English **Autumn 1** **Year 1**

Reading

Subject Purpose

The Whitburn Village English curriculum aims to promote high standards of language and literacy through equipping children with a strong command of the spoken and written word and to develop a love of literature through reading for pleasure. This is essential to participating fully as a member of society.

Content Area

This half term we will be reading a range of texts including character descriptions, retells, reports and poetry.

Prior Knowledge

Comprehension

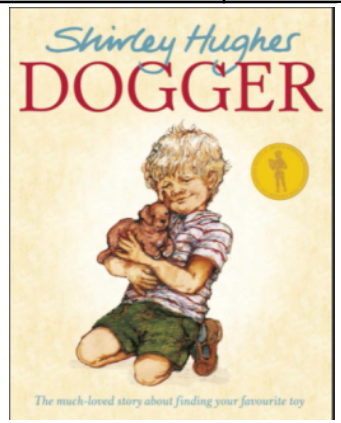
- Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.
- Anticipate (where appropriate) key events in stories.
- Use and understand recently introduced vocabulary during discussions about stories, nonfiction, rhymes and poems and during role play.

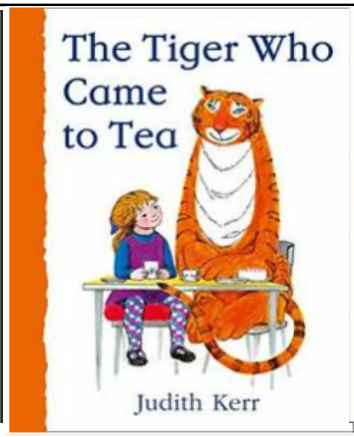
Word Reading

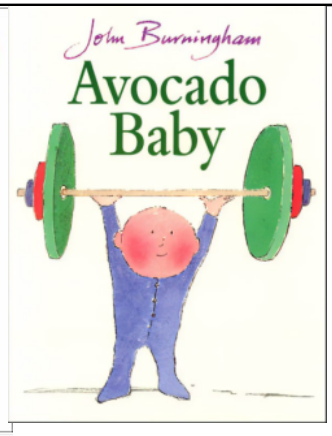
- Say a sound for each letter in the alphabet and at least 10 digraphs.
- Read words consistent with their phonic knowledge by sound-blending.
- Read aloud simple sentences and books that are consistent with their phonic knowledge.

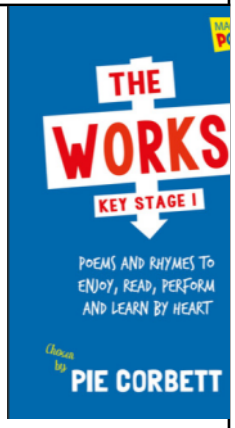
Core Reading Texts

Dogger- Shirley Hughes
The Tiger who Came to Tea- Judith Kerr
Avocado Baby – John Burningham
The Works KS1- Pie Corbett











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Reading Skills	**Fluency** • Have automatic recognition of high frequency words taught so far. • Use phase 2, phase 3 and phase 4 phonic knowledge to read words in ways which match their spoken sounds. • Makes phonetically plausible attempts to read words that have not been learnt. • Begin to divide words into syllables to read. • Identify predictable and repeated phrases in reading and role-play. • Read sentences taking account of simple punctuation e.g. full stops. • To read words with contractions e.g I'm I'll and understand the apostrophe represents omission. • To name the letters of the alphabet. • Read yellow and blue banded books with 90% accuracy without overt sounding out. **Retrieval** • Retrieve basic information about a character using pictures and simple language. • To be able to make simple retrievals from a text. Retrievals may be made from a text that has been read to the child or one the child has read themselves (depending on their level of development). • Check that the text makes sense as they read e.g. self- correction. **Clarify the Meaning of Words** • Discuss word meanings, linking new meanings to those already known.	**GDS** **Fluency** • Read sentences using awareness of punctuation such as question marks and exclamation marks. • Read common words with contractions and show some awareness of the use of the apostrophe to represent letters. • Read most multi-syllable words containing taught GPCs at Phase 4. **Prediction** • Make suggestions about what will happen next in the story based on what has happened so far. **Summarise/ Recall/ Sequence** • Recall key events using words like first, next, after, when.

