English **Autumn 2** **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, instructions, retells, reports and poetry.

Prior Knowledge

Structure

To identify a 5-part story.

- Opening
- Build-up
- Problem
- Resolution
- Ending

To identify sentences that match pictures, or sequences of pictures, illustrating an event.

Vocabulary & Text Features

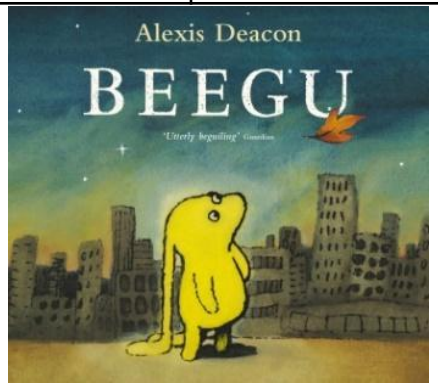
- To identify simple sentences
- To understand how story language works and use some formal elements when re-telling stories, e.g. 'Once there was…she lived in a little…he replied…'.
- To use a variety of cues when reading: knowledge of the story and its context, and awareness of how it should make sense grammatically.
- To 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…'.

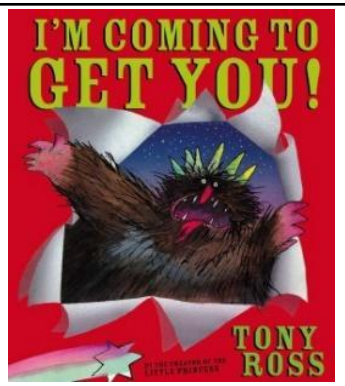
Characterisation

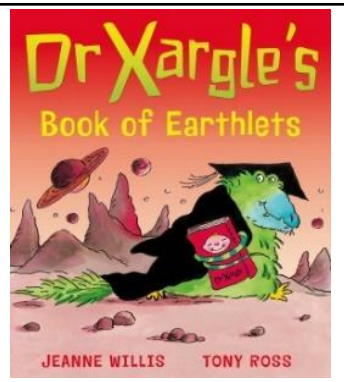
- To identify adjectives that describe characters.

Core Reading Texts

Beegu – Alexis Deacon









I'm Coming to Get You – Tony Ross

Dr Xargle's Book of Earthlets – Jeanne Willis and Tony Ross

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. ● To read words with contractions e.g I'm I'll and understand the apostrophe represents omission. ● Read sentences taking account of simple punctuation e.g. full stops. ● Check that the text makes sense as they read e.g. self- correction. ● Read yellow and blue banded books with 90% accuracy without overt sounding out. ● To name the letters of the alphabet. **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). **Clarify the Meaning of Words** ● Discuss word meanings, linking new meanings to those already known. **Inference** ● To make simple inferences from a text through discussion. ● To infer character feelings through pictures.	**GDS** **Fluency** ● Read blue banded books with 90% accuracy. ● 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/ Sequencing** Recall key events using words like first, next, after, when.

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Learning Objectives							
Text type	**Character Description** **Context: Beegu**	**Recount** **Context: Beegu**	**Instructions** **Context: Beegu**	**Character Description** **Context: I'm Coming to Get You**	**Retell** **Context: I'm Coming to Get You**	**Report** **Context: Dr Xargle's Book of Earthlets**	**Instructions** **Context: Dr Xargle's Book of Earthlets**
Knowledge	**Vocabulary & Text Features & Characterisation** To identify simple adjectives that describe a character. **Identifying Themes and Morals/ Making Comparisons Across Texts** To find similarities between character descriptions understanding how adjectives can affect the portrayal of characters. **Performance** To join in with class rhymes and poems.	**Structure** To read recounts and begin to recognise generic structure, e.g. ordered sequence of events, use of words like first, next, after, when. **Vocabulary & Text Features** To identify the use of time conjunctions have been used when ordering in recounts like first, next, after, when. To understand how those conjunctions help the recount move onto the next event GDS. To recall basic features of stories. **Identifying Themes and Morals/ Making Comparisons Across Texts** To compare two recounts based on features and structure. **Characterisation**	**Structure** To identify the basic structure of an instructional text. **Vocabulary & Text Features** To explore and understand the difference between fiction and non-fiction and distinguishing features of each. To identify imperative verbs and discuss the effect. To identify verbs in a text and understand what they are used for. **Performance** To join in with class rhymes and poems.	**Vocabulary & Text Features & Characterisation** To identify simple adjectives that describe a character. **Identifying Themes and Morals/ Making Comparisons Across Texts** To find similarities between character descriptions understanding how adjectives can affect the portrayal of characters. **Performance** To join in with class rhymes and poems.	**Structure** To identify the structure of a 5-part narrative. **Vocabulary & Text Features & Characterisation** To identify adjectives that have been used to describe characters. To begin to identify 'and' and further identify how they have been used to join sentences. GDS To identify past tense verbs. To recall basic features of stories. **Performance** To re-enact stories in a variety of ways, e.g. through role-play, using dolls or puppets. **Identifying Themes and Morals/ Making Comparisons Across Texts**	**Structure** To identify the simple structure of a report looking at simple organisational devices. **Vocabulary & Text Features & Characterisation** To identify adjectives that have been used to describe a character. To understand how that character is portrayed through using specific adjectives. To identify present tense verbs. To understand that a report could be written in the present tense. **Performance** To join in with class rhymes and poems.	**Structure** To independently be able to identify the basic structure of an instructional text. **Vocabulary & Text Features** To explore and understand the difference between fiction and non-fiction and distinguishing features of each. To identify imperative verbs and discuss the effect. **Performance** To join in with class rhymes and poems. **Identifying Themes and Morals/ Making Comparisons Across Texts** To compare two instructional based on their structure and features. Are there

