

Year 1 English – Spring 2

Non-negotiables:

Write in full sentences using a capital letter and full stop
Sequence sentences to form longer narratives
Use capital letter for names and personal pronoun 'I'
Apply phonics knowledge when spelling unfamiliar words

Spoken language:

- 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

Punctuation, Grammar and Vocabulary:

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'

Hook for Learning:

- Barnabus Project – Linked to World Book Day dressing up theme
- Bog Baby – Make a bog baby/find a home for him in your garden
- Make and write about the perfect pet

Talk pathways.....

Discuss why things happen in a story and predict what might happen next
Contribute to class discussions.
Talk about how characters might feel

Composition

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 narrative. 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.

Genres and Texts

Non-Fiction – Little People, Big Dreams -Sir Tom Moore Book
Fiction – Barnabus Project and Bog Baby
You Choose
Poetry – The Terrible Ten

Transcription/spelling/handwriting

Sit correctly at a table, holding a pencil comfortably and correctly • Begin to form lower-case letters in the correct direction, starting and finishing in the right place • Form capital letters. • Spell words containing each of the 40+ phonemes already taught • Spell common exception words

Word Reading: (Guided Reading Records)

Apply phonic knowledge and skills as the route to decode words • Read accurately by blending sounds in unfamiliar words containing GPCs that have been taught • Read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word • Read words containing taught GPCs and –s, –es, –ing, –ed, –er and –est endings. Read other words of more than one syllable that contain taught GPCs • Read words with contractions (for example 'I'm', 'I'll' and 'we'll') and understand that the apostrophe represents the omitted letter(s)

Comprehension: Develop pleasure in reading, motivation to read, vocabulary and understanding by: – listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently – being encouraged to link what they read or hear read to their own experiences – discussing word meanings, linking new meanings to those already known • Understand both the books they can already read accurately and fluently and those they listen to by: – drawing on what they already know or on background information and vocabulary provided by the teacher – checking that the text makes sense to them as they read and correcting inaccurate reading – discussing the significance of the title and events – making inferences on the basis of what is being said and done – predicting what might happen on the basis of what has been read so far • Participate in discussion about what is read to them, taking turns and listening to what others say •

English –Weekly

Week 1: Barnabus Project – Create a perfect pet (Link to hall display)

Explore different kinds of pets – linked to Barnabus project/You Choose book. Create a perfect pet using playdough/other materials. Describe own pet using adjectives. Describe pet using expanded noun phrases. To orally use conjunctions e.g because.

Week 2: Barnabus Project (World Book Day)