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Learning Objectives						
	Retell **Context: Little Red Riding Hood**	**Character Description** **Context: Dogger**	**Retell** **Context: Dogger**	**Character Description** **Context: The Tiger Who Came to Tea**	**Retell** **Context: The Tiger Who Came to Tea**	**Imaginative Recount** **Context: Avocado Baby**
Knowledge	**Structure** To identify a 5-part story. ● Opening ● Build-up ● Problem ● Resolution ● Ending To use simple sentences. To link parts of stories with the correct terminology e.g. 'opening'. **Vocabulary & Text Features** To understand how story language works and use some formal elements when re-telling stories, e.g. 'Once there was…she lived in a little…he replied…'. To use a variety of cues when reading: knowledge of the story and its context, and awareness of how it should make sense grammatically. To draw on background information about new vocabulary.	**Structure** To identify simple sentences to describe a character. **Vocabulary & Text Features** To use a variety of cues when reading: knowledge of the story and its context, and awareness of how it should make sense grammatically. To identify adjectives that describe characters. To draw on background information about new vocabulary. **Characterisation** To identify adjectives that describe characters. **Identifying Themes and Morals/ Making Comparisons Across Texts** To link stories to own experiences. **Discussion** To listen to poems being read and talk about likes and	**Structure** To identify a 5-part story. ● Opening ● Build-up ● Problem ● Resolution ● Ending To identify simple sentences. To link parts of stories with the correct terminology e.g. 'opening'. **Vocabulary & Text Features** To understand how story language works and use some formal elements when re-telling stories, e.g. 'Once there was…she lived in a little…he replied…'. To use a variety of cues when reading: knowledge of the story and its context, and awareness of how it should make sense grammatically. To begin to identify sentences with 'and'	**Structure** To use simple sentences to describe a character. **Vocabulary & Text Features** To use a variety of cues when reading: knowledge of the story and its context, and awareness of how it should make sense grammatically. To draw on background information about new vocabulary. **Characterisation** To identify adjectives that describe characters. **Discussion** To listen to poems being read and talk about likes and dislikes; including ideas or puzzles, words, and patterns. To draw on the significance of the title and events.	**Structure** To identify a 5-part story. ● Opening ● Build-up ● Problem ● Resolution ● Ending To use simple sentences. To link parts of stories with the correct terminology e.g. 'opening'. **Vocabulary & Text Features** To understand how story language works and use some formal elements when re-telling stories, e.g. 'Once there was…she lived in a little…he replied…'. To use a variety of cues when reading: knowledge of the story and its context, and awareness of how it should make sense grammatically.	**Structure** To identify sentences that match pictures, or sequences of pictures, illustrating an event. Structure writing by ordering sequence of events with use of words ike first, next, after, when. Join clauses by using the conjunction 'and'. GDS **Vocabulary & Text Features** To understand how story language works and use some formal elements when re-telling stories, e.g. 'Once there was…she lived in a little…he replied…'. To use a variety of cues when reading: knowledge of the story and its context, and awareness of how it should make sense grammatically. **Discussion** To listen to poems being read and talk about likes and dislikes; including ideas

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	Identifying Themes and Morals/ Making Comparisons Across Texts To make simple connections between texts e.g. "This is like a traditional tale because there's an evil witch/a bad wolf". To read stories with predictable and repeated patterns and experiment with similar patterns.	dislikes; including ideas or puzzles, words, and patterns.	understand how it joins clauses. **Discussion** To listen to poems being read and talk about likes and dislikes; including ideas or puzzles, words, and patterns.		To begin to identify sentences with 'and' understand how it joins clauses.	or puzzles, words, and patterns.
Terminology	Opening Build-up Problem Resolution Ending Structure Retrieve Clues Diagraph	Adjectives Retrieve Clues Diagraph	Opening Build-up Problem Resolution Ending Structure Retrieve Clues Diagraph	Structure Retrieve Clues Diagraph	Structure Retrieve Clues Diagraph	Structure Retrieve Clues Diagraph Patterns Puzzles
Phonics GPC	ai, ee, igh, oa, oo, ar, or, ur, oo, ow, oi, ear	Two or more digraphs ai, ee, igh, oa, ow, ear, air, er, sh, zz, ss, ch, sh, qu, ng, ck	CVCC, CCVC, CCVCC, CCCVC and Phase 4 with long vowels ai, ee, igh, oa, ear, air, er, sh, ch, qu, ow, ng	Phase 5 ay, ou, oy, ea	Review	Review
Tricky Words	no, go, so, my, by, to, into, out, the	what, when, he, she, we, be, me, have, love	was, they, some, come, were, there, sure, pure	said, says, you, do, like, little, push, put, pull, full	all, are, I, of, one, here, today	
Reading Skill (Comprehension)	Decoding Prosody Inference	Decoding Prosody Inference	Decoding Prosody Inference	Decoding Prosody Inference	Decoding Prosody Inference	Decoding Prosody Inference
Poetry/ Song	**Each Peach Pear Plum**	**I have a Dog** **The Works pg 49**	**I have a Dog** **The Works pg 49**	**The Day the Zoo Escaped by Michaela Morgan and Sue Palmer** **The Works pg 182**	**The Day the Zoo Escaped by Michaela Morgan and Sue Palmer** **The Works pg 182**	**Acrostic Poem** **Tigers**
Poetry Objectives	Listen to poems being read and talk about likes and dislikes; including ideas or puzzles, words, and patterns. Explore acrostic poems noting the structure and theme.					

