

# English Curriculum Overview Year 1



The teaching of English at The Hills Academy covers reading (including word reading and comprehension) and writing (including spellings, grammar, handwriting and composition).

Talk for Writing implementation – the Talk for Writing approach is being embedded into writing lessons from September 2023 beginning in Year 2 and EYFS. The Talk for Writing approach will then be built into other year groups in the following academic years.

**Phonics: Year 1 teach daily phonics lessons following Supersonic Phonic Friends.**

**Teaching spellings: Year 2-6 follow the No Nonsense Spelling overview to teach spelling patterns on a rotation of 2 spelling starters in English lesson's one week and 3 spelling starters in English lesson's the next week. National Curriculum spellings including common exception words and high frequency words are also taught regularly in English lessons.**

**Teaching guided reading: Year 1 have weekly guided reading lessons using VIPERS strands (Vocabulary, Infer, Predict, Explain, Retrieve, Sequence). Year 2 – 6 have guided reading lessons weekly in Autumn 1 and then fortnightly from Autumn 2 using VIPERS strands, alternating with reading skills discussion lessons.**

**Children working below age-related expectations – teachers should check children's gaps in previous year group's learning and ensure that these targets are met before children begin working on their current year group targets e.g., if a Year 2 child is not yet secure on Year 1 writing targets, they should focus on those targets first before attempting Year 2 targets.**

**Adapting weeks to suit each academic year – the number of weeks in each academic year may slightly change (e.g. autumn term may have 15 weeks instead of 14 weeks in some academic years). Class teachers should adapt the overviews accordingly depending on the length of each term and discuss and agree this with the English coordinator or SLT members if needed.**

***Genres and books used may be adapted throughout the year to suit changes in planning made by teachers. Please ensure the English coordinator is made aware of any changes.***



# Year 1: Autumn Term Writing

<u>Weeks 1 and 2</u>	<u>Weeks 3 and 4</u>	<u>Weeks 5-7</u>	<u>Week 8</u>	<u>Weeks 9 and 10</u>	<u>Weeks 11 and 12</u>	<u>Week 13</u>	<u>Week 14</u>
<p><b><u>Fiction</u></b></p> <p><b>Genre/plot: Stories with repeating patterns</b></p> <p><b>Hooks and books:</b></p> <p><b>Peace at Last</b></p> <p>Children will write about people in their homes.</p> <p>Children will write about the character's in the story.</p>	<p><b><u>Fiction</u></b></p> <p><b>Genre/plot: Stories in familiar setting</b></p> <p><b>Hooks and books:</b></p> <p><b>Knuffle Bunny</b></p> <p>Children will write a story about their own favourite soft toy.</p> <p>Children will sequence the story.</p>	<p><b><u>Fiction</u></b></p> <p><b>Genre: Friendship</b></p> <p><b>Hooks and books:</b></p> <p><b>The Cloudspotter</b></p> <p><b>Imaginary Fred</b></p> <p>Children will share their ideas about making friends.</p> <p>Children will write about the characters and develop description.</p>	<p><b><u>Non-Fiction</u></b></p> <p><b>Genre: Labels, lists and signs</b></p> <p><b>Hooks and books:</b></p> <p><b>Billy's Bucket</b></p> <p>Children will learn about the features of labels and lists.</p> <p>Children will design and label their own bucket.</p> <p>Children will design a wanted poster.</p>	<p><b><u>Non-Fiction</u></b></p> <p>Genre: Information Texts</p> <p>Hooks and books:</p> <p>The Usborne Book of Big Machines</p> <p>Children will use simple information texts to find out about machines.</p> <p>Children will start to learn about the structure of non-fiction texts.</p> <p>Children will create their own vehicle and write labels and captions about it.</p>	<p><b><u>Non-Fiction</u></b></p> <p>Genre: Commands</p> <p>Hooks and books:</p> <p>What You Shouldn't Do At School</p> <p>I'm Mad About Pizza</p> <p>Children will learn commands.</p> <p>Children will begin to compose questions, statements and commands, using the correct punctuation.</p> <p>Children will read work aloud to peers and adults.</p>	<p><b><u>Narrative</u></b></p> <p>Whole school writing project.</p> <p>Year 1-6 will be given the same stimulus to write a narrative to show the progression in writing across the school.</p> <p>Narrative options:</p> <p>Short story, fairytale, journey story, poem, diary.</p>	<p><b><u>Poetry</u></b></p> <p>Genre: Songs and repetitive poems</p> <p>Children will listen to and discuss a range of poems.</p> <p>Children will have a go at writing their own poems.</p>