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		To identify simple adjectives that describe a character. **<u>Performance</u>** To join in with class rhymes and poems.			To discuss how characters are different in stories depending on what adjectives have been used to describe them.		different imperative verbs used? Is the structure different or the same?
Terminology	Rhyme Alliteration Poem Retrieve Characters Structure Clues (inference)	Retell Retrieve Recount Compare Structure Clues (inference)	Retrieve Instructions Structure	Characters Retrieve Describe Structure Clues (inference)	Retell Retrieve Structure Clues (inference)	Report Retrieve Structure	Retrieve Instructions Verbs Imperative Structure Clues (inference)
Phonics GPC	ir, ie, ue, u (yoo)	o (oa), i (igh), a (ai), e (ee)	a-e, i-e, o-e, u-e	e-e. ew, ie, aw	igh, I, i-e, ay, a, a-e, oa, o, o-e, e, ie, e-e, ea, ew, ue. u, u-e	Review	Review
Tricky Words	here, today, one, their, people, oh, your	Your, people, their, oh, Mr, Mrs, Ms, ask	Mr, Mrs, Ms, ask, could, would, should, our	could, would, should, our, house, mouse, water, want	house, mouse, water, want, they, pure, sure, could, would, should, our, some, come, love, your, people, their, oh, Mr, Mrs, Ms, ask, were, there, little, here, today, one, their, when, what, here	Review	Review
Reading Skills Core Text	To retrieve information from a text. To infer character feelings from pictures.	To retrieve information from a text. To infer character feelings from pictures.	To retrieve information from a text. To infer character feelings from pictures.	To retrieve information from a text. To infer character feelings from pictures.	To retrieve information from a text. To infer character feelings from pictures.	To retrieve information from a text. To infer character feelings from pictures.	To retrieve information from a text. To infer character feelings from pictures.
Reading Skill (Comprehension)	Decoding Prosody Inference	Decoding Prosody Inference	Decoding Prosody Inference	Decoding Prosody Inference	Decoding Prosody Inference	Decoding Prosody Inference	Decoding Prosody Inference
Poetry/ Song	**The Really Rocking Rocket Trip** **The Works pg 120**	**The Really Rocking Rocket Trip** **The Works pg 120**	**The Alien's Sweet Shop** **The Works pg 121**	**The Alien's Sweet Shop** **The Works pg 121**	**The Alien** **The Works pg 124**	**The Alien** **The Works pg 124**	**The Alien** **The Wor**
Poetry Objectives	Identify and appreciate rhyme and alliteration in poetry. Join in with class rhymes and poems.						

Writing

English **Autumn 2** **Year 1**

Subject Purpose

At Whitburn Village our 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 writing a range of texts including character descriptions, instructions, retells, reports and poetry.

Prior Knowledge

Purpose & Audience

- To write a simple character description using sentences and adjectives.
- To retell a simple story with predictable phrases e.g. repetition of key phrases.
- Focus on creation of sentence.
- 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.

To write sentences to match pictures, or sequences of pictures, illustrating an event

Atmosphere & Effect on the Reader

Vocabulary & Text Features

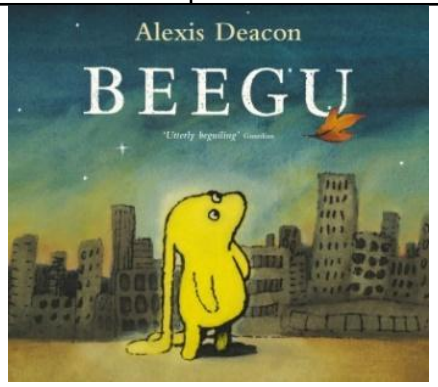
- To use predictable phrases in own writing drawn from reading.
- To write sentences to match pictures, or sequences of pictures, illustrating an events.

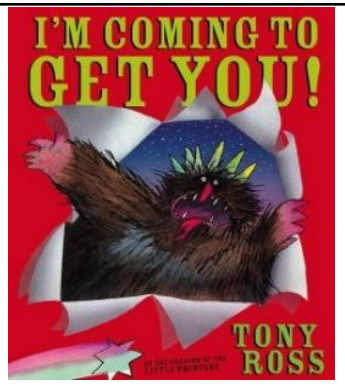
Characterisation

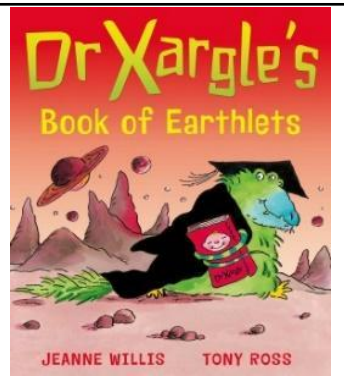
- To use simple adjectives to describe a character.

