



Year 1 – Programme of Study

<u>Narrative</u>	Stories with predictable phrasing (2 units, each lasting a suggested 2 weeks)		Contemporary Fiction (2 units, each lasting a suggested 2 weeks)	Traditional Tales and Fairy Tales (2 units, each lasting 2 weeks)	Classic Picture Book (3 units, each lasting a suggested 2 weeks)
<u>Suggested texts</u> (these are just examples, please look on the Power of Reading for further texts, or one linked to your topic for the term)	The Snail and The Whale – Julia Donaldson Mr Magnolia – Quentin Blake We’re Going on a Bear Hunt – Michael Rosen Peace at Last – Jill Murphy Not Now Bernard – David McKee The Lonely Beast – Chris Judge		The Adventures of the Dish and the Spoon – Mini Grey The Emperor of Absurdia – Chris Riddell Bears Don’t Read – Emma Chichester Clark Lost and Found – Oliver Jeffers Toys in Space – Mini Grey Traction Man – Mini Grey Harry and the Bucketful of Dinosaurs – Ian Whybrow Poles Apart – Jeanne Willis Lulu Loves Stories – Anna McQuinn Jabari Jumps – Gaia Cornwall Billy and the Beast – Nadia Shireen Sleep Well, Siba and Saba- Nansubuga Nagadya Isdahl and Sandra van Doorn Ravi’s Roar – Tom Percival Traction Man – Mini Grey The Pirates of Scurvy Sands – Jonny Duddle	Many versions available. The Last Wolf – Mini Grey	The Tiger Who Came to Tea – Judith Kerr The Avocado Baby – John Burningham Elmer – David McKee Alfie Gets in First – Shirley Hughes Owl Babies – Martin Waddell Whatever Next – Jill Murphy So Much – Trish Cooke
<u>Suggested written outcome</u>	Write stories using patterned language, words and phrases taken from familiar stories.		Use text as a basis for own story.	Write a re-telling of a traditional story Write alternate ending	1) Retell story 2) Use text as basis for own story.
<u>SPaG to be taught in unit</u>	Sequencing sentences to form a short narrative Use adjectives to add detail Begin to use expanded noun phrases Repetition for rhythm e.g. <i>He walked and he walked.</i>		Understand beginning/middle/end to a story. Use vocabulary for this orally and begin to use in writing e.g. <i>Once upon a time... One day... Suddenly... Unfortunately... Fortunately... Finally</i> Use story map as a planning tool. Complex sentences using ‘who’ e.g. <i>Once upon a time there was an old woman <u>who</u> lived in a forest.</i>	Understand beginning/middle/end to a story. Use vocabulary for this orally and begin to use in writing e.g. <i>Once upon a time... One day... Suddenly... Unfortunately... Fortunately... Finally</i> Use story map as a planning tool.	Introduction of capital letters, full stops and spaces between words How words can combine to make sentences. Complex sentences using ‘who’ e.g. <i>Once upon a time there was an old woman <u>who</u> lived in a forest.</i> Compound sentences using conjunctions e.g. <i>The rat ran away <u>and</u> hid in a hole.</i> Embellished simple sentences using adjectives e.g. <i>The giant had an <u>enormous</u> beard. Boris was a <u>scary</u> dragon.</i>
<u>Non-Fiction</u>	Labels, Lists and Captions (1 week)	Recount/Diary (2 weeks)	Report (2 weeks)	Instructions (2 weeks)	Letter writing (2 weeks)
<u>Suggested texts</u> (these are just examples)	Toby and the Great Fire of London – Margaret Nash Vlad and the Great Fire of London – Kate Cunningham		Fabulous Frogs – Martin Jenkins How Many Legs? – Kes Gray It Starts with a Seed – Laura Knowles My First Book of Garden Bugs – Mike Unwin	The Adventures of Egg Box Dragon – Richard Adams How to Wash a Woolly Mammoth – Michelle Robinson How to Babysit a Grandad /Grandma – Jean Reagan and Lee Wildish	Dear Zoo – Rod Campbell Dear Mother Goose – Michael Rosen

<u>Suggested written outcome</u>	Write simple sentences for an in-class museum/ Exhibition or for pictures in a class information text	Simple 1 st person recount based on personal experiences, using adverbs of time to aid sequencing.	A simple non-chronological report	Write simple instructions. Write as a flow diagram	A simple letter to an author/character in a book/penfriend.
<u>SPaG to be taught in unit</u>	Introduction of capital letters, full stops and spaces between words How words can combine to make sentences. Write single clause sentences.	Capital letters for names and for the personal pronoun <i>I</i> Verbs ending <i>-ed</i> where no change is needed to root word Regular plural noun suffixes ending <i>-s</i>	Introduction to question marks. Coordinating conjunctions <i>and</i> (begin to introduce <i>but</i> and <i>so</i>) Subordinating conjunctions <i>because</i> and <i>as</i> Expanded noun phrases Capital letters for proper nouns (places)	Joining words and clauses using <i>and</i> Verbs ending in <i>-ing</i> where no change is needed to root word Regular plural noun suffixes (<i>-s</i> and <i>-es</i>) How the prefix <i>un-</i> changes the meaning of verbs and adjectives [negation, for example, <i>unkind</i> , or <i>undoing: untie the boat</i>]	Introduction to exclamation marks. Capital letters for names and for the personal pronoun <i>I</i>
<u>Poetry</u>	Significant Poet – e.g. Julia Donaldson or Tony Mitton (1 week) Write in the style of the poet	Recite and write poems that use rhyme or rhythm (1 week) Take lines of a poem and children to write the next line so that it rhymes		Write poems using a pattern (eg acrostic, calligram, shape) (1 Week)	
<u>SPaG to be taught in unit</u>	Use adjectives to add detail and interest Repetition for rhythm e.g. He walked and walked	Orally compose sentences before writing them			Orally compose sentences before writing them

Speaking and listening objectives – Year 1

- listen and respond appropriately to adults and their peers
- ask relevant questions to extend their understanding and knowledge
- use relevant strategies to build their vocabulary
- articulate and justify answers, arguments and opinions
- give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings
- maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments
- use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas
- speak audibly and fluently with an increasing command of Standard English
- participate in discussions, presentations, performances, role play, improvisations and debates
- gain, maintain and monitor the interest of the listener(s)
- consider and evaluate different viewpoints, attending to and building on the contributions of others
- select and use appropriate registers for effective communication.