# Year 1: Spring Term Writing



<u>Weeks 1 &amp; 2</u>	<u>Weeks 3 &amp; 4</u>	<u>Weeks 5 &amp; 6</u>	<u>Weeks 7 &amp; 8</u>	<u>Weeks 9 &amp; 10</u>	<u>Week 11</u>
<p><b><u>Narrative</u></b></p> <p><b>Genre/Plot: Traditional Tales</b></p> <p><b>Hooks and books:</b></p> <p><b>The House that Jack Built</b></p> <p><b>Anancy and Mr Dry-Bone</b></p> <p>Children will listen to traditional tales and discuss the settings, plots and characters before writing about their own character.</p> <p>Children will begin to apply capital letters and full stops with some accuracy.</p> <p>Children will practice letter formation of lower-case letters and capital letters.</p>	<p><b><u>Narrative</u></b></p> <p><b>Genre/Plot: Hooks and books: Stories with repeating patterns</b></p> <p><b>Hooks and books:</b></p> <p><b>Bring the rain to Kapiti Plain</b></p> <p><b>Handa's Hen</b></p> <p><b>We All Went on Safari</b></p> <p>Children will read and listen to stories with repeating patterns.</p> <p>Children will read and listen to counting stories (Handa's Hen and We All Went on Safari).</p> <p>Children will write their own version of a counting story.</p> <p>Children will discuss the events in the book and predict what might happen next.</p> <p>Children will apply phonic knowledge to spell with more accuracy and begin to spell common exception words.</p> <p>Children will leave spaces between words and begin to punctuate sentence written in a sequence.</p>	<p><b><u>Narrative</u></b></p> <p><b>Genre/Plot: Funny Stories</b></p> <p><b>Hooks and books:</b></p> <p><b>The Day Louis Got Eaten</b></p> <p><b>There's a Lion in my Cornflakes</b></p> <p>Children will read and listen to funny stories about animals before writing their own animal adventure story.</p> <p>Children will make predictions based on what has been read and discuss the stories.</p> <p>Children will begin to use the prefix –un in writing and apply phonics knowledge to decode words.</p> <p>Children will use capital letters accurately and begin to punctuate sentences with full stops, question marks and exclamation marks.</p> <p>Children will say out loud what they are going to write about and begin to join words and sentences using and, but or.</p> <p>Children will write sequenced sentences to form a short narrative and read writing</p>	<p><b><u>Non-Fiction</u></b></p> <p><b>Genre/Plot: Instructions</b></p> <p><b>Hooks and books:</b></p> <p><b>Don't let the pigeon stay up late</b></p> <p><b>Don't let the pigeon drive the bus</b></p> <p>Children will learn about instructions and persuasion.</p> <p>Children will practice giving and receiving instructions.</p> <p>Children will listen to and discuss the texts and make inferences based on what has been said/done.</p> <p>Children will begin to use letter names to distinguish between alternative spellings of the same sound (phase 5 sounds and spellings).</p> <p>Children will form lower case letters correctly and begin to form them in the correct direction using handwriting families to support.</p> <p>Children will compose sentences orally before writing and sequence sentences to form short narratives.</p>	<p><b><u>Non-Fiction</u></b></p> <p><b>Genre/Plot: Information texts</b></p> <p><b>Hooks and books:</b></p> <p><b>Night Animals</b></p> <p><b>Owls</b></p> <p>Children will read and listen to non-fiction texts about nocturnal animals and link what is read to their own experiences.</p> <p>Children will discuss the meaning of new words and draw on background information and vocabulary provided by the teacher.</p> <p>Children will spell words containing phonemes already taught and begin to add suffixes such as –ing.</p> <p>Children will sit correctly and hold a pencil correctly to support handwriting.</p> <p>Children will compose sentences orally and begin to re-read writing to check it makes sense.</p> <p>Children will discuss writing with their teacher or other pupils.</p>	<p><b><u>Fiction</u></b></p> <p><b>Genre/Plot: Letters and description</b></p> <p><b>Hooks and books:</b></p> <p><b>Mr Postmouse's Rounds</b></p> <p>Children will discuss what letters are and listen to the story about letters and relate them to their own experiences</p> <p>Children will write questions, statements and exclamations.</p> <p>Children will say out loud what they are going to write and sequence their sentences to form short narratives.</p> <p>Children will re-read writing to check that it makes sense.</p> <p>Children will begin to punctuate sentences using a full stop, question mark or exclamation mark.</p> <p>Children will use a capital letter for the names of people and places.</p> <p>Children will leave spaces between words.</p>

