

Year 1 (2024-2025) – English Curriculum

Year 1	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
Writing	<p>Writing</p> <p>'The Gruffalo' by Julia Donaldson Purpose: To describe. Audience: People who like reading about different places. Form: A character description.</p> <p>Taught writing objectives:</p> <ul style="list-style-type: none"> L.O: To analyse a character description. L.O: To leave spaces between words. L.O: To join words to make sentences. (A simple one clause sentence punctuated with a capital letter and a full stop). L.O: To use adjectives to describe. To choose words that add interest or detail. <p>'The Gruffalo' by Julia Donaldson Purpose: To explain. Audience: Someone who wants to know how to do something. Form: Instructions.</p> <p>Taught writing objectives:</p> <ul style="list-style-type: none"> L.O: To analyse a set of instructions. L.O: To leave spaces between words. L.O: To join words to make sentences. L.O: To punctuate a sentence using capital letters and full stops. L.O: To join words and phrases using 'and'. (A compound sentence - two independent clauses joined by the coordinating conjunction 'and') L.O: To sequence sentences. (in non-fiction) <p>'The Gruffalo' by Julia Donaldson Purpose: To entertain. Audience: People who enjoyed reading 'The Gruffalo' by Julia Donaldson. Form: A narrative.</p> <p>Taught writing objectives:</p>	<p>Writing</p> <p>'Beegu' by Alexis Deacon Purpose: To inform and explain. Audience: Beegu / someone who wants to learn more about life on Earth Form: A non-chronological report.</p> <p>Taught writing objectives:</p> <ul style="list-style-type: none"> L.O: To analyse a non-chronological report. L.O: To leave spaces between words. L.O: To join words to make sentences. L.O: To punctuate a sentence using capital letters and full stops. L.O: To join words and phrases using 'and'. (A compound sentence) L.O: To punctuate a question using a question mark. (A Question Sentence - using the 5 W's) L.O: To sequence sentences. (in non-fiction) L.O: To use adjectives to describe. To choose words that add interest or detail. L.O: To add suffixes to adjectives (-er, -est) <p>'Knuffle Bunny' by Mo Willems Purpose: To inform and recount. Audience: People who enjoy stories with a happy ending. Form: A character description (A Lost Poster).</p> <p>Taught writing objectives:</p> <ul style="list-style-type: none"> L.O: To identify features of a character description. L.O: To punctuate a sentence using capital letters and full stops. L.O: To punctuate a question using a question mark. L.O: To join words and phrases using 'because'. (A complex sentence - an independent clause joined 	<p>Writing</p> <p>'Little Rabbit Foo Foo' by Michael Rosen Purpose: To entertain. Audience: People who enjoyed reading 'Little Rabbit Foo Foo' by Michael Rosen. Form: A narrative.</p> <p>Taught writing objectives:</p> <ul style="list-style-type: none"> L.O: To analyse the structure of a narrative. L.O: To sequence sentences. (in fiction) L.O: To use familiar plots for structuring the opening, middle and end of a story. L.O: To turn singular nouns into plural nouns (using suffixes -s) L.O: To identify verbs. L.O: To add suffixes to verbs (-ing) L.O: To use the prefix un- to change the meaning of words (adjectives) L.O: To use the prefix un- to change the meaning of words (verbs) L.O: To punctuate an exclamation sentence using an exclamation mark. (An exclamation sentence) 	<p>Writing</p> <p>'Man on the Moon' by Simon Bartram Purpose: To recount and entertain. Audience: People who want to hear about Bob's perspective. Form: A diary entry.