

## Year 1 English Program of study



		<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>
		<b>This is me</b>	<b>Gruffalos, Giants and Flying Brooms</b>	<b>Blast Off</b>	<b>Paws and Claws</b>	<b>Castles</b>	<b>Southsea</b>
<b>S &amp; L</b>	Spoken language	Speak about matters of immediate interest, expressing feelings and ideas  Talk in ways that are audible and intelligible to familiar others	Understand and engage with the speaker demonstrating attentive listening.	Engage with others through taking turns in pairs and small groups.	Create simple characters and situations through some adaptation of everyday speech, gesture or movement and use imaginative language with increasing confidence in role-play and dramatic activities.	Show some awareness of the listener by making changes to language and non-verbal features.	Notice simple differences in speakers' language and try out new ways of expressing meaning and incorporating new vocabulary.
<b>Reading</b>	Word reading	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 words containing taught GPCs and -s, -es, endings.	Read many common exception words from (Eng Appendix 1)  Read aloud accurately books that are consistent with developing phonic knowledge and that do not require use of other strategies to work out words  Read words containing taught GPCs and -er and -est endings.	Read accurately by blending sounds in unfamiliar words inc GPCs that have been taught. Read words containing taught GPCs and -ing, -ed, endings.  Read other words of more than one syllable that contain taught GPCs.	<ul style="list-style-type: none"> <li>Read words containing taught GPCs and -ing, -ed, endings.</li> </ul>	Read words with contractions e.g. I'm, I'll, we'll, and understand that the apostrophe represents the omitted letter(s).  Revise all previous appropriate statements	Read words with contractions e.g. I'm, I'll, we'll, and understand that the apostrophe represents the omitted letter(s).  Revise all previous appropriate statements
	Comprehension	Develop pleasure in reading, motivation to read, vocabulary and understanding by becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics Develop pleasure in reading, motivation to read, vocabulary and understanding by being encouraged to link what is read or heard read to his/her own experiences	Develop pleasure in reading, motivation to read, vocabulary and understanding by learning to appreciate rhymes and poems, and to recite some by heart Develop pleasure in reading, motivation to read, vocabulary and understanding by listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently	Understand both the books they can already read accurately and fluently and those they listen to by discussing the significance of the title and events.	Understand both the books they can already read accurately and fluently and those they listen to by predicting what might happen on the bases of what has been read so far Understand both the books they can already read accurately and fluently and those they by checking that the text makes sense as they read and correct inaccurate reading.	Develop pleasure in reading, motivation to read, vocabulary and understanding by learning to appreciate rhymes and poems, and to recite some by heart.  Revise all previous appropriate statements	Develop pleasure in reading, motivation to read, vocabulary and understanding by learning to appreciate rhymes and poems, and to recite some by heart.  Revise all previous appropriate statements
<b>Wri</b>	Spelling	Adjacent consonants (st, bl, gr etc.)	Sound set 3	Sound set 3	Sound set 3	Sound set 3	Sound set 3

	Sound set 3 (and revision of set 2 sounds)					
	100 HFW	HFW	100 HFW	100 HFW	100 HFW	100 HFW
	Suffix –ing and –ed for verb	- er to make nouns (helper) and adjectives (faster) -est to make adjectives	Introduce root words and affixes	Compound words (football, elsewhere etc) s	Prefix –un	-s and –es for plurals
Handwriting	Sit correctly at a table, holding a pencil comfortably and correctly. I can write a capital letter taller than the other letters.	Write the letters t,d,h,j,k,l,b tall.	Write the letters y,p,g,f,q, to go under the line.	Join groups of letters in all words.		Join up their writing correctly.
Vocabulary, Grammar & punctuation	Leaving spaces between words.  Beginning to punctuate sentences using a capital letter and a full stop.	Joining words and joining clauses using and.	Beginning to punctuate sentences using a question mark.  Suffix –ing and –ed for verb  Using a capital letter for names of people	Using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'.  Re-reading what they have written to check that it makes sense.	Beginning to punctuate sentences using an exclamation mark	All previous writing statements
Composition	<b>Purpose &amp; Audience:</b> To Entertain Class book to share with parents <b>Form:</b> Simple sentence structure <b>Subject:</b> This is me Linked to the circus	<b>Purpose &amp; Audience:</b> Creating their own monsters and describing them. <b>Form:</b> Description and Labels <b>Subject:</b> Julia Donaldson stories	<b>Purpose &amp; Audience:</b> Questions, Facts and instructions. <b>Form:</b> Sentence structure <b>Subject:</b> Space	<b>Purpose:</b> Entertain <b>Audience:</b> Read to Year R <b>Form:</b> Fantasy stories <b>Subject:</b> Paw Patrol Creating a story, introducing the children to the elements of a story (opening, problem, resolution, ending)	<b>Purpose:</b> To involve history and British Values <b>Audience:</b> Class assembly <b>Form:</b> Fantasy stories <b>Subject:</b> Myths and Legends	<b>Purpose:</b> Describe <b>Audience:</b> <b>Form:</b> Colour poem <b>Subject:</b> Seaside Use seaside objects to describe.