The children then select from the list to describe what they see.</p>
<p>Poems that use descriptive language relating to a theme</p>	<p>Firework poems.  Onomatopoeia words.  Simile.... like a...,</p>

	<p><b>Extended Writing:</b> Firework poetry- with repeating phrases- pattern in words</p>
<p>Instructions</p>	<p>Opening factual statements What are instructions? Why do we need them? Why would we need them when making something? Where have you seen instructions? Breakdown instructions for an every- day activity- put in the right order. How we know what comes first? Discuss time words and improve vocabulary Break down the process of making an item for the healthy party. ( cheese straws- using ready-made pastry) All children to create recipe for their healthy party plan and create shared map of the key things to do.</p> <p><b>Extended writing</b> Write instructions on how to make .....</p>
<p><b><u>SPRING</u></b></p> <p>Traditional Tales</p>	<p><b>Plan opening around</b> character(s), setting, time of day and type of weather</p> <p>What is a traditional story and what language do they use? Sequence stories talking about beginning middle and end of the story. Select one of the following and develop a shared story map- Little Red Hen Gingerbread Man Enormous Turnip</p> <p><b>Extended Writing:</b> Character descriptions Developing own story line through invention</p>
<p>Stories with patterned and predictable language from another culture</p>	<p>We're going on a village hunt. Base around where going on a lion hunt.</p> <p>What do we find out about the place the story is set how is this the same/ different to our village. Visit the village and discuss similarities and differences.</p> <p>Make lists of human and physical features.</p> <p>Create routes through geography and use these to help write their stories in the right order</p>

	<p>Make a shared story map and develop vocabulary</p> <p><b>Extended Writing:</b> Create own we're going on a village hunt story using key features of the village.</p>
<p>Non-chronological reports</p>	<p>Develop opening factual statements</p> <p>Create simple factual sentences around a <i>theme</i></p> <p>Bullet points for instructions</p> <p>Explore labelled diagrams</p> <p>What is a report? Why do we use them? Geog and history link after visit to the village and watching village DVD. Jobs and shops in the village. What happens at the library/ doctors surgery, church? Human features- geography. Visit the river path- this is a recent change- why happened? What for? Make a shared report about the village and use this to support their own writing. Use this knowledge and apply to writing reports about Animals.</p> <p><b>Extended writing</b> Create leaflets about the community- including river path, Write short factual leaflets about the science of animals under study. Report about the visit to the village bakery and visit of the baker to school?</p>
<p>Recount</p>	<p>Create concluding sentences</p> <p>What is a recount? When do we use them? Recount of trip to Field Farm Lewknor Mill. Develop a shared map of the day and learn the whole day- introduce New and exciting vocabulary through demonstration.</p> <p><b>Extended Writing:</b> Recount trip using shared frame</p>

<p><b><u>SUMMER</u></b></p> <p>Stories with imaginary settings</p>	<p><b>Understanding</b> - 5 parts to a story:</p> <p><b>Opening</b> <i>Once upon a time...</i></p> <p><b>Build-up</b> <i>One day...</i></p> <p><b>Problem / Dilemma</b> <i>Suddenly,.. / Unfortunately,...</i></p> <p><b>Resolution</b> <i>Fortunately,...</i></p> <p><b>Ending</b> <i>Finally,....</i></p> <p>Identify elements of the story</p> <p>Re tell and change some elements of the story</p>
<p>Stories that use the language of fairy tales</p>	<p><b>Understanding</b> - 5 parts to a story:</p> <p>Peter Pan- use DVD clips to inspire character and setting descriptions. Focus on the language of fairy tales.</p> <p><b>Extended writing</b> Create shared story map and create sequenced story of one of the story's key events.</p>
<p>Glossary, index including alphabetical order.</p>	<p>Look at range of non-fiction related to the seaside-history, animals, holidays etc. focus on glossary and index</p> <p><b>Extended writing;</b> Write entries to explain new vocab- make class glossary for display. Create an index for a class book</p>
<p>Writing a postcard</p>	<p><b>Ending</b> Concluding sentences Link to Katie Morag story What is Struay like? How do we know? Identify the human and physical features of Struay and compare to CSG. What makes a good post card? What needs to be included?</p>

	<b>Extended writing</b> Write a post card from the Isle Of Struay
Poems that use pattern and rhyme.	Mr Magee went to sea- explore pattern and rhyme.  <b>Extended writing</b>  Poems about the sea/ water –link to water lilies