





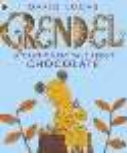
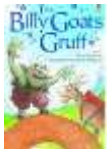




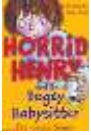




Hayes Primary School
Year 1 English Curriculum 2022-2023

Writing						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Core English texts	 	   	 	 	  	 
Non text based						 Godstone farm trip retelling
Genre and plot structure	Finding tales/ Non- Chronological reports	Lost and found tales	Traditional Stories	Fantasy stories	Humor & Folk tales	Tales with a moral outcome
Extended writing outcomes	<u>Snail & The Whale</u> -postcard <u>Were going on a Bear Hunt</u> -recount	<u>Beegu</u> -letter <u>The Dark</u> -retelling <u>The Monster's Surprise</u> -diary entry <u>Stick Man</u> - description -recount	<u>Grendel</u> -information Leaflet <u>Billy Goats Gruff</u> - wanted Poster	<u>Click, Clack, Moo</u> -diary Entry -letter <u>We are family</u> -poem -fact file	<u>The Cat Sat on the Mat</u> -description <u>The Gruffalo</u> -wanted Poster <u>The Enormous Crocodile</u> -letter	<u>The Magic Porridge Pot</u> -recipe -poem -own story <u>Horrid Henry</u> -diary entry -letter <u>Trip: Godstone Farm</u> -recount
Vocab, grammar and punctuation focus	Capital letters and full stops Adjectives	<ul style="list-style-type: none"> Capital letters and full stops Adjectives 	<ul style="list-style-type: none"> Capital letters and full stops Adjectives 	<ul style="list-style-type: none"> Capital letters and full stops Adjectives 	<ul style="list-style-type: none"> Capital letters and full stops Adjectives 	<ul style="list-style-type: none"> Capital letters and full stops

	Joining sentences using conjunctions	<ul style="list-style-type: none"> Joining sentences using conjunctions Plural Nouns –s, -es Verbs –ed, Suffixes –er, -est Questions and exclamation marks Prefix un- Write for different purposes, including poetry 	<ul style="list-style-type: none"> Joining sentences using conjunctions Plural Nouns –s, -es Verbs –ed, Suffixes –er, -est Questions and exclamation marks Prefix un- Write for different purposes, including poetry Re-reading to check for sense Forming a short narrative 	<ul style="list-style-type: none"> Joining sentences using conjunctions Plural Nouns –s, -es Verbs –ed, Suffixes –er, -est Questions and exclamation marks Prefix un- Re-reading to check for sense Write for different purposes, including poetry Forming a short narrative Spelling focus, including common exception words 	<ul style="list-style-type: none"> Joining sentences using conjunctions Plural Nouns –s, -es Verbs –ed, Suffixes –er, -est Questions and exclamation marks Prefix un- Re-reading to check for sense Write for different purposes, including poetry Forming a short narrative Spelling focus, including common exception words Form lower and upper case letters correctly Write in the past and present tense 	<ul style="list-style-type: none"> Adjectives Joining sentences using conjunctions Plural Nouns –s, -es Verbs –ed, Suffixes –er, -est Questions and exclamation marks Prefix un- Re-reading to check for sense Write for different purposes, including poetry Forming a short narrative Spelling focus, including common exception words Form lower and upper case letters correctly Write in the past and present tense
Spelling focus	RWI	RWI	RWI	RWI	RWI	RWI

Handwriting	Pupils should be taught to: <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' (ie letters that are formed in similar ways) and to practise these					
Composition	Pupils should be taught to: <ul style="list-style-type: none">● write sentences by:<ul style="list-style-type: none">○ 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 their writing aloud, clearly enough to be heard by their peers and the teacher					
Reading						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Whole class reading texts	RWI	RWI	RWI	RWI	RWI	RWI
Word reading	Pupils should be taught to: <ul style="list-style-type: none">● 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					

	<ul style="list-style-type: none"> ● 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 books aloud, accurately, that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words ● reread these books to build up their fluency and confidence in word reading
Comprehension	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> ● develop pleasure in reading, motivation to read, vocabulary and understanding by: <ul style="list-style-type: none"> ○ listening to 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 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: <ul style="list-style-type: none"> ○ 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 ○ making inferences on the basis of what is being said and done ○ predicting what might happen on the basis of what has been read so far ● participate in discussion about what is read to them, taking turns and listening to what others say ● explain clearly their understanding of what is read to them