

## Year 1 English 2024 Spring 2<sup>nd</sup>

<b>Word Reading</b>	<b>Reading Comprehension</b>
<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>• apply phonic knowledge and skills as the route to decode words</li> <li>• respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes</li> <li>• read accurately by blending sounds in unfamiliar words containing GPCs that have been taught</li> <li>• read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word</li> <li>• read words containing taught GPCs and –s, –es, –ing, –ed, –er and –est endings</li> <li>• read other words of more than one syllable that contain taught GPCs</li> <li>• read words with contractions [for example, I’m, I’ll, we’ll], and understand that the apostrophe represents the omitted letter(s)</li> <li>• read aloud accurately books that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words</li> <li>• re-read these books to build up their fluency and confidence in word reading.</li> </ul>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>• develop pleasure in reading, motivation to read, vocabulary and understanding by: ♣ listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently</li> <li>• being encouraged to link what they read or hear read to their own experiences</li> <li>• becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics</li> <li>• recognising and joining in with predictable phrases</li> <li>• learning to appreciate rhymes and poems, and to recite some by heart</li> <li>• discussing word meanings, linking new meanings to those already known</li> <li>• understand both the books they can already read accurately and fluently and those they listen to by:</li> <li>• drawing on what they already know or on background information and vocabulary provided by the teacher</li> <li>• checking that the text makes sense to them as they read and correcting inaccurate reading</li> <li>• discussing the significance of the title and events</li> <li>• making inferences on the basis of what is being said and done</li> <li>• predicting what might happen on the basis of what has been read so far</li> <li>• participate in discussion about what is read to them, taking turns and listening to what others say</li> <li>• explain clearly their understanding of what is read to them.</li> </ul>
<b>Writing Transcription</b>	<b>Writing Composition</b>
<p>• Spelling (see English Appendix 1)</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>• spell:</li> <li>• words containing each of the 40+ phonemes already taught</li> <li>• common exception words</li> <li>• the days of the week</li> <li>• name the letters of the alphabet:</li> <li>• naming the letters of the alphabet in order</li> <li>• using letter names to distinguish between alternative spellings of the same sound</li> <li>• add prefixes and suffixes:</li> </ul>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>• write sentences by:</li> <li>• saying out loud what they are going to write about</li> <li>• composing a sentence orally before writing it</li> <li>• sequencing sentences to form short narratives</li> <li>• re-reading what they have written to check that it makes sense</li> <li>• discuss what they have written with the teacher or other pupils</li> <li>• read aloud their writing clearly enough to be heard by their peers and the teacher.</li> </ul>

<ul style="list-style-type: none"> <li>• using the spelling rule for adding –s or –es as the plural marker for nouns and the third person singular marker for verbs</li> <li>• using the prefix un–</li> <li>• using –ing, –ed, –er and –est where no change is needed in the spelling of root words [for example, helping, helped, helper, eating, quicker, quickest]</li> <li>• apply simple spelling rules and guidance, as listed in English Appendix 1</li> <li>• write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far.</li> </ul>	
<p><b>Handwriting</b></p>	<p><b>Vocabulary, Punctuation and Grammar</b></p>
<ul style="list-style-type: none"> <li>• Pupils should be taught to:</li> <li>• sit correctly at a table, holding a pencil comfortably and correctly</li> <li>• begin to form lower-case letters in the correct direction, starting and finishing in the right place</li> <li>• form capital letters</li> <li>• form digits 0-9</li> <li>• understand which letters belong to which handwriting ‘families’ (i.e. letters that are formed in similar ways) and to practise these.</li> </ul>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>• develop their understanding of the concepts set out in English Appendix 2 by:</li> <li>• leaving spaces between words</li> <li>• joining words and joining clauses using and</li> <li>• beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark</li> <li>• using a capital letter for names of people, places, the days of the week, and the personal pronoun ‘I’</li> <li>• learning the grammar for year 1 in English Appendix 2</li> <li>• use the grammatical terminology in English Appendix 2 in discussing their writing.</li> </ul>
<p><b>Spoken Language</b></p>	
<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>• listen and respond appropriately to adults and their peers</li> <li>• ask relevant questions to extend their understanding and knowledge</li> <li>• use relevant strategies to build their vocabulary</li> <li>• articulate and justify answers, arguments and opinions</li> <li>• give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings</li> <li>• maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments</li> <li>• use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas</li> <li>• speak audibly and fluently with an increasing command of Standard English</li> <li>• participate in discussions, presentations, performances, role play, improvisations and debates</li> <li>• gain, maintain and monitor the interest of the listener(s)</li> <li>• consider and evaluate different viewpoints, attending to and building on the contributions of others</li> <li>• select and use appropriate registers for effective communication.</li> </ul>	
<p><b>Appendix 1: Spelling</b> See separate document.</p>	<p><b>Appendix 2: Vocabulary, Punctuation and Grammar</b></p>

