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**Year 1 English Program of study**

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|  |  | **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** |
|  |  | **Green Fingers** | **Time machine** | **Blast Off** | **Mr Benn** | **Castles** | |
| S & L | 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. |
| Reading | Word reading | Apply phonic knowledge and skills as the route to decode words  Read accurately by blending sounds in unfamiliar words containing GPCs that have been taught | Read aloud accurately books that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words  Re-read these books to build up their fluency and confidence in word reading. | 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 common exception words, noting unusual correspondences between spelling and sound and where these occur in the word | 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) |
| Comprehension | Link what they read or hear read to their own experiences  Become very familiar with key stories, fairy stories and traditional tales.  Recognising and joining in with predictable phrases.  Checking that the text makes sense to them as they read and correcting inaccurate reading.  Participate in discussion about what is read to them, taking turns and listening to what others say | Listen and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently  Retelling familiar stories and considering their particular characteristics. | Discussing the significance of the title and events | Discussing word meanings, linking new meanings to those already known.  Predicting what might happen on the basis of what has been read so far. | Learning to appreciate rhymes and poems, and to recite some by heart.  Draw on what they already know or on background information and vocabulary provided by the teacher.  Making inferences on the basis of what is being said and done | Explain clearly their understanding of what is read to them. |
| Writing | Spelling | Adjacent consonants (st, bl, gr etc.)  Sound set 3 (and revision of set 2 sounds) | Sound set 3 | Sound set 3 | Sound set 3 | Sound set 3 | Sound set 3 |
| 100 HFW | HFW | 100 HFW | 100 HFW | 100 HFW | 100 HFW |
| Compound words (football, elsewhere etc) | -s and –es for plurals | Introduce root words and affixes | Suffix –ing and –ed for verbs | - er to make nouns (helper) and adjectives (faster) -est to make adjectives | Prefix –un |
| 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 | Beginning to punctuate sentences using a capital letter and a full stop.  Leaving spaces between words. | Using a capital letter for names of people | Joining words and joining clauses using and.  Beginning to punctuate sentences using a question mark or exclamation mark. | Using a capital letter for names of people, places, the days of the week, and the personal pronoun ‘I’. |  | Beginning to punctuate sentences using an exclamation mark. |
| Composition | Sequencing sentences to form short narratives.  Saying out loud what they are going to write about.  **Purpose:** Entertain  **Audience**: Assembly to parents  **Form:** Story writing  **Subject:** The enormous turnip  Sequencing the story. Writing a beg, middle, end and adapting a story. | Composing a sentence orally before writing it.  **Purpose:** Instruct  **Audience**: creating something to take home  **Form:** Non fiction  **Subject:** Instructions | Discuss what they have written with the teacher or other pupils**.**  **Purpose:** Describe  **Audience**: Questions to Neil Armstrong.  **Form:** Sentence structure  **Subject:** Space | Read aloud their writing clearly enough to be heard by their peers and the teacher. **Purpose:** Entertain  **Audience**:  **Form:** Fantasy stories  **Subject:** Mr Benn  Creating a story, introducing the children to the elements of a story (opening, problem, resolution, ending) | Re-reading what they have written to check that it makes sense.  **Purpose:** Describe  **Audience**:  **Form:** Colour poem  **Subject:** Seaside  Use seaside objects to describe. | All previous writing statements  **Purpose:** Inform  **Audience**:  **Form:** Poetry using their senses  **Subject:** Southsea |