

English Scheme of Work – YEAR 1

English Strand	NC Requirement	Resources/Time	Success Criteria (Outcome)
Grammar	<p>By the end of Year 1:</p> <ul style="list-style-type: none"> • Use correct grammatical terminology when discussing their writing • Leave spaces between words • Join words with 'and' within sentences • Join sentences with 'and' • <i>Identify and know the purpose of nouns</i> • Form singular and plural nouns (link with spelling) • Change the meaning of words by adding un- (link with spelling) • Form new nouns by compounding e.g. whiteboard (link with spelling) 	<ul style="list-style-type: none"> • Grammar prompts on English board (nouns) • Weekly grammar starters at the start of English lessons 	<ul style="list-style-type: none"> • Children's writing to consistently demonstrate an understanding of singular and plural nouns • Children to be able to articulate the purpose of a noun
Handwriting	<p>By the end of Year 1:</p> <ul style="list-style-type: none"> • Sit correctly at a table, holding a normal pencil comfortably and correctly • Form 'long ladder' lower case letters correctly (i, j, l, t, u (v and w if with rounded bases)) • Form the equivalent upper case letters correctly (I, J, L, T, U) • Form 'one-armed robot' lower case letters correctly (b, h, k, m, n, p, r) • Form the equivalent upper case letters correctly (B, H, K, M, N, P, R) • Form the digits 2, 3 and 5 correctly • Form 'curly caterpillar' lower case letters correctly (c, a, d, e, g, o, q, f, s) • Form the equivalent upper case letters correctly (C, A, D, E, G, O, Q, F, 	<ul style="list-style-type: none"> • Handwriting exercise books • Handwriting-lined whiteboards • Penpals handwriting scheme • Laptops with Microsoft Word 	<ul style="list-style-type: none"> • Children form letters correctly (upper and lower case) as well as all digits. • Children can type simple sentences that are phonically recognisable.

	<p>S)</p> <ul style="list-style-type: none"> Form the digits 0, 6, 8 and 9 correctly Form 'zigzag' lower case letters correctly (v, w, x, y, z) Form the equivalent upper case letters correctly (V, W, X, Y, Z) Form the digits 1, 4, and 7 correctly 		
Punctuation	<p>By the end of Year 1:</p> <ul style="list-style-type: none"> Use correct grammatical terminology when discussing their writing Use full stops and capitals Use capital letters for people, places, days of the week and 'I' Use question marks Use exclamation marks <i>Start to recognise and use direct speech and inverted commas</i> 	<ul style="list-style-type: none"> Punctuation models on English board 	<ul style="list-style-type: none"> Children to consistently use capital letters and full stops correctly. Children to consistently use question marks and exclamation marks where appropriate.
Reading	<p>By the end of Year 1:</p> <p>Word Reading</p> <ul style="list-style-type: none"> Respond quickly with the correct sound for graphemes (using phonemes taught so far) Respond quickly with the correct sound for graphemes (for all 40+ phonemes) Blend GPCs to read accurately <i>Remember high frequency phonically de-codable words</i> Read and remember high frequency words that cannot be easily decoded at this stage ('tricky' words) Read words containing taught GPCs and ending in -s, -es and ing Read words of more than one syllable 	<ul style="list-style-type: none"> KRM Guided reading Reading corners Appropriate selection of free choice books Reading comprehension scheme 	<ul style="list-style-type: none"> Use phonic knowledge to decode unfamiliar words To read with fluency and with some expression To be able to answer straightforward questions about a text they have read and find evidence from it To use their reading skills across the curriculum To read a range of texts with confidence and talk about their structure in simple terms To explain how a book is structured e.g. sentences, chapters etc. To retell a story in simple terms

- Read words containing taught GPCs and ending in –ed, -er and est
- Read words with contractions and understand how apostrophes work in these words
- Apply phonic knowledge *across the curriculum*
- Read aloud accurately books that match their phonic knowledge *and books which require them to use other reading strategies*
- Re-read books to build fluency and confidence
- *Listen to what they are reading to hear if it makes sense*
- *Read to the end of a sentence to help work out an unknown word*
- *Re-read when they have not understood*
- *Use the punctuation to get meaning from the text*
- *Use the context as an aid to decoding unknown words*
- *Look for words within words to aid decoding*
- *Break down large words into syllables to aid decoding*

Being a Reader

- Listen to and discuss a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently
- Explain their understanding of what is read to them
- Offer an opinion on what is read to them and listen to the opinions of others
- Offer opinions and preferences about books
- Link what they read and hear read to their own experiences
- Enjoy stories (including fairy and traditional stories), poems and rhymes
- Enjoy stories

- Retell a story using prompts
- Retell a story in the correct order
- Join in with stories being read aloud
- Enjoy poems and rhymes and recite some by heart
- *Read aloud a well-known story with some expression*
- Discuss meanings of new words and link these to words already known