The boundary between revision of work covered in Reception and the introduction of new work may vary according to the programme used, but basic revision should include:

- all letters of the alphabet and the sounds which they most commonly represent
- consonant digraphs which have been taught and the sounds which they represent
- vowel digraphs which have been taught and the sounds which they represent
- the process of segmenting spoken words into sounds before choosing graphemes to represent the sounds
- words with adjacent consonants
- guidance and rules which have been taught

Word Regular plural noun suffixes –s or –es [for example, dog, dogs; wish, wishes], including the effects of these suffixes on the meaning of the noun

Suffixes that can be added to verbs where no change is needed in the spelling of root words (e.g. helping, helped, helper)

How the prefix un– changes the meaning of verbs and adjectives [negation, for example, unkind, or undoing: untie the boat]

Sentence How words can combine to make sentences

Joining words and joining clauses using and  
Text Sequencing sentences to form short narratives

Punctuation Separation of words with spaces  
Introduction to capital letters, full stops, question marks and exclamation marks to demarcate sentences

Capital letters for names and for the personal pronoun I

Terminology for pupils letter, capital letter word, singular, plural sentence punctuation, full stop, question mark, exclamation mark

- m Maisie, mountain, mountain  
a round the apple, down the leaf  
s slither down the snake  
d round his bottom, up his tall neck and down to his feet  
t down the tower, across the tower  
i down the body, dot for the head  
n down Nobby, over his net  
p down the plait and over the pirate's face  
g round her face, down her hair and give her a curl  
o all around the orange  
c curl around the caterpillar  
k down the kangaroo's body, tail and leg  
u down and under, up to the top and draw the puddle  
b down the laces to the heel, round the toe  
f down the stem and draw the leaves  
e lift off the top and scoop out the egg  
l down the long leg  
h down the head to the hooves and over his back  
r down his back and then curl over his arm  
j down his body, curl and dot  
v down a wing, up a wing  
y down a horn, up a horn and under his head  
w down, up, down, up  
z zig-zag-zig  
q round her head, up past her earrings and down her hair  
x down the arm and leg and repeat the other side



Week/Focus	Day	Learning Intention
<p><b>Week 1</b></p> <p><b>Focus:</b> Fiction (narrative)</p> <p><u>Assessment focus targets:</u>            I can sequence sentences to form a short narrative</p> <p>I can write simple sentences from memory dictated by my teacher.</p> <p>I can say what I am going to write about</p> <p>I can say my sentence before I write it</p> <p>I can choose vocabulary that makes my writing better</p> <p>I can use . to punctuate sentences</p> <p>Use capital letters correctly to start a sentence.</p>	<p><b>Hold a sentence</b> (for each day of week)</p>	<p>I have <u>a friend</u> at <u>school</u>.</p>
	<p>1</p>	<p>*Handwriting (15mins)</p> <p><b>To know how to orally rehearse writing</b></p> <p><u>Oral Rehearsal:</u>            Orally retell relevant section of story (with the guidance of a pre-prepared story map)</p> <p>Plenary (15mins): Identify <b>subject, past-tense action verb and direct object</b> in the orally rehearsed writing.</p> <p><u>Additional guidance:</u>  <i>***To identify the direct object of a sentence, pupils should first identify the verb in the sentence, then determine which noun is being affected by the action of the verb. This noun is the direct object of the sentence.</i>  <i>***For example, in the sentence "The dog chased the cat," the direct object is "the cat".</i></p>
	<p>2</p>	<p>*Handwriting (15mins)</p> <p><b>To know how to write a direct object</b></p> <p><u>Direct Object:</u></p> <p>1) Teacher model and TOL writing sentences with a <b>direct object</b>.</p> <p><u>Additional guidance:</u>            To rewrite the direct object of a sentence, pupils should first identify the verb in the sentence, then determine which noun is being affected by the action of the verb. This noun is the direct object of the sentence. Pupils should then rewrite the sentence correctly with the inclusion of the subject. For example, in the sentence "The dog chased the _____," pupils could have picture clues or the correct object to the side of the sentence that they need to insert when writing the sentence.</p> <p>2) Provide examples of sentences with a missing <b>direct object</b>, and they will be asked to identify the <b>direct object</b> and rewrite the whole sentence.</p> <p>3) With the guidance of a pre-prepared story map, re-write orally rehearsed sentences that use <b><i>past tense action verbs and a direct object through dictated sentences only/ picture prompts that prompt children to write a direct object using known GPCs, focusing on GPCs and letter formation.</i></b></p>
<p>3</p>	<p>*Handwriting (15mins)</p> <p><b>To know how write sentences correctly with a subject, verb and object</b></p>	