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Writing

Subject Purpose

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Content Area

This half term we will be writing a range of texts including character descriptions, retells, reports and poetry.

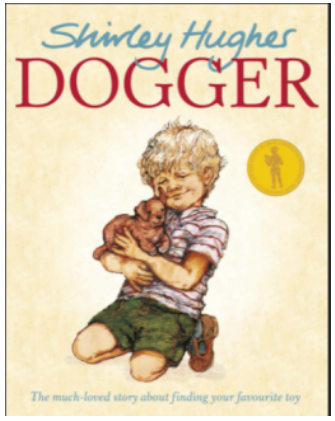
Prior Knowledge

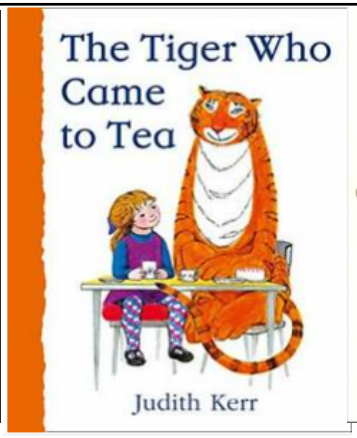
Writing

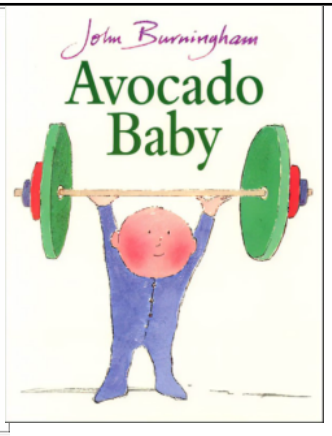
- Write recognisable letters, most of which are correctly formed.
- Spell words by identifying sounds in them and representing the sounds with a letter or letters.
- Write simple phrases and sentences that can be read by others.

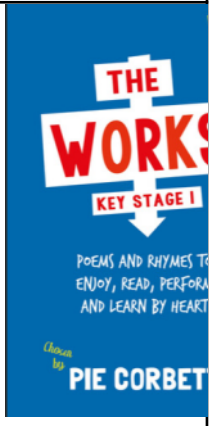
Core Reading Texts

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Learning Objectives						
Text type	**Retell** **Context: Little Red Riding Hood**	**Character Description** **Context: Dogger**	**Retell** **Context: Dogger**	**Character Description** **Context: The Tiger Who Came to Tea**	**Retell** **Context: The Tiger Who Came To Tea**	**Imaginative Recount** **Context: Avocado Baby**
Knowledge & Skills	**Purpose & Audience** To retell a simple story with predictable phrases eg. repetition of key phrases. Focus on creation of sentence. Add additional detail joining sentences using 'and'. GDS **Structure** To plan and write using a 5-part story structure. ● Opening ● Build-up ● Problem ● Resolution ● Ending To write sentences sometimes demarcated accurately with full stops. **Atmosphere & Effect on the Reader** **Vocabulary & Text Features** To write sentences to match pictures, or sequences of pictures, illustrating an event	**Purpose & Audience** To write a simple character description using sentences and adjectives. **Structure** To write sentences sometimes demarcated accurately with full stops. To begin to separate words with spaces. **Atmosphere & Effect on the Reader** **Vocabulary & Text Features &** **Characterisation** To use simple adjectives to describe a character. To make phonetically plausible attempts to spell words. **Grammar & Punctuation** To identify understand the use of adjectives. **Spelling Focus**	**Purpose & Audience** To retell a simple story with predictable phrases eg. repetition of key phrases. Focus on creation of sentences. Add additional detail joining sentences using 'and'. GDS **Structure** To plan and write using a 5-part story structure. ● Opening ● Build-up ● Problem ● Resolution ● Ending To write sentences sometimes demarcated accurately with full stops. To begin to separate words with spaces. **Atmosphere & Effect on the Reader** **Vocabulary & Text Features &**	**Purpose & Audience** To write a simple character description using sentences and adjectives. **Structure** To write sentences sometimes demarcated accurately with full stops. To begin to separate words with spaces. **Atmosphere & Effect on the Reader** **Vocabulary & Text Features &** **Characterisation** To use simple adjectives to describe a character. **Grammar & Punctuation** To make phonetically plausible attempts to spell words. To write sentences including capital letters and full stops. To begin to separate words with spaces.	**Purpose & Audience** To retell a simple story with predictable phrases eg. repetition of key phrases. Focus on creation of sentence. Add additional detail joining sentences using 'and'. GDS **Structure** To write sentences sometimes demarcated accurately with full stops. To begin to separate words with spaces. To plan and write using a 5-part story structure. ● Opening ● Build-up ● Problem ● Resolution ● Ending **Atmosphere & Effect on the Reader** **Vocabulary & Text Features** **Characterisation**	**Purpose & Audience** To write sentences to match pictures, or sequences of pictures, illustrating an event. Structure writing by ordering sequence of events with use of words like first, next, after, when. Join clauses by using the conjunction 'and'. GDS **Structure** To write sentences sometimes demarcated accurately with full stops. To begin to separate words with spaces. **Atmosphere & Effect on the Reader** **Vocabulary & Text Features &** **Characterisation** To write sentences to match pictures, or sequences of pictures, illustrating an event.

