Year 1 Autumn Term

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| Spelling | Handwriting | | Punctuation | Grammar | |
| Pupils should be taught to spell:   * Common exception words: the, I, put, you, your, be, he, we, me, she, no, go, so, of, my, by, I, his, has * Words with the suffixes ‘ing’ and ‘ed’ * Words ending in ‘er’ and ‘est’ * Words adding ‘s’ and ‘es’ to make plurals | Pupils should revise and be secure:   * Hold a pencil comfortably and correctly with a tripod grip (R) * Leave finger spaces between words (R)   Pupils should be taught to:   * Sit correctly at a table, with a straight back and two feet flat on the floor * Position paper slightly slanted * Form lower-case letters in the correct direction, starting and finishing in the right place * Form capital letters correctly * Form digits 0-9 * Understand which letters belong to which handwriting ‘families’ (i.e. letters that are formed in similar ways) and to practise these. | | Pupils should revise and be secure:   * Use capital letters and full stops to demarcate sentences (R)   Pupils should be taught to:   * Begin to punctuation sentences using a capital letter and full stop * Begin to use exclamation marks * Begin to use question marks * Use capital letters for names * Use capital letters for the personal pronoun I | Pupils should revise and be secure:   * Join words orally with clauses using ‘and’ (R)   Pupils should be taught to:   * Know how words combine to make sentences * Join words in a written sentence with clauses using ‘and’ * Sequence sentences to form short narratives * Know and use a range of nouns and adjectives * Know how a prefix un changes the meaning of verbs and adjectives | |
| Composition | | Context and Purpose | | | Terminology |
| Pupils should be taught to:   * Saying out loud what they are going to write about (R) * Composing a sentence orally before writing it * Sequencing sentences to form short narratives * Re-reading what they have written to check that it makes sense * Discuss what they have written with the teacher or other pupils * Read aloud their writing clearly enough to be heard by their peers and the teacher * Encourage pupils to think out loud as they collect their ideas for writing encourage pupils to draft, re-read and check their meaning is clear | | **What the Ladybird heard**  Write a speech bubble for what the ladybird and the other animals heard  Write a story of what the lady bird heard when she came to school  Create a factsheet about a farm  **Grandad’s Island**  Write a description about a family member  Write a setting description about a jungle shack  Write a letter to Grandad from Syd  **Owl Babies**  Write a setting description of a forest  Write the story of The Owl Babies  **The Yellow Bag**  Write sentences about what is in their favourite bag  Write their own story like The Yellow Bag  Write a speech bubble about their feelings | | | letter  capital letter  sentence  punctuation  full stop  exclamation mark  question mark  noun  adjective  personal pronoun  prefix  verb |

Year 1 Spring Term

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| Spelling | Handwriting | | Punctuation | Grammar | |
| Pupils should be taught to spell:   * Common exception words: to, do, said, was, are, they, push, pull, full, there, where * Words with suffixes ‘ing’, ‘ed’, ‘s’ and ‘es’ (Y1) * Words ending in ‘er’ and ‘est’ (Y1) * Words ending in ‘y’ /ee/ * Compound words and words with unstressed vowels | Pupils should revise and be secure:   * Sit correctly at a table, with a straight back and two feet flat on the floor. Paper slightly slanted. (Y1) * Form lower-case letters in the correct direction, starting and finishing in the right place (Y1) * Form capital letters correctly – awareness for name and beginning of a sentence (Y1) * Form digits 0-9 (Y1) * Understand which letters belong to which handwriting ‘families’ (i.e. letters that are formed in similar ways) and to practise these. (Y1)   Pupils should be taught to:  • Use spacing between words that reflects the size of the letters | | Pupils should revise and be secure:   * Begin to punctuation sentences using a capital letter and full stop (Y1)   Pupils should be taught to:   * Begin to use exclamation marks (Y1) * Begin to use question marks (Y1) * Use capital letters for names (Y1) * Use capital letters for days of the week | Pupils should revise and be secure:   * Know how words combine to make sentences (Y1) * Know how a prefix un changes the meaning of verbs and adjectives (Y1)   Pupils should be taught to:   * Join words in a written sentence with clauses using ‘and’ (Y1) * Sequence sentences to form short narratives (Y1) * Know and use a range of nouns and adjectives (Y1) | |
| Composition | | Context and Purpose | | | Terminology |
| Pupils should be taught to:   * Composing a sentence orally before writing it (Y1) * Sequencing sentences to form short narratives (Y1) * Re-reading what they have written to check that it makes sense (Y1) * Discuss what they have written with the teacher or other pupils (Y1) * Read aloud their writing clearly enough to be heard by their peers and the teacher (Y1) * Encourage pupils to think out loud as they collect their ideas for writing encourage pupils to draft, re-read and check their meaning is clear (Y1) | | **Beegu – Alexis Deacon (Modern classic)**  Purpose –writing to inform  Audience – write a letter home  **The Town Mouse and The Country Mouse (Traditional tale)**  Purpose – writing to entertain  Audience – write stories to share with Reception  **Trip to Gloucester city**  Purpose – writing to inform  Audience – write a leaflet for local shop  **Embarked (LS) (film clip)**  Purpose – writing to inform  Audience – write in the role of Jimmy for his diary  Purpose – writing to inform  Audience - Design and label a treehouse for a competition | | | letter  capital letter  sentence  punctuation  full stop  exclamation mark  question mark  noun  adjective  prefix  verb  expanded noun phrase  conjunction |