		<p><u>Subject- Verb- Object:</u></p> <ol style="list-style-type: none"> <li>1) The teacher will provide a visual stimulus that is linked to the story</li> <li>2) As a class, children will orally gather ideas of sentences linked to this story stimulus using a <b>simple subject and past tense action verb and direct object</b>. There will continue to be an emphasis on <b>saying and signing the capital letter and full stop</b>.</li> <li>3) Teacher will gather ideas and children will write sentences provided by the teacher that use simple subjects and past tense action verbs and direct objects <b>through dictated sentences only using known GPCs, focusing on GPCs and letter formation</b>.</li> </ol> <p>The sentences will be repeated orally all together so that the children can 'think like a teacher', say and sign the capital letter and full stop and check that this is in their writing.</p>
	4	<p><u>*Handwriting (15mins)</u></p> <p><b>To know how to write effective sentences for a narrative that use a simple subject, past tense action verb direct object, capital letter and full stop (plot point 1)</b></p> <p><u>Teacher will provide a title linked to this part of the narrative:</u></p> <ol style="list-style-type: none"> <li>1) Children will orally gather sentences that use a simple subject, past tense action verb, direct object, capital letter and full stop.</li> <li>2) Using the children's orally gathered sentences, the teacher will provide the children with sentences to write <b>through dictated sentences only using known GPCs, focusing on GPCs and letter formation</b>.</li> </ol>
	Spelling and Handwriting	40mins handwriting
<p><b><u>Week 2</u></b></p> <p><b><u>Focus:</u></b> Fiction (narrative)</p> <p><u>Assessment focus targets:</u> I can sequence sentences to form a short narrative</p> <p>I can write simple sentences from memory dictated by my teacher.</p>	<p><b>Hold a sentence</b> (for each day of week)</p> <p>1</p>	<p><u>You have a friend at school.</u></p> <p><u>*Responsive handwriting (15mins)</u></p> <p><b>To know how to write effective sentences for a narrative that use a simple subject, past tense action verb direct object, capital letter and full stop (plot point 2)</b></p> <p><u>Teacher will provide a title linked to this part of the narrative:</u></p>

<p>I can say what I am going to write about</p> <p>I can say my sentence before I write it</p> <p>I can choose vocabulary that makes my writing better</p> <p>I can use . to punctuate sentences</p> <p>Use capital letters correctly to start a sentence.</p>		<ol style="list-style-type: none"> <li>1) Children will orally gather sentences that use a simple subject, past tense action verb, direct object, capital letter and full stop.</li> <li>2) Using the children's orally gathered sentences, the teacher will provide the children with sentences to write <b><u>through dictated sentences only using known GPCs, focusing on GPCs and letter formation.</u></b></li> </ol>
	2	<p><i>*Responsive handwriting (15mins)</i></p> <p><b>To know how to write effective sentences for a narrative that use a simple subject, past tense action verb direct object, capital letter and full stop (plot point 3)</b></p> <p><u>Teacher will provide a title linked to this part of the narrative:</u></p> <ol style="list-style-type: none"> <li>1) Children will orally gather sentences that use a simple subject, past tense action verb, direct object, capital letter and full stop.</li> <li>2) Using the children's orally gathered sentences, the teacher will provide the children with sentences to write <b><u>through dictated sentences only using known GPCs, focusing on GPCs and letter formation.</u></b></li> </ol>
	3	<p><i>*Responsive handwriting (15mins)</i></p> <p><b>To know how to identify nouns in the simple subject and direct object</b></p> <p><u>Nouns</u></p> <ol style="list-style-type: none"> <li>1) Teacher to provide children with a pre-prepared forth plot-point (that includes simple subjects and direct objects).</li> <li>2) Teacher to model and TOL identifying nouns in the simple subject and direct object.</li> <li>3) Children to identify nouns in simple subject/direct object in short story text provided by teacher.</li> <li>4) Teacher to model and TOL using nouns to re-write a sentence with a missing simple subject and direct object.</li> <li>5) Children to use nouns to re-write sentences with a missing simple subject and direct object (<b>can use visual prompts so that children are only writing using known GPCs</b>).</li> </ol> <p><u>Additional guidance:</u></p> <p>Pupils should learn to recognise and identify nouns, and understand their function in sentences. For example, in the sentence ' ____ kicked the ____ ' pupil should be able to</p>