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	. **Grammar & Punctuation** To make phonetically plausible attempts to spell words. To write sentences including capital letters and full stops. To begin to separate words with spaces. To use capital letters for names of people and places. **Spelling Focus** Name letters or the alphabet in order.	Name letters or the alphabet in order.	**Characterisation** To write sentences to match pictures, or sequences of pictures, illustrating an event To use adjectives to describe a character. GDS **Grammar & Punctuation** To make phonetically plausible attempts to spell words. To write sentences including capital letters and full stops. To begin to separate words with spaces.	To identify understand the use of adjectives. **Spelling Focus** Name letters or the alphabet in order.	To use predictable phrases in own writing drawn from reading. To write sentences to match pictures, or sequences of pictures, illustrating an events. **Grammar & Punctuation** To make phonetically plausible attempts to spell words. To write sentences including capital letters and full stops. To begin to separate words with spaces.	To use predictable phrases in own writing drawn from reading. To use adjectives to describe a character. GDS **Grammar & Punctuation** To make phonetically plausible attempts to spell words. To write sentences including capital letters and full stops. To begin to separate words with spaces. **Spelling Focus** Name letters or the alphabet in order.
	Capital letters Full stops Separate Finger space Opening Build up Problem Resolution Ending	Capital letters Full stops Separate Finger space Adjectives Describe	Capital letters Full stops Separate Finger space Opening Build up Problem Resolution Ending	Capital letters Full stops Separate Finger space Adjectives Describe	Capital letters Full stops Separate Finger space 'and' Opening Build up Problem Resolution Ending	Capital letters Full stops Separate Finger space Sequence Adjectives Describe First Second After
Phonics GPC	ai, ee, igh, oa, oo, ar, or, ur, oo, ow, oi, ear	Two or more digraphs ai, ee, igh, oa, ow, ear, air, er, sh, zz, ss, ch, sh, qu, ng, ck	CVCC, CCVC, CCVCC, CCCVC and Phase 4 with long vowels	Phase 5 ay, ou, oy, ea	Review	Review

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			ai, ee, igh, oa, ear, air, er, sh, ch, qu, ow, ng			
Tricky Words	no, go, so, my, by, to, into, out, the	what, when, he, she, we, be, me, have, love	was, they, some, come, were, there, sure, pure	said, says, you, do, like, little, push, put, pull, full	all, are, I, of, one, here, today	Review
SPAG Objectives	To identify capital letters and full stops. To use capital letters and full stops to demarcate sentences.	To identify and use adjectives to describe. To use capital letters and full stops to demarcate sentences.	To identify and use adjectives to describe a character. To practise writing sentences using finger spaces. To use capital letters and full stops to demarcate sentences.	To identify and use adjectives to describe. To use capital letters and full stops to demarcate sentences To practise writing sentences using finger spaces.	To identify and use adjectives to describe. To use capital letters and full stops to demarcate sentences. To practise writing sentences using finger spaces.	To identify and use adjectives to describe. To use capital letters and full stops to demarcate sentences. To practise writing sentences using finger spaces.
Composition	● To say out loud what is going to be written about. ● To compose a sentence orally before writing it. ● To sequence sentences to form short narratives ● To re-read what has been written so it makes sense. ● To discuss what has been written with the teacher. ● To read aloud what they have written clearly to be heard.					
Handwriting Objective	Practicing long-legged giraffe letters	Writing words with ll.	Introducing capitals for long-legged giraffe letters.	Practicing one armed robot letters.	Practicing long-legged giraffe letters and one-armed robot letters.	Review long-legged giraffe letters and one-armed robot letters.