# Year 1: Summer Term Writing



<u>Weeks 1 - 3</u>	<u>Weeks 4-6</u>	<u>Weeks 7-8</u>	<u>Weeks 9-10</u>	<u>Weeks 11-12</u>
<p><b><u>Narrative</u></b></p> <p><b>Genre/Plot:</b> Fairy tales and traditional tales</p> <p><b>Hooks and books:</b></p> <p>Cinderella</p> <p>Billy Goats Gruff</p> <p><b>Snow White &amp; alternative tale</b></p> <p>Children will listen to fairy tales and discuss the character and settings.</p> <p>Children will write their own fairy tale using adjectives in sentences.</p> <p>Children will form capital letters and form lower case letters in the correct direction.</p> <p>Children will use the prefix –un and write simple sentences dictated by the teacher from memory.</p> <p>Children will join words and clauses using ‘and’</p>	<p><b><u>Fiction</u></b></p> <p><b>Genre/Plot:</b> Fantasy – superheroes</p> <p><b>Hooks and books:</b></p> <p>Superheroes</p> <p>Comic strips</p> <p><b>Supertato by Sue Hendra and Paul Linnet</b></p> <p>Children will use adjectives to describe superheroes and villains in sentences.</p> <p>Children will create their own superhero and write sentences to describe it.</p> <p>Children will write from memory sentences dictated by the teacher.</p> <p>Children will say out loud what they are going to write about.</p> <p>Children will begin to punctuate sentences with capital letters, full stops, question marks or exclamation marks.</p>	<p><b><u>Non-Fiction</u></b></p> <p><b>Genre/Plot:</b> Letters</p> <p><b>Hooks and books:</b></p> <p>Dear Greenpeace</p> <p>Children will listen to the story Dear Greenpeace.</p> <p>Children will recognize plurals and understand how to use –s and –es to spell plural words correctly.</p> <p>Children will form letters and words in sentences, spelling words using phonemes and graphemes learnt.</p> <p>Children will plan ideas for writing and orally plan sentences.</p> <p>Children will independently write a letter.</p>	<p><b><u>Non - Fiction</u></b></p> <p><b>Genre/Plot:</b> Information texts</p> <p><b>Hooks and books:</b></p> <p>The Dancing Tiger by Malachy Doyle</p> <p>Surprising Sharks by Nicola Davies</p> <p>Children will learn about different animals and use the information to write a page for a class book.</p> <p>Children will write questions, statements and exclamations.</p> <p>Children will draw on their knowledge and information learnt to support their vocabulary.</p> <p>Children will sit correctly at a table, holding a pencil comfortably to form lower-case letters in the correct direction.</p> <p>Children will compose sentences orally and re-read their writing.</p> <p>Children will join words and sentences using and</p>	<p><b><u>Fiction</u></b></p> <p><b>Genre/Plot:</b> Poetry</p> <p><b>Hooks and books:</b></p> <p>Poems about nature</p> <p>Poem Maker, Word Shaker by Pie Corbett</p> <p>What is Red by Mary O’Neil</p> <p>My First Oxford Book of Poems chosen by John Foster</p> <p>‘In my Garden’ by Moira Andrews</p> <p>What am I by Jo Peters</p> <p>Slugs by John Kitching</p> <p>Children will listen to a range of poems and rhymes and begin to learn and recite poetry.</p> <p>Children will discuss a wide range of poems and join in with predictable phrases.</p> <p>Children will have a go at writing their own poems in a similar style to poems listened to.</p> <p><i>Additional writing weeks at the end of summer term – Incy Wincy Spider rhyme, memory writing</i></p>