		select appropriate nouns that would complete the gaps correctly.
	4	<p>*Responsive handwriting (15mins)  <b>Continuation of yesterday's lesson if needed</b></p> <p><b>OR</b></p> <p><b>To know how to write sentences to create a narrative</b>  <u>Teacher to provide title for narrative:</u></p> <p>Children write narrative using sentences for each paragraph that have been gathered over preceding lessons.</p> <p><b>***Children say sentence to themselves (signing capital letter and full stop) before writing the sentence.</b></p>
	Spelling and Handwriting	40mins handwriting
<p><b>Week 3</b></p> <p><b>Focus:</b> Fiction (narrative)</p> <p><u>Assessment focus targets:</u>  I can sequence sentences to form a short narrative</p> <p>I can write simple sentences from memory dictated by my teacher.</p> <p>I can say what I am going to write about</p> <p>I can say my sentence before I write it</p> <p>I can choose vocabulary that makes my writing better</p> <p>I can use 'and' to join two parts of a sentence</p> <p>I can use . to punctuate sentences</p> <p>Use capital letters correctly to start a sentence.</p>	<b>Hold a sentence</b> (for each day of week)	<u>Your friend is at school.</u>
	1	<p>*Handwriting (15mins)  <b>To know how to orally rehearse writing</b>  <u>Oral Rehearsal:</u>  Orally retell relevant section of story (with the guidance of a pre-prepared story map that includes <b>compound subjects and compound objects within different sentences</b>)</p> <p>Plenary (15mins): Identify <b>compound subject, past-tense action verb and compound object</b> in the orally rehearsed writing.</p> <p><u>Additional guidance:</u></p> <p><b>Compound subjects:</b> Pupils should learn to recognize and understand the structure of compound subjects, and be able to identify them in sentences, such as "My sister and I went to the shop." Pupils should notice that the compound subject is 'my sister and I'.</p> <p><b>Compound objects:</b> Pupils should learn to recognise and understand the functions of compound objects, and be able to identify them in sentences, such as 'Tom ate apples and oranges.' Students should notice that the compound object is 'apples and oranges'.</p>
	2	<p>*Handwriting (15mins)  <b>To know how write sentences correctly with a compound subject</b></p>

		<p><b>Teacher models, TOL then provides pupils with the opportunity to practise the skill below:</b></p> <p>Pupils should learn to recognise and understand the structure of compound subjects, and be able to, from a given selection, the correct compound subjects to complete a sentence. For example, in the sentence ' _____ took turns reading the story to their child' pupils should be able to select the compound subject from visual prompts that could include 'The mum and dad' or ' The cat and the dog' (<b>using only taught GPCs</b>). Pupils should then rewrite the sentence in full.</p>
	3	<p><b>*Handwriting (15mins)</b></p> <p><b>To know how write sentences correctly with a compound object</b></p> <p><b>Teacher models, TOL then provides pupils with the opportunity to practise the skill below:</b></p> <p>Pupils should understand and use compound objects. For example, in the sentence 'The mum and dad took turns reading the story to their _____.' pupils should be able to correct the compound object from visual prompts that could include 'their son and his friend' or ' the cat and the dog' (<b>using only taught GPCs</b>). Pupils should then rewrite the sentence in full.</p>
	4	<p><b>*Responsive handwriting (15mins)</b></p> <p><b>To know how write sentences correctly with compound subjects and compound objects</b></p> <p><u>Compound Subjects and Objects</u></p> <ol style="list-style-type: none"> <li>1) The teacher will provide a visual stimulus that is linked to the story</li> <li>2) As a class, children will orally gather ideas of sentences linked to this story stimulus using a <b>past tense action verb</b> and including <b>compound subjects and objects</b> in different sentences. There will continue to be an emphasis on <b>saying and signing the capital letter and full stop.</b></li> <li>3) Teacher will gather ideas and children will write sentences provided by the teacher that use a <b>past tense action verb</b> and include <b>compound subjects and objects</b> <u>through dictated sentences only using known GPCs, focusing on GPCs and letter formation.</u></li> </ol>