Comprehension

- Discuss the title and talk about the events in a story
- *Identify the main characters and say what they are like*
- *Use imagination to re-enact stories in a variety of ways*
- *Answer questions after the end of the story*
- Check that the text makes sense as they read and re-read if necessary
- Make simple inferences about characters from what they say and do
- Develop understanding by linking reading to prior knowledge and/or background information
- Predict the next part of a story
- *Recall the main events in a story*
- Recognise and understand the terms title, author, illustrator and illustration
- Identify some simple structural features in a text
- Understand that text, illustration and other features combine to give meaning

Speaking, Listening and Discussion	<p>By the end of Year 1:</p> <p>Speaking</p> <ul style="list-style-type: none"> • Tell a story or describe an incident clearly • Retell a story or incident in which events are ordered • Read aloud clearly and use some intonation for effect <p>Listening</p> <ul style="list-style-type: none"> • Listen and respond appropriately to adults and peers • Listen and follow instructions accurately, asking for help or clarification if necessary • Listen with sustained concentration <p>Discussion</p> <ul style="list-style-type: none"> • Take turns in a group • Listen to other pupils during group work • Explain their thoughts to a group 	<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> • To stand confidently in front of a familiar group and retell or recount a story or incident • To listen considerately and for a sustained length of time • To take a positive role in a discussion group
Spelling	<p>By the end of Year 1:</p> <ul style="list-style-type: none"> • Spell words using the GPCs taught so far (ensure your programme covers English appendix 1 (Y1) of National Curriculum) • Segment words into individual phonemes to aid spelling • Name the letters of the alphabet in order • Use letter names to talk about different grapheme choices • Spell high frequency words that cannot be easily decoded at this stage ('tricky' words) 	<ul style="list-style-type: none"> • KRM • Phonics on English display • Frequent word resources • Weekly spellings (see NC for examples of words) • Weekly starters in English lessons relating to the application of spelling rules 	<ul style="list-style-type: none"> • Children's work shows application of NC expectations in spelling

	<ul style="list-style-type: none"> • Spell simple words with adjacent consonants • Spell words ending in -nk • Spell plural nouns with –s and –es • Use –s and –es to spell third person singular verbs • Spell words with the –ing suffix (where no change is needed to the root word) • Spell common words ending in -ve • Spell words with the –ed suffix (where no change is needed to the root word) • Spell words with the –er suffix (where no change is needed to the root word) • Spell words with the –est suffix (where no change is needed to the root word) • Spell simple words with the un- prefix • Spell common compound words • Spell the days of the week • Divide words into syllables to aid spelling • Write simple dictated sentences using spelling knowledge taught so far • Apply spellings and spelling conventions taught in their own work 		
Writing Composition	<p>By the end of Year 1:</p> <p>Composition</p> <ul style="list-style-type: none"> • <i>Use ideas from their reading in their writing</i> • Compose a sentence orally before writing it • Write a sequence of sentences 	<ul style="list-style-type: none"> • Pie Corbett Bumper Book of Story Telling into Writing KS1 (fiction) • Talk for Writing Across the Curriculum (non-fiction) • Flip chart paper • Self-assessment • Peer assessment • Red and Green 	<ul style="list-style-type: none"> • Children to be able to talk a text independently • Children to independently create texts from a range of text types that follow a standard text structure

	<ul style="list-style-type: none"> • Write a sequence of sentences to form a short narrative <i>or non-narrative</i> text • <i>To improve their writing style by covering the text type progression relevant to year (see Appendix A below)</i> • <i>Pose questions before reading non-fiction to find answers</i> • <i>Navigate a simple non-fiction text</i> • <i>Record information gleaned from simple non-fiction texts</i> <p>Drama</p> <ul style="list-style-type: none"> • Respond to other characters in role • <i>Pretend to be a character, showing feelings through words and action</i> • <i>Take turns speaking their part in acting out familiar stories words and actions</i> <p>Evaluation</p> <ul style="list-style-type: none"> • <i>Begin to use the sentence by sentence process of think, say, write, check</i> • <i>Talk their writing</i> • <i>Read aloud their writing</i> 	<p>assessment</p> <ul style="list-style-type: none"> • Big Write • iPads (or similar) for recording and evaluating drama 	
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Appendix A: Text Type Progression through the years

Year Group	Narrative	Non-fiction	Poetry (taught in short units)
Yr 1	Text types should only be introduced once pupils are confidently writing a sequence of sentences		
	<ul style="list-style-type: none"> • Stories with familiar settings • Traditional and fairy tales • Cumulative and repetitive stories 	<ul style="list-style-type: none"> • Non-chronological reports • Recounts • Instructions 	<ul style="list-style-type: none"> • Pattern and rhyme • Poems on a theme • Poems using the senses