

# YEAR 1 ENGLISH CURRICULUM OVERVIEW

This plan outlines the English that will be taught in English lessons, covering the teaching of reading, writing and spoken language.



	Term 1		Term 2		Term 3		Ongoing Technical skills
<b><u>Narrative</u></b>							<b><u>Word structure</u></b>
<b>Grammar to include</b>	Grammar includes: Writing, leaving spaces between words; using capital letters for the names of people, places, days of the week, etc		Grammar includes: Beginning / develop writing in complete sentences; beginning / developing - to punctuate sentences Using capital letters for proper names; using full stops and capitals to demarcate sentences		Grammar includes: Joining words and joining clauses using 'and'; leaving a space between words; using full stops and capital letters to demarcate sentences		How the <b>prefix un-</b> changes the meaning of <b>verbs</b> and <b>adjectives</b> (negation, e.g. <i>unkind</i> , or undoing, e.g. <i>untie the boat</i> )
<b>Narrative</b>	Well Loved Tales Traditional Tale Fantasy texts		Contemporary fiction - stories reflecting children's own experience including picture books and classic tales		Classic Tales Traditional Tales - Fairy tales Contemporary fiction		Regular <b>plural noun suffixes</b> -s or -es (e.g. <i>dog, dogs; wish, wishes</i> )
<b>Suggested final written outcome</b>	<i>Write simple sentences using patterned language, words and phrases taken from familiar stories</i>  How <b>words</b> can combine to make <b>sentences</b>  <i>Sequencing sentences to form short narratives</i>		<i>Write a series of sentences to retell events based on personal experience.</i>  <i>Book review</i> -Simple narrative -Character study -Letters/diaries		<i>Write a re-telling of a traditional story.</i>  <i>Investigating Character within fairy stories</i>		<b>Suffixes</b> that can be added to <b>verbs</b> (e.g. <i>helping, helped, helper</i> )
<b><u>Non Narrative</u></b>							<b><u>Sentence structure</u></b>
<b>Grammar to include</b>	Writing leaving spaces between words; using capital letters for the names of people, places, days of the week, etc; punctuate questions with question marks and sentences with full stops and exclamation marks; using grammatical terminology		Beginning to write complete sentences; using capital letters at the start of a sentence and a full stop, exclamation or question mark at the end; identifying and distinguishing statements, questions and exclamations Writing leaving spaces between words; punctuating questions with question marks and sentences with full stops and exclamation marks; using grammatical terminology		Beginning to write complete sentences; using capital letters at the start of a sentence and a full stop, exclamation or question mark at the end; identifying and distinguishing statements, questions and exclamations		How <b>words</b> can combine to make <b>sentences</b>  Joining <b>words</b> and joining
<b>Non Fiction</b>	Labels, lists and captions  Write labels Farm related texts. Christmas lists and labels	Recount  Texts related to Historical content	Instructions  Linking to curriculum topic Instructions linked to curriculum topic	Report  Explanations	Report / Information text	Non Fiction Letters	

<b>Suggested final written outcome</b>	<i>Write labels and sentences for an in-class exhibition/ museum display linking to the curriculum topic:</i>	<i>Write simple first person recounts based on personal experience, using adverbs of time to aid sequencing, linking to the curriculum trip to the farm</i>  <i>Sequence events using pictures and simple sentences</i>	<i>Following a practical experience, write up the instructions for a simple recipe, linked to the curriculum topic:</i>	<i>A simple non-chronological report with a series of sentences to describe aspects of the subject; distinguish between a description of a single member of a group and the group in general</i>  <i>Draw pictures to illustrate a simple process and prepare several sentences to support the explanation</i> <i>A simple explanation supported by pictures</i>	<i>A simple non-chronological report with a series of sentences to describe aspects of the subject; distinguish between a description of a single member of a group and the group in general</i>	<i>focusing on use of full stops, question marks and exclamation marks, write a letter</i>	<b>sentences</b> using <i>and</i>  <b>Text structure</b>  Sequencing <b>sentences</b> to form short narratives  <b>Punctuation</b>  Separation of <b>words</b> with spaces  Introduction to capital letters, full stops, question marks and exclamation marks to demarcate <b>sentences</b>  Capital letters for names and for the personal pronoun <i>I</i>
<b>Poetry</b>							
<b>Grammar to include</b>	Writing, leaving spaces between words; using capital letters for the names of people, places, days of the week, etc		Beginning to punctuate sentences correctly; using capital letters for the start of lines in poems Writing proper names using capital letters; using capital letters for the start of lines in a poem		Beginning to punctuate sentences correctly; using capital letters for the start of lines in poems Writing proper names using capital letters; using capital letters for the start of lines in a poem; punctuating sentences using full stops, question and exclamation marks		
<b>Poetry</b>	Vocabulary building  Songs and repetitive rhymes	Structure - rhyming couplet	Vocabulary building	Structure - rhyming couplet	Vocabulary building	Poetry Appreciation A theme / Poet	
<b>Suggested final written outcome</b>	<i>Read, write and perform free verse</i>	<i>Recite familiar poems by heart</i>	<i>Read, write and perform free verse</i>	<i>Recite familiar poems by heart. Not read, write and perform free verse</i>	<i>Read, write and perform free verse</i>	<i>Personal responses to poetry Recite familiar poems by heart</i>	