Core Reading Texts

Beegu – Alexis Deacon









I'm Coming to Get You – Tony Ross

Dr Xargle's Book of Earthlets – Jeanne Willis and Tony Ross

The Works KS1- Pie Corbett



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Learning Objectives							
Text type	**Character Description** **Context: Beegu**	**Recount** **Context: Beegu** **3-part story.**	**Instructions** **Context: Beegu**	**Character Description** **Context: I'm Coming to Get You**	**Retell** **Context: I'm Coming to Get You**	**Report** **Context: Dr Xargle's Book of Earthlets**	**Instructions** **Context: Dr Xargle's Book of Earthlets**
Knowledge & Skills	**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.	**Purpose & Audience** To tell a 3-part story about a central character. Add additional character description. GDS. **Structure** To structure a story in 3 parts. **Atmosphere & Effect on the Reader** **Vocabulary & Text Features & Characterisation** To use simple adjectives to describe a character. **Grammar & Punctuation** To use capital letters and full stops for the days of the week.	**Purpose & Audience** To write simple instructions about something they know well including imperative verbs and precise language. Expand by including more instructional features e.g. a list of equipment, numbered lists, bullet points. GDS **Structure** To write simple instructions in an order. **Atmosphere & Effect on the Reader** **Vocabulary & Text Features** To write simple instructions in order with some imperative verbs. **Grammar & Punctuation**	**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.	**Purpose & Audience** To retell a simple story with predictable phrases e.g. repetition of key phrases. Focus on creation of sentence. Add additional detail joining sentences using 'and'. GDS **Structure** To write a retell in a 3-part structure. **Atmosphere & Effect on the Reader** **Vocabulary & Text Features** To identify past tense verbs. To write in the past tense. **Grammar & Punctuation** To identify past tense verbs. To write in the past tense.	**Purpose & Audience** To describe something or someone with consistent use of tense (past or present depending on the report). Expand by using simple descriptive language to add detail. **Structure** To write basic sentences in the structure of a basic report. **Atmosphere & Effect on the Reader** **Vocabulary & Text Features** To identify present tense verbs. To write in the present tense. **Grammar & Punctuation** To identify present tense verbs. To write in the present tense.	**Purpose & Audience** To write simple instructions about something they know well including imperative verbs, precise language and commands. Expand by including more instructional features eg. a list of equipment, numbered lists, bullet points. GDS **Structure** To write simple instructions in an order. **Atmosphere & Effect on the Reader** **Vocabulary & Text Features** To write simple instructions in order with some imperative verbs. **Grammar & Punctuation** To begin to identify and write command sentences.

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			To identify verbs in a text and understand what they are.		To practise using 'and to join sentences. GDS		To begin to use time conjunctions such as 'firstly' 'second' GDS.
Terminology	Adjectives Capital letters Full stops Finger spaces	Capital letters Full stops Finger spaces 5-part structure	Verbs Imperative verbs Capital letters Full stops Finger spaces	Adjectives Capital letters Full stops Finger spaces	Capital letters Full stops Finger spaces Past tense Conjunction	Capital letters Full stops Finger spaces Present tense.	Verbs Imperative verbs Commands Full stops Finger spaces
Phonics GPC	ir, ie, ue, u (yoo)	o (oa), i (igh), a (ai), e (ee)	a-e, i-e, o-e, u-e	e-e. ew, ie, aw	igh, I, i-e, ay, a, a-e, oa, o, o-e, e, ie, e-e, ea, ew, ue. u, u-e	Review	Review
Tricky Words	here, today, one, their, people, oh, your	Your, people, their, oh, Mr, Mrs, Ms, ask	Mr, Mrs, Ms, ask, could, would, should, our	could, would, should, our, house, mouse, water, want	house, mouse, water, want, they, pure, sure, could, would, should, our, some, come, love, your, people, their, oh, Mr, Mrs, Ms, ask, were, there, little, here, today, one, their, when, what, here	Review	Review
SPAG Objectives	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 a character. To practise writing sentences using finger spaces. To use capital letters and full stops for the days of the week.	To identify verbs and understand why they are used. To write simple instructions in order with some imperative verbs.	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 verbs. To punctuate sentences using a capital letter and full stop. To leave appropriate spaces between words	To read and write present tense verbs. To punctuate sentences using a capital letter and full stop. To leave appropriate spaces between words.	To punctuate sentences using a capital letter and full stop. To leave appropriate spaces between words. To begin to identify and write command sentences.
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	Introducing capitals for one-armed robot letters	Practicing curly caterpillar letters	Writing words with double ff	Writing words with double ss	Introducing capitals for curly caterpillar letters	Practicing long-legged giraffe letters, one-armed	Practicing long-legged giraffe letters, one-armed

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						robot letters and curly caterpillar letters	robot letters and curly caterpillar letters