

English Curriculum

Year 1		
Autumn	Spring	Summer
Exploring Gainsborough (The Vikings)	Toy Story	Pirates and the Sea

Key Technical Vocabulary in red bold.

Text Level/Genres

Write for a range of contexts, purposes and audiences

Revise and evaluate their writing

Ensure arrange of forms are covered: labels, lists, captions, information texts, messages, letters.

Narrative

- 1 - Familiar settings
- 2 - Traditional/Fairy Tales
- 3 - Fantasy Stories

- Identify the **beginning, middle** and **end** in stories.
- Make predictions about **story** endings.
- Recall the **main events**.
- Listen with sustained concentration.
- Talk about how the **author** created interest or excitement in the story; the 'voice' telling the story is called the **narrator**.
- Recognise **main characters** and typical characteristics, for example, good and bad characters in traditional tales;
- Identify the goal or **motive** of the main character and talk about how it moves the plot on;
- Notice how **dialogue** is presented in text and begin to use different voices for particular characters when reading dialogue aloud.
- Know that **settings** can be familiar or unfamiliar and based on real-life or fantasy.
- Respond by making links with own experience and identify 'story language'.
- Re-tell familiar stories and recount events - include main events in sequence, focusing on who is in the event, where events take place and what happens in each event.
- Use story language, sentence patterns and sequencing words to organise events, (e.g.) **then, next** etc.

Instructions

- Listen to and follow a single more detailed **instruction** and a longer series of instructions.
- Think out and give clear single oral instructions.
- Routinely read and follow written classroom labels carrying instructions.
- Read and follow short series of instructions in shared context.
- Contribute to class composition of instructions with teacher scribing.

	<ul style="list-style-type: none"> • Recite stories, supported by story boxes, pictures etc. • Act out stories and portray characters and their motives. • Use patterns and language from familiar stories in own writing; • Write complete stories with a simple structure: beginning – middle – end, decide where it is set and use ideas from reading for some incidents and events. • Sequence sentences to form short narratives. 		
<p>Poetry</p> <p>1 - Pattern and Rhyme 2 - Themed Poetry</p>	<ul style="list-style-type: none"> • Discuss own response and what the poem is about; • Talk about favourite words or parts of a poem; • Notice the poem's pattern; • Perform in unison, following the rhythm and keeping time; • Imitate and invent actions; • Invent impossible ideas, e.g. magical wishes; • Observe details of first hand experiences using the senses and describe; • List words and phrases or use a repeating pattern or line. 	<p>Recount</p>	<ul style="list-style-type: none"> • Informally recount incidents in own life to other children or adults and listen to others doing the same. • Experiment with writing in a variety of play, exploratory and role-play situations. • Write sentences to match pictures or sequences of pictures illustrating an event.
<p>Punctuation</p>		<p>Handwriting</p>	
<p><i>Ensure EYFS learning is consolidated – control, accuracy, consistency, application.</i></p> <ul style="list-style-type: none"> • Separation of words with spaces • Finger Space • Capital letters • Full stops • Question marks • Exclamation marks • Capital letters for names of people, places, days of the week – Proper nouns • Capital letter for personal pronoun 'I' • Personal pronoun I, me, my 		<p><i>Ensure EYFS learning is consolidated – control, accuracy, consistency, application.</i></p> <ul style="list-style-type: none"> • Sit correctly at the table • Hold a pencil comfortably and correctly • Form lower case letters in the correct direction • Start and finish lower case letters in the right place. • Form capital letters • Form the digits 0 – 9 • Understand which letters belong to the same handwriting family (formed in the same way) 	