		The sentences will be repeated orally all together so that the children can 'think like a teacher', say and sign the capital letter and full stop and check that this is in their writing.
	Spelling and Handwriting	40mins handwriting
<p><b>Week 4</b></p> <p><b>Focus:</b> Fiction (narrative)</p> <p><u>Assessment focus targets:</u>  I can sequence sentences to form a short narrative</p> <p>I can write simple sentences from memory dictated by my teacher.</p> <p>I can say what I am going to write about</p> <p>I can say my sentence before I write it</p> <p>I can choose vocabulary that makes my writing better</p> <p>I can use 'and' to join two parts of a sentence</p> <p>I can use . to punctuate sentences</p> <p>Use capital letters correctly to start a sentence.</p>	<b>Hold a sentence</b> (for each day of week)	They push the toy car.
	1	<p>*Responsive handwriting (15mins)</p> <p><b>To know how to write effective sentences for a narrative that use a past tense action verb, capital letter, full stop and includes compound subjects and compound objects (plot point 1)</b></p> <p><u>Teacher will provide a title linked to this part of the narrative:</u></p> <p>1) Children will orally gather sentences that use a past tense action verb direct object, capital letter, full stop and includes compound subjects and compound objects</p> <p>Using the children's orally gathered sentences, the teacher will provide the children with sentences to write <b><u>through dictated sentences only using known GPCs, focusing on GPCs and letter formation.</u></b></p>
	2	<p>*Responsive handwriting (15mins)</p> <p><b>To know how to write effective sentences for a narrative that use a past tense action verb direct object, capital letter, full stop and includes compound subjects and compound objects (plot point 2)</b></p> <p><u>Teacher will provide a title linked to this part of the narrative:</u></p> <p>Children will orally gather sentences that use a past tense action verb direct object, capital letter, full stop and includes compound subjects and compound objects</p> <p>Using the children's orally gathered sentences, the teacher will provide the children with sentences to write <b><u>through dictated sentences only using known GPCs, focusing on GPCs and letter formation.</u></b></p>
	3	<p>*Responsive handwriting (15mins)</p> <p><b>To know how to write effective sentences for a narrative that use a past tense action verb direct object, capital letter, full stop and includes compound subjects and compound objects (plot point 3)</b></p> <p><u>Teacher will provide a title linked to this part of the narrative:</u></p>

		<p>Children will orally gather sentences that use a past tense action verb direct object, capital letter, full stop and includes compound subjects and compound objects</p> <p>Using the children's orally gathered sentences, the teacher will provide the children with sentences to write <b><u>through dictated sentences only using known GPCs, focusing on GPCs and letter formation.</u></b></p>
	4	<p>*Responsive handwriting (15mins)  <b>To know how to write sentences to create a narrative</b>  <u>Teacher to provide title for narrative:</u></p> <p>Children write narrative using sentences for each paragraph that have been gathered over preceding lessons.</p> <p><b>***Children say sentence to themselves (signing capital letter and full stop) before writing the sentence.</b></p>
	Spelling and Handwriting	40mins handwriting
<p><b>Week 5</b></p> <p><b>Focus:</b> Non-fiction writing linked to wider curriculum topic/assessment task</p> <p><u>Assessment focus targets:</u></p> <p>I can write simple sentences from memory dictated by my teacher.</p> <p>I can say what I am going to write about</p> <p>I can say my sentence before I write it</p> <p>I can choose vocabulary that makes my writing better</p> <p>I can use 'and' to join two parts of a sentence</p> <p>I can use . to punctuate sentences</p> <p>Use capital letters correctly to start a sentence and for names of people and places.</p>	<b>Hold a sentence</b> (for each day of week)	<p><u>Our house is full.</u></p> <p><u>He will push the bike there.</u></p>
	1	<p>*Responsive handwriting based on week 5 handwriting focus (15mins)  <b>Non-fiction writing linked to wider curriculum topic/assessment task</b></p>
	2	<p>*Responsive handwriting based on week 5 handwriting focus (15mins)  <b>Non-fiction writing linked to wider curriculum topic/assessment task</b></p>
	3	<p>*Responsive handwriting based on week 5 handwriting focus (15mins)  <b>Non-fiction writing linked to wider curriculum topic/assessment task</b></p>
	4	<p>*Responsive handwriting based on week 5 handwriting focus (15mins)  <b>Non-fiction writing linked to wider curriculum topic/assessment task</b></p>
	Spelling and Handwriting	40mins handwriting