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| **Key Stage 1 English** | | | | | | | | |
| **Autumn 1** | **Autumn 2** | **Spring 1** | | **Spring 2** | | **Summer 12** | | **Summer** |
| **Year 1** | | | | | | | | |
| **Handwriting** | | | | | | | | |
| Fine motor skills and seating position  Lower case and capitals 0-9 digits | | | | | | | | |
| **Grammar Punctuation and Spelling**   * Sequences sentences to form short narratives * Capital, full stops and question marks to demarcate sentences * Capital letter for proper nouns and personal pronouns * Joining words and clauses using ‘and’ * Spelling Appendix 1 – pg 50 – 54 * Phonics – daily teaching | | | | | | | | |
| Days of the week  Common exception words – 40+ phonemes | Letters of the alphabet – naming them in order  Use letter names | Plural noun suffixes eg s or es  Suffixes to add to verbs | | Prefix – un  Verbs and adjectives | |  | |  |
| **Writing** | | | | | | | | |
| **Fiction**  Narrative using stories and familiar settings  4 stories - Identify key features of texts  Plan their own ideas in writing  Sequences sentences to form short narratives  Pupils will be able to write sentences  Children will be able to plan and write their own narrative  Incorporate GPS from above  *History*  *People and events fit within a chronological framework*  *Changes within living memory*  *Significant historical events, people and places in their own locality* | | **Non-fiction**  Labels, lists, signs and posters  Simple information text  Instructional writing  2 texts - Identify key features of non-fiction texts  *History*  *Lives of significant individuals in the past*  *Comparisons for Year 2*  *Geography*  *Locational Knowledge*  *Use world maps, atlases and globes* | **Fiction**  Narrative using stories and traditional tales  2 stories - Identify key features of texts  Plan their own ideas in writing  Sequences sentences to form short narratives  Pupils will be able to write sentences  Children will be able to plan and write their own narrative  Incorporate GPS from above  *Geography*  *Place knowledge*  *Use aerial photographs and plan perspective* | | **Poetry**  Rhymes, repetitive poems, riddles and chants Poetry about families  4 published poems - Identify key features of texts  *Geography*  *Human and physical geography* | | **Fiction**  Narrative using stories and fairy tales  4 stories - Identify key features of texts  Plan their own ideas in writing  Sequences sentences to form short narratives  Pupils will be able to write sentences  Children will be able to plan and write their own narrative  Incorporate GPS from above  *Events beyond living memory eg Great Fire of London / Newcastle* | |
| **Reading**  Children will be able to share and discuss a wide range of quality books at the same time as they are reading independently.  Children will know the meaning of words through sharing a range of high quality books.  Developing vocabulary  Checking a text makes sense as they read  Be able to explain their understanding of what is being read | | | | | | | | |
| * Pupils will become very familiar with key stories with familiar settings, re-telling them and considering their particular characteristics. * Children will begin to understand narrative structure. * Predicting what might happen on the basis of what has been read so far * Discussing significance of the title and events * Making inferences on what has been said and done | * Pupils will become very familiar with contemporary stories, re-telling them and considering their particular characteristics. * Children will begin to understand narrative structure. * Predicting what might happen on the basis of what has been read so far * Discussing significance of the title and events * Making inferences on what has been said and done | * Children will know how to find out information from non-fiction texts * Show some of the processes of finding out information | * Pupils will become very familiar with fairy stories, re-telling them and considering their particular characteristics. * Children will begin to understand narrative structure. * Predicting what might happen on the basis of what has been read so far * Discussing significance of the title and events * Making inferences on what has been said and done | | Pupils will appreciate rhymes and poems, joining in with predictable phrases and reciting some poems by heart | | * Pupils will become very familiar with traditional tales, re-telling them and considering their particular characteristics. * Children will begin to understand narrative structure. * Predicting what might happen on the basis of what has been read so far * Discussing significance of the title and events * Making inferences on what has been said and done | |
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