

Year: 1 **Term: Spring 1** **Focus text: Animal focus**

National Curriculum objectives:

Writing composition

Pupils should be taught to:

- write sentences by saying out loud what they are going to write about
- composing a sentence orally before writing it
- sequencing sentences to form short narratives
- re-reading what they have written to check that it makes sense
- discuss what they have written with the teacher or other pupils
- read aloud their writing clearly enough to be heard by their peers and teachers.

Vocabulary, grammar and punctuation

Pupils should be taught to:

develop their understanding of the concepts set out in English Appendix 2 by:

- leaving spaces between words
- joining words and joining clauses using and
- beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark
- using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'
- learning the grammar for year 1 in English Appendix 2
- use the grammatical terminology in English Appendix 2 in discussing their writing.

Spelling objectives:

Pupils should be taught to:

spell by:

- words containing each of the 40+ phonemes already taught
- common exception words
- the days of the wee

name the letters of the alphabet

- naming the letters of the alphabet in order
- using letter names to distinguish between alternative spellings of the same sound

add prefixes and suffixes:

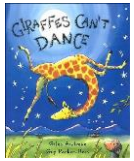
- using the spelling rule for adding –s or –es as the plural marker for nouns and the third person singular marker for verbs
- using the prefix un–
- using –ing, –ed, –er and –est where no change is needed in the spelling of root words [for example, helping, helped, helper, eating, quicker, quickest]

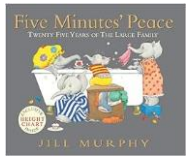
Prior Knowledge:

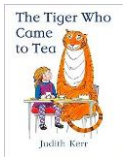
- Children will know all 40+ graphemes and be able to apply them to their spellings in their work.
- Children will know when to add-s or -es to plural nouns.
- Children will be able to add suffixes to words where the root word does not need to change.
- Children will know how to form lower-case and upper-case letters.
- Children will know to leave spaces between their words.
- Children will know to clarify their work they can say their sentences out loud before they write them.
- Children will be able to sequence sentences to form short narratives.
- Children will be able to re-read what they have written to check that it makes sense.
- Children will know that a sentence must start with a capital letter and end with a full stop.
- Children will know how to use 'and' to join simple sentences.
- Children will know that a noun is a person, place or thing.
- Children will know that a verb is the action word in a sentence.
- Children will know the features and format of a description, letter, diary, retell and instructions.
- Children will know that words can be changed by adding suffices at the end e.g. 'er', 'ed' and 'ing'.

Key vocabulary:

adjective, description, letter, dear, yours sincerely, past, present, verb, action, noun phrase, adjective, suffix, character, conjunctions, and, but, or, hat, eyes, nose, mouth, hair, jacket, shirt, trousers, boots, jumper, badger, rabbit, duck, squirrel, owl, fox, broom, shovel, spade, animals, brown, green, blue, dirty, muddy, scruffy, old, checked, smile, happy, giraffe, tall, long.







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	Unit 1	Unit 2	Unit 3
Writing focus	• Narrative – retell of Five Minute Peace.	• Instruction – how to make tea for a tiger.	Character description- describe a giraffe.
SPaG focus	• To leave spaces between words. • To combine words to make sentences, including using 'and'. • To begin to punctuate sentences using a capital letter and a full stop. • To understand what a noun is • To be able to sequencing sentences to form short narratives • To use sentence demarcation (. ! ?)	• To begin to use question marks. • To begin to punctuate sentences using a capital letter and a full stop • To leave spaces between words. • To be able to write instructions using time words. • commas in a list • present tense	• To leave spaces between words. • To combine words to make sentences, including using 'and'. • To begin to punctuate sentences using a capital letter and a full stop. • To understand what a noun is. • To use adjectives to describe a noun.
Spelling focus	**Suffix -ed (do not double consonant)** posted, signed, wanted, pushed **Common exception words** there, they, were, some, house, she, said	**Double consonants** off, well, miss, buzz **Common exception words** put, by, the, some, push, our, friends, a, my, to, be, so, go, love, we.	**Kn or n** knee, knit, net, nest, name **Common exception words** love, once, then, she, by, today