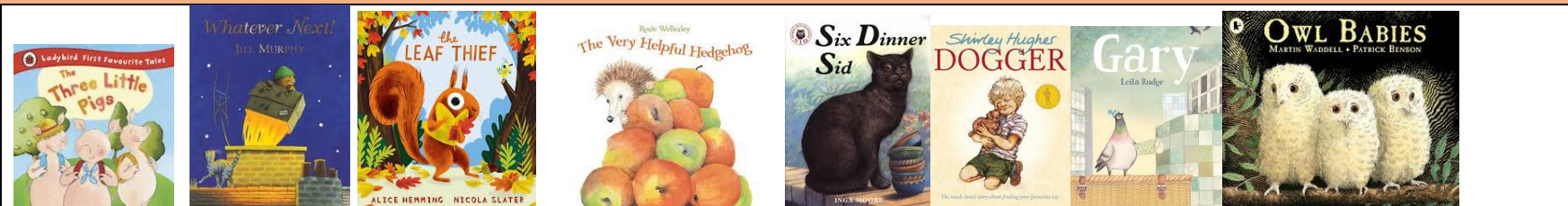


AUTUMN TERM

<p>Quality Texts (not limited to)</p>	
<p>Key writing outcome</p>	<p>Fiction- Retell Narrative</p>
<p>Purpose for writing</p>	<p>To entertain</p>

YEAR 1

ENGLISH NATIONAL CURRICULUM CONTINUOUS LEARNING

<p>SPELLING <i>Also taught discreetly</i></p>	<p>HANDWRITING</p>	<p>WRITING COMPOSITION</p>	<p>VOCABULARY, GRAMMAR AND PUNCTUATION <i>Also taught discreetly</i></p>
<p>(see English Appendix 1) Pupils should be taught to: spell:</p> <ul style="list-style-type: none"> words containing each of the 40+ phonemes already taught common exception words the days of the week English – key stages 1 and 2 name 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 spelling rules and guidance, as listed in English Appendix 1 write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> 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. 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> 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. 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> 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’ earning the grammar for year 1 in English Appendix 2 use the grammatical terminology in English Appendix 2 in discussing their writing.

SPRING TERM

<p>Quality Texts (not limited to)</p>								
<p>Key writing outcome</p>	<p>Fiction- Retell Narrative</p>							
<p>Purpose for writing</p>	<p>To entertain</p>							

YEAR 1

ENGLISH NATIONAL CURRICULUM CONTINUOUS LEARNING

<p>SPELLING <i>Also taught discreetly</i></p>	<p>HANDWRITING</p>	<p>WRITING COMPOSITION</p>	<p>VOCABULARY, GRAMMAR AND PUNCTUATION <i>Also taught discreetly</i></p>
<p>(see English Appendix 1) Pupils should be taught to: spell:</p> <ul style="list-style-type: none"> words containing each of the 40+ phonemes already taught common exception words the days of the week English – key stages 1 and 2 name 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 spelling rules and guidance, as listed in English Appendix 1 write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> 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. 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> 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. 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> 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’ earning the grammar for year 1 in English Appendix 2 use the grammatical terminology in English Appendix 2 in discussing their writing.

SUMMER TERM

<p>Quality Texts (not limited to)</p>				
<p>Key writing outcome</p>	<p>Fiction- Retell Narrative</p>			
<p>Purpose for writing</p>	<p>To entertain</p>			

YEAR 1

ENGLISH NATIONAL CURRICULUM CONTINUOUS LEARNING

<p>SPELLING <i>Also taught discreetly</i></p>	<p>HANDWRITING</p>	<p>WRITING COMPOSITION</p>	<p>VOCABULARY, GRAMMAR AND PUNCTUATION <i>Also taught discreetly</i></p>
<p>(see English Appendix 1) Pupils should be taught to: spell:</p> <ul style="list-style-type: none"> words containing each of the 40+ phonemes already taught common exception words the days of the week English – key stages 1 and 2 name 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 spelling rules and guidance, as listed in English Appendix 1 write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> 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. 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> 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. 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> 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’ earning the grammar for year 1 in English Appendix 2 use the grammatical terminology in English Appendix 2 in discussing their writing.