</p> <p>Taught writing objectives:</p> <ul style="list-style-type: none"> L.O: To analyse a recount. L.O: To identify nouns. L.O: To identify proper nouns. L.O: To use capital letters for proper nouns. (names of people) L.O: To use capital letters for proper nouns. (places) L.O: To use capital letters for proper nouns. (the days of the week) L.O: To use a capital letter for the personal pronoun 'I'. L.O: To identify verbs. L.O: To add suffixes to verbs (-ed) L.O: To add suffixes to adjectives (-er, -est) L.O: To join words and phrases using 'but'. (A compound sentence) L.O: To join words and phrases using 'or'. (A compound sentence) <p>Poetry Performance Week: Poems with the theme of 'Nature' Purpose: To entertain Audience: Other classes around the school Form: A poetry performance / recital</p>	<p>Writing</p> <p>'What a Waste' by Jess French Purpose: To inform and explain. Audience: People who do not know the dangers or issues surrounding litter / plastic. Form: A non-chronological report.</p> <p>Taught writing objectives:</p> <ul style="list-style-type: none"> L.O: To analyse a non-chronological report. L.O: To join words and phrases using 'but'. (A compound sentence) L.O: To join words and phrases using 'or'. (A compound sentence) L.O: To sequence sentences. (in non-fiction) L.O: To turn singular nouns into plural nouns (using suffixes -es) L.O: To use the prefix un- to change the meaning of words (verbs and adjectives) 	<p>Writing</p> <p>'The Lonely Beast' by Chris Judge Purpose: To inform and comfort. Audience: The Lonely Beast Form: A letter.</p> <p>Taught writing objectives:</p> <ul style="list-style-type: none"> To sequence sentences. (in fiction) To turn singular nouns into plural nouns (using suffixes -es) To add suffixes to adjectives (-er, -est) <p>'On Sudden Hill' by Linda Sarah Purpose: To entertain. Audience: People who want to read about one of the character's perspectives. Form: A diary entry.</p> <p>Taught writing objectives:</p> <ul style="list-style-type: none"> To sequence sentences. To use the prefix un- to change the meaning of words (verbs and adjectives) To add suffixes to verbs (-ed) <p>'The Puffin Book of Fantastic First Poems' by June Crebbin Purpose: To entertain. Audience: People who enjoy poetry. Form: A simile poem.</p> <p>Taught writing objectives:</p> <ul style="list-style-type: none"> L.O: To analyse the structure of various poems. L.O: To identify features of a poem. L.O: To sequence sentences. L.O: To use adjectives to describe. To choose words that add interest or detail.

	<ul style="list-style-type: none"> L.O: To identify features of a narrative. L.O: To leave spaces between words. L.O: To join words to make sentences. L.O: To punctuate a sentence using capital letters and full stops. L.O: To join words and phrases using 'and'. (A compound sentence) L.O: To use adjectives to describe. To choose words that add interest or detail. <p>'The Gruffalo' by Julia Donaldson Purpose: To inform Audience: People who enjoyed reading 'The Gruffalo' by Julia Donaldson. Form: A recount of a trip.</p> <p>Taught writing objectives:</p> <ul style="list-style-type: none"> L.O: To analyse a recount To leave spaces between words. To join words to make sentences. To punctuate a sentence using capital letters and full stops. To join words and phrases using 'and'. (A compound sentence) To sequence sentences. (in non-fiction) L.O: To add suffixes to verbs (-ed) 	<p>to another clause using the conjunction 'because')</p> <ul style="list-style-type: none"> L.O: To identify verbs. L.O: To add suffixes to verbs (-ing) L.O: To sequence sentences. (in fiction) L.O: To use familiar plots for structuring the opening, middle and end of a story. L.O: To use adjectives to describe. To choose words that add interest or detail. L.O: To punctuate an exclamation sentence using an exclamation mark. (An exclamation sentence - a sentence beginning with 'what' or 'how' and punctuated with an exclamation mark) 				
