Subject content from the Primary Curriculum

**Spoken Language (years 1-6)**
- listen and respond appropriately to adults and their peers
- ask relevant questions to extend their understanding and knowledge
- use relevant strategies to build their vocabulary
- articulate and justify answers, arguments and opinions
- give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings
- maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments
- use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas
- speak audibly and fluently with an increasing command of Standard English
- participate in discussions, presentations, performances, role play, improvisations and debates
- gain, maintain and monitor the interest of the listener(s)
- consider and evaluate different viewpoints, attending to and building on the contributions of others
- select and use appropriate registers for effective communication.

**Reading** - (GR, shared reading, research during English lessons, Phonics)
- apply phonic knowledge and skills as the route to decode words
- respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes
- read accurately by blending sounds in unfamiliar words containing GPCs that have been taught
- read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word
- read words containing taught GPCs and -s, -es, -ing, -ed, -er and -est endings
- read other words of more than one syllable that contain taught GPCs
- read words with contractions [for example, I’m, I’ll, we’ll], and understand that the apostrophe represents the omitted letter(s)
- read aloud accurately books that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words
- re-read these books to build up their fluency and confidence in word reading.

**Reading Comprehension** - (GR, shared reading, English lessons)
- develop pleasure in reading, motivation to read, vocabulary and understanding by:
  - listening and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently
  - being encouraged to link what they read or hear read to their own experiences
  - becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics
  - recognising and joining in with predictable phrases
  - learning to appreciate rhymes and poems, and to recite some by heart
  - discussing word meanings, linking new meanings to those already known
- understand both the books they can already read accurately and fluently and those they listen to by:
  - drawing on what they already know or on background information and vocabulary provided by the teacher
  - checking that the text makes sense to them as they read and correcting inaccurate reading
  - discussing the significance of the title and events
### English Curriculum Year 1 2018-2019

**Making Inferences**

- making inferences on the basis of what is being said and done

**Predicting Outcomes**

- predicting what might happen on the basis of what has been read so far

**Participating in Discussion**

- participate in discussion about what is read to them, taking turns and listening to what others say

**Explain Understanding**

- explain clearly their understanding of what is read to them.

### Spelling

- **(Phonics, English lessons)**

**Spell**:

- words containing each of the 40+ phonemes already taught
- common exception words
- the days of the week

**Name Letters**

- name the letters of the alphabet:
  - naming the letters of the alphabet in order
  - using letter names to distinguish between alternative spellings of the same sound

**Add Prefixes and Suffixes**

- using the spelling rule for adding -s or -es as the plural marker for nouns and the third person singular marker for verbs
- using the prefix un-
- using -ing, -ed, -er and -est where no change is needed in the spelling of root words [for example, helping, helped, helper, eating, quicker, quickest]

**Apply Simple Rules**

- apply simple spelling rules and guidance, as listed in [English Appendix 1](#)

**Write Simple Sentences**

- write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far.

### Handwriting

- **(English lessons, Maths lessons, Handwriting)**

**Pupils should be taught to**:

- sit correctly at a table, holding a pencil comfortably and correctly
- begin to form lower-case letters in the correct direction, starting and finishing in the right place
- form capital letters
- 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.

### Composition

- **(English lessons)**

**Pupils should be taught to**:

- write sentences by:
  - saying out loud what they are going to write about
  - 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.
English Curriculum Year 1 2018-2019

**VCOP - (English lessons, Phonics)**

Pupils should be taught to:
- develop their understanding of the concepts set out in *English Appendix 2* by:
  - leaving spaces between words
  - joining words and joining clauses using and
  - beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark
  - using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'
  - learning the grammar for year 1 in *English Appendix 2*
- use the grammatical terminology in *English Appendix 2* in discussing their writing.