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| Spelling | Handwriting | Punctuation | | Grammar | |
| Pupils should be taught to:   * Common exception words: were, here, one, once, school, love, come, some, ask, friend, house, our, today, says * Words with suffixes ‘ing’, ‘ed’, ‘s’ and ‘es’ (Y1) * Words ending in ‘er’ and ‘est’ (Y1) * Words with the ‘tch’ trigraph * Adding the prefix ‘un-‘ * Words ending in ‘ve’ /v/ * Words with diagraphs ‘ph’ and ‘wh’ (Y1) * Words ending in ‘ff’, ‘ll’, ‘ss’, ‘zz’ and ‘ck’ (Y1) * Words with the /k/ sound spelled ‘k’ and ‘nk’ spelling pattern (Y1) | Pupils should revise and be secure:   * Sit correctly at a table, with a straight back and two feet flat on the floor. Paper slightly slanted. (Y1) * Form lower-case letters in the correct direction, starting and finishing in the right place (Y1) * Form capital letters correctly – awareness for name and beginning of a sentence (Y1) * Form digits 0-9 (Y1) * Understand which letters belong to which handwriting ‘families’ (i.e. letters that are formed in similar ways) and to practise these. (Y1) * Use spacing between words that reflects the size of the letters (Y1) | Pupils should revise and be secure:   * Begin to punctuation sentences using a capital letter and full stop (Y1)   Pupils should be taught to:   * Begin to use exclamation marks (Y1) * Begin to use question marks (Y1) * Use capital letters for names (Y1) * Use capital letters for the personal pronoun I (Y1) * Use capital letters for days of the week (Y1) * Use capital letters for places | | Pupils should revise and be secure:   * Know how words combine to make sentences (Y1) * Know how a prefix un changes the meaning of verbs and adjectives (Y1)   Pupils should be taught to:   * Join words in a written sentence with clauses using ‘and’ (Y1) * Sequence sentences to form short narratives (Y1) * Know and use a range of nouns and adjectives (Y1) * Know regular plural noun suffixes -s or -es * Know that suffixes can be added to verbs when no change is needed in the spelling of the root word * Begin to use some of the distinctive features of Standard English in their writing | |
| Composition | | | Context and Purpose | | Terminology |
| Pupils should be taught to:   * Composing a sentence orally before writing it (Y1) * Sequencing sentences to form short narratives (Y1) * Re-reading what they have written to check that it makes sense (Y1) * Discuss what they have written with the teacher or other pupils (Y1) * Read aloud their writing clearly enough to be heard by their peers and the teacher (Y1) * Encourage pupils to think out loud as they collect their ideas for writing encourage pupils to draft, re-read and check their meaning is clear (Y1) | | | **Where the Wild things are (Classic/fantasy)**  Purpose – writing to entertain  Audience – write a sequel where Max returns for class anthology (Where the Wild Things are Now)  **The Lighthouse Keeper’s Lunch (Classic)**  Purpose – writing to inform  Audience – design and make a sandwich for a local supermarket  Purpose – write to inform  Audience – write instructions for a class recipe book  **Caterpillar Shoes (LS) (film clip)**  Purpose – writing to inform  Audience – write an information text about a caterpillar for display  **Clock Tower (LS) (film clip)**  Purpose – writing to entertain  Audience – write the story of the Clock Tower  **Caterpillar poem – Christina Rosetti**  Purpose – write to entertain  Audience – perform poem in class assembly | | letter  capital letter  sentence  punctuation  full stop  exclamation mark  question mark  noun  adjective  prefix  verb  expanded noun phrase  conjunction  personal pronoun  imperative verb  plural / singular  suffix |

Year 1 Summer Term