

Year 1 - (Academic year 2015-2016) Year A

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| <p style="text-align: center;">Spelling / phonics (Refer to appendix) Spelling needs to be taught alongside reading and handwriting.</p> | <p>Attempt to spell unfamiliar words using the process of segmenting spoken words into sounds before choosing graphemes to represent the sounds. Children should be taught how to respond to mis-spelt words (hot spot marking the error not the whole word)</p> |
| | <p>Spell words with adjacent consonants (phase 4)</p> |
| | <p>Know main spelling choices for each vowel phoneme (phase 5)</p> |
| | <p>Increased accuracy of phases 3, 4, and 5 high frequency words (appendix)</p> |
| | <p>Spell all the words in Y1 list in Appendix List 1 (taken from the new National Curriculum 2014). Spell the days of the week</p> |
| <p style="text-align: center;">Handwriting Requires frequent and discrete direct teaching.</p> | <p>Form lower case letters correctly in a script that will be easy to join later. Form lower case letters in the correct direction, starting and finishing in the right place (entry strokes). Form capital letters (without entry strokes). 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</p> |
| <p style="text-align: center;">Sentence construction</p> | <p>Write simple sentences independently. Join words and sentences using 'and'. To expect written text to make sense and to check for sense if it does not. Begin to rehearse sentences before writing and re-read during and after writing. To say out loud what they are going to write about</p> |
| <p style="text-align: center;">Sentence types to be taught</p> | <ul style="list-style-type: none"> • Question sentences (non-fiction writing) • 2A sentences • Short Sentences • BOYS sentences (But and So) • Connective opener sentences • Revise and embed all previous sentence types. |
| <p style="text-align: center;">Punctuation</p> | <p>Use capital letters and full stops when punctuating a single simple sentence. Begin to use question marks and exclamation marks to demarcate sentences. To use a capital letter for the personal pronoun 'I' To recognise full stops and capital letters when reading, and name them correctly; and understand how they affect the way a passage is read. To use capital letters for names and for the start of a sentence.</p> |

| Correctly use common uses of capitalisation: headings, titles, names. | | | | |
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| | Topic | Examples | Terminology | Importance |
| Key Grammar principles to be taught | Using full stops and capital letters to demarcate sentences | We sailed to the land where the wild things are. | Sentence Word Letter Capital letter Full stop | High |
| | Use capital letters for proper names | My name is Rosie and I have a dog called Woof. | Name Capital letter | High |
| | Using 'and' to join sentences | <i>The wild things waved their terrible claws and I told them to be quiet.</i> | Joining words | High |
| | Using a question mark at the end of a sentence to indicate a question | <i>Why did Max want to come home?</i> | Question Question mark | Low at this stage |
| | Using an exclamation mark at the end of a sentence to indicate an exclamation | <i>There was a terrible mess!</i> | Exclamation Exclamation mark | Low at this stage |
| | Speaking | Tell stories and describe incidents from their own experience in an audible voice | | |
| Retell stories, ordering events using story language | | | | |
| Interpret a text by reading aloud with some variety in pace and emphasis | | | | |
| Experiment with and build new stores of words to communicate in different contexts | | | | |
| Group discussion and interaction | Take turns to speak, listen to others' suggestions and talk about what they are going to do | | | |
| | Ask and answer questions, make relevant contributions, offer suggestions and take turns | | | |
| | Explain their views to others in a small group, decide how to report the group's views to the class | | | |
| Listening and Responding | Listen with sustained concentration, building new stores of words in different contexts | | | |
| | Listen to and follow instructions accurately, asking for help and clarification if necessary | | | |
| | Listen to tapes or video and express views about how a story or information has been presented | | | |
| Drama | Explore familiar themes and characters through improvisation and role-play | | | |
| | Act out their own and well-known stories, using voices for characters | | | |
| | Discuss why they like a performance | | | |
| Terminology children MUST know by the end of Year 1 | | | | |
| Word, sentence, letter, capital letter, full stop, punctuation, singular, plural, question mark, exclamation mark. | | | | |

| Context for Learning | Context for Learning | Context for Learning |
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| Oceans and Adventures | Home Sweet Home | Fire Fire |
| Term 1 | Term 2 | Term 3 |
| <p>Key Texts Naughty bus (may include foundation) Lost and Found (may include foundation) The seahorse</p> <p>Supporting texts Katie Morag Train ride (poetry) On the road (poetry) Sea horse Karin Littlewood / The storm whale A Fish Wish Rainbow fish Flotsam Dougals Deep sea diary The light house keepers lunch (bubbles, the lighthouse, something fishy) Murgo and the picture book pirates How Pirates really work The Pirate Cruncher Where the wild things are</p> <p>Class read Katie Morag or lighthouse keepers lunch series.</p> | <p>Key Texts Where my willies take me Into the forest</p> <p>Supporting Texts Traditional tales - The Woods How to wash a Woolly Mammoth.</p> <p>Jack and the bakes beanstalk Jack and the beanstalk</p> <p>Class Reads Allan Alberg focus Twist on traditional tales - e.g.</p> | <p>Key Texts Tell me a dragon The dragon machine</p> <p>Supporting Texts</p> <p>Class Read The dragons child</p> |

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| | The Truth about the three little pigs. Goldilocks and just the one bear. Jolly Postman | Or Julia Donaldson author focus |
| Additional Writing opportunities within this term | Additional Writing opportunities within this term | Additional Writing opportunities within this term |
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