<table>
<thead>
<tr>
<th>Term and topic</th>
<th>Entry and exit points</th>
<th>Genres/ideas</th>
<th>Writing Composition Focus</th>
</tr>
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<td><strong>Aut 1</strong></td>
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<tr>
<td>Lighthouse</td>
<td>Entry - Make mustard</td>
<td>Narrative -</td>
<td>Spelling:</td>
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<tr>
<td>Keeper’s Lunch</td>
<td>sandwiches</td>
<td>Lighthouse Keeper’s</td>
<td><em>words containing each of the 40+ phonemes already taught</em></td>
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<td>Exit - Picnic</td>
<td>Lunch (retell)</td>
<td><em>common exception words</em></td>
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<td>History box?</td>
<td>Character</td>
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<td>Visitors – Mr</td>
<td>description</td>
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<td>Gringling- Hot Seating</td>
<td>Instructions</td>
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<td>- How to make a sandwich</td>
<td><strong>Handwriting:</strong></td>
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<td>Key Books - Light house keeper’s lunch/cat</td>
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<td><strong>Aut 2</strong></td>
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<tr>
<td>Polar Explorers</td>
<td>Entry - The Big Freeze</td>
<td>Narrative -</td>
<td><strong>Composition:</strong></td>
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<tr>
<td></td>
<td>Exit - Museum</td>
<td>(Little polar bear- own version/change ending).</td>
<td>- write sentences by:</td>
</tr>
<tr>
<td></td>
<td>Visitors – Ernest Hot seating</td>
<td>-Non-Chron Report (polar animals)</td>
<td>- saying out loud what they are going to write about</td>
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<td>- using the prefix un-</td>
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*Note: The term and topic title and main curriculum focus, Entries and exit points, Trips, Visitors, Genres/ideas, Writing Composition Focus, Spelling, Handwriting, Composition, VCOP columns are placeholders for actual content.*
### English Curriculum Year 1 2018-2019

#### Diary - Earnest Shackleton

**Key Books**
- The Little Polar Bear
  - Ernest Shackleton

- using -ing, -ed, -er and -est where no change is needed in the spelling of root words [for example, helping, helped, helper, eating, quicker, quickest]

**Handwriting**
- form capital letters
- understand which letters belong to which handwriting ‘families’ (i.e. letters that are formed in similar ways) and to practise these.

**Composition**
- write sentences by:
  - saying out loud what they are going to write about
  - 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

**VCOP**
- leaving spaces between words
- beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark
- using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'

#### Spelling

- words containing each of the 40+ phonemes already taught
- common exception words
- add prefixes and suffixes:
  - using the spelling rule for adding -s or -es as the plural marker for nouns and the third person singular marker for verbs
  - using the prefix un-
  - using -ing, -ed, -er and -est where no change is needed in the spelling of root words [for example, helping, helped, helper, eating, quicker, quickest]
  - name the letters of the alphabet:
    - naming the letters of the alphabet in order
    - using letter names to distinguish between alternative spellings of the same sound

**Handwriting**
- begin to form lower-case letters in the correct direction, starting and finishing in the right place
- form capital letters
- form digits 0-9
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#### Spr 1 - Circus

**Main focus**
- Design and Technology
- Computing

**Entry**
- Circus skills

**Exit**
- Circus show. Each class to perform a skill they have learnt.

**Visitors**
- Top Banana Circus skills visit

**Narrative**
- (change story)

**Non Fiction**
- (research)

**Key Books**
- Non-fiction texts
English Curriculum Year 1 2018-2019

**Composition:**
- write sentences by:
  - saying out loud what they are going to write about
  - composing a sentence orally before writing it
  - sequencing sentences to form short narratives
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**VCOP:**
- leaving spaces between words
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- apply simple spelling rules and guidance, as listed in the English Appendix 1.

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- write sentences by:
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### English Curriculum Year 1 2018-2019

- 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

**VCOP:**
- develop their understanding of the concepts set out in *English Appendix 2* by:
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  - learning the grammar for year 1 in *English Appendix 2*
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<tr>
<th>Sum 1</th>
<th>Entry - Plant seeds</th>
<th>- Leaflet (Exotic/unusual plants)</th>
<th>Spelling:</th>
</tr>
</thead>
<tbody>
<tr>
<td>How does your garden grow?</td>
<td>Exit - Plant their flowers etc in the school grounds.</td>
<td>- Recount (Hillier’s trip)</td>
<td>words containing each of the 40+ phonemes already taught</td>
</tr>
<tr>
<td><strong>Main focus</strong> - Science, Geography Computing</td>
<td>Visit - Hillier’s</td>
<td>- Letter (headteacher)</td>
<td>common exception words</td>
</tr>
<tr>
<td></td>
<td>Key Books - Unusual plants Growing plants Non-fiction texts</td>
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### English Curriculum Year 1 2018-2019

- composing a sentence orally before writing it
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<table>
<thead>
<tr>
<th>Sum 2</th>
<th>Entry - Famous people</th>
<th>Instructions (pasta salad)</th>
<th>Spelling:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Healthy Humans</td>
<td>Famous people</td>
<td>pasta salad</td>
<td>words containing each of the 40+ phonemes already taught</td>
</tr>
<tr>
<td>Main focus - History (FN), Science, SMSC Computing</td>
<td>Exit - PowerPoint to parents</td>
<td>Chron report Letter/diary (Florence N)</td>
<td>common exception words</td>
</tr>
<tr>
<td>Exit - PowerPoint to parents</td>
<td>Chron report Letter/diary (Florence N)</td>
<td>Chron report Letter/diary (Florence N)</td>
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<td>Visitor - nurse</td>
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