<p>Reading</p>	<p>Little Wandle Phonics Scheme</p> <p>Teacher Read Class Stories:</p> <p>'My Hair' by Hannah Lee</p> <p>'Lulu's First Day' by Anna McQuinn</p> <p>'The Dot' by Peter H Reynolds</p> <p>'Welcome to Our World: A Celebration of Children Everywhere!' by Moira Butterfield</p> <p>'Not Now, Bernard' by David McKee</p> <p>'Splash Day' by Nick Sharratt</p> <p>Science Texts:</p>	<p>Little Wandle Phonics Scheme</p> <p>Teacher Read Class Stories:</p> <p>'It's My Birthday' by Helen Oxenbury</p> <p>'Cinnamon' by Neil Gaiman</p> <p>'One Snowy Night' by Nick Butterworth</p> <p>'I Can Only Draw Worms' by Will Mabbit</p> <p>'King of the Classroom' by Derrick Barnes</p> <p>'The Hat Full of Secrets' by Karl Newson</p> <p>Science Texts:</p>	<p>Little Wandle Phonics Scheme</p> <p>Teacher Read Class Stories:</p> <p>'Maisie's Scrapbook' by Samuel Narh</p> <p>'Ruby's Worry' by Tom Percival</p> <p>'Goodnight, Everyone' by Chris Houghton</p> <p>'We're Going on a Bear Hunt' by Michael Rosen</p> <p>'Meg and Mog' by Helen Nicoll</p> <p>'Adventure Mice: Otter Chaos' by Philip Reeve</p> <p>Science Texts:</p>	<p>Little Wandle Phonics Scheme</p> <p>Teacher Read Class Stories:</p> <p>'Coming to England' by Floella Benjamin</p> <p>'Yokki and the Parno Gry' by Richard O'Neill</p> <p>'Oof Makes An Ouch!' by Duncan Beedie</p> <p>'The Smile Shop' by Satoshi Kitamura</p> <p>'Kitty and the Twilight Trouble' by Paula Harrison</p> <p>'Molly Rogers to the Rescue' by Cornelia Funke</p>	<p>Little Wandle Phonics Scheme</p> <p>Teacher Read Class Stories:</p> <p>'Jabari Jumps' by Gaia Cornwall</p> <p>'How to Hide a Lion in School' by Helen Stephens</p> <p>'The Tiger Who Came to Tea' by Judith Kerr</p> <p>'The Adventures of Dish and Spoon' by Mini Grey</p> <p>'Rabbit and Bear: Rabbit's Bad Habits' by Julian Gough</p> <p>'All the Ways to be Smart!' by Davina Bell</p> <p>Science Texts:</p>	<p>Little Wandle Phonics Scheme</p> <p>Teacher Read Class Stories:</p> <p>'Fatou, Fetch the Water' by Neil Griffiths</p> <p>'I Want My Hat Back' by Jon Klassen</p> <p>'The Dark' by Lemony Snicket</p> <p>'Isadora Moon Goes to School' by Harriet Muncaster</p> <p>'Sona Sharma, Looking After Planet Earth' by Chitra Soundar</p> <p>'Amazing Grace' by Mary Hoffman</p>

	'Sonya's Chickens' by Phoebe Wahl (Animals, including humans)	'Storm' by Sam Usher (Seasonal Changes)	'The Adventures of a Plastic Bottle: A Story About Recycling' by Alison Inches (Materials)	Science Texts: 'Tree: Seasons Come, Seasons Go' by Patricia Hegarty & Britta Teckentrup (Seasonal Changes)	'The Tiny Seed' by Eric Carle (Plants)	
Spelling Rules	<p>Gaps identified from EYFS</p> <p>Double consonant endings -ff, -ss, -ll</p> <p>-zz and -ck endings</p> <p>-nk endings</p> <p>Two syllable words</p> <p>-tch endings</p> <p>-ve endings</p> <p>Adding -s and -es</p>	<p>Adding -ing, -ed and -er high frequency words</p> <p>Adding -er and -est high frequency words</p> <p>/ai/ and /oi/ application</p> <p>/ay/ and /oy/ application</p> <p>Split digraph /a-e/ words.</p> <p>Split digraph /e-e/ words</p>	<p>Split digraph /i-e/ words</p> <p>Split digraph /o-e/</p> <p>Split digraph /u-e/</p> <p>/ar/ inside consonants</p> <p>/ee/ application</p> <p>/ea/ application</p>	<p>-er stressed sound (her, verb, term, person, herd, jerk, perch) and -er unstressed sound (under, summer, sister, bitter, burger, winter)</p> <p>un- prefix words</p> <p>/wh/ and /ph/ application</p> <p>Words ending in -y (funny, very, happy, berry, fly, cry, dry)</p> <p>/oe/ and /oa/ alternative spellings</p> <p>/ou/ application</p>	<p>/ow/ and /ow/ alternative pronunciation (now, how, brown VS own, blow, snow)</p> <p>/ue/ and /ew/ alternative spellings</p> <p>/ie/ and /ie/ alternative pronunciations (lie, cried, tried VS piece, thief, chief)</p> <p>/igh/ application</p> <p>/or/ application</p> <p>-ore application</p>	<p>/ir/ application</p> <p>/ur/ application</p> <p>/oo/ application</p> <p>Compound words</p> <p>/aw/ and /au/ alternative spellings</p> <p>/ear/ and -are words</p>