Spelling	Grammar
<p><i>Ensure EYFS learning is consolidated – control, accuracy, consistency, application.</i></p> <ul style="list-style-type: none"> • The sounds f, l, s, z, and k spelt ff, ll, ss, zz and ck. • Division of words in to syllables. E.g. pocket, thunder • Spelling pattern tch – catch, fetch • The v sound at the end of words, e.g. have, give • Adding s and es to words (plural of nouns e.g. dog/dogs, wish/wishes and the third person singular of verbs) • Adding the endings ed, er to verbs where no change is needed to the root word. Help/helped/helper • Adding er and est to adjectives where no change is needed to the root word. • Vowel digraphs and trigraphs • The ending y • Ph and wh • Adding the prefix un, e.g. unkind, untie • Compound words, e.g. football, playground • Common exception words – the, a, do, to, today, of, said, says, are, were, was, is, his, has, I, you, your, they, be, he, me, she, we, no, go, so, by, my, here, there, where, love, come, some, one, once, ask, friend, school, put, push, pull, full, house, our. 	<p><i>Ensure EYFS learning is consolidated – control, accuracy, consistency, application.</i></p> <ul style="list-style-type: none"> • Words can combine to make sentences • Joining words and clauses using ‘and’. • Understand prepositions, e.g. up, down, in, into, out, to, onto, inside. • Adjectives, e.g. <i>old, little, big</i>, • Alliteration, e.g. <i>big, blue bubbles bouncing</i> • Speech bubble • Singular • Plural

Texts to support teaching and learning

Theme	Narrative Familiar/Traditional/Fairy	Poetry Pattern/Rhyme/Themed	Non fiction Instructions/Recount
Exploring Gainsborough (Vikings)	Hack and Whack by Charlotte Cotterill		How to Train your Dragon by C Cowell How to be a Viking by C Cowell
Toy Story	The Paper Dolls: Donaldson The Marvellous Toy: Paxton/Cox Albert le Blanc: Butterworth Not a Box/Not a Stick: Portis	The Toy Eater by Shel Silverstein All Aboard the Toy Train – playful poems about toys – compiled by Tony Bradman	Toys Around the World: Brundle Toys and Games: Hewitt Toys Galore: Stein

	<p>Lost in the Toy Museum: Lucas Toy Boat: de Seve Toys in Space: Grey Traction Man is Here: Grey Knuffle Bunny: Willems Mr Wuffles: Wiesner That Rabbit Belongs to Emily Brown: Cowell Dogger: Hughes Kipper's Toybox: Inkpen Naughty Bus: Oke The Wooden Camel: Kahui The Toymaker: Waddell The Velveteen Rabbit: Williams The Story of Pinocchio: Daynes Stanley's Stick: Layton Threadbear by M Inkpen Where's my Teddy by Ahlborough</p>		
Pirates and the Sea	<p>(Katie Morag stories) The Pirates Next Door/The Pirate Cruncher: Duddle Where the Wild Things Are: Sendak The Pirates Next Door: Duddle My Island: Demasse-Pottier Dougal's Deep-Sea Diary: Bartram The Secret of Black Rock: Stanton Captain Flynn and the Pirate Dinosaurs: Andreae/Alto Tad: Davies Starlight Sailor: Mayhew</p>	Hooray for Fish by Lucy Cousins	<p>Atlas of Ocean Adventures by Emily Hawkins The Big Book of the Blue by Yuval Zommer One day on our Blue Planet: In the Ocean by Ella Bailey Pirates: Robbers of the High Seas by G Gibbons</p>

	Alba – The Hundred Year Old Fish: Hawthorne Out of the Blue: Jay My Friend Whale: James Pirates love Underpants by C Freedman The Treasure of Pirate Frank by M Peet The Storm Whale by Benji Davies The Night Pirates by P Harris Ten Little Pirates by M Bradshaw		
BFI Films	Little Pig is flying Lucky Dip A Slippery Tale Jack and the Beanstalk	Laughing Moon	Growing Tom Sweep
Other films	Toy Story Charlotte's Web First Snow of Winter Shrek Hoodwinked Goldilocks		Robots Toy Story Rescuers down under March of the Penguins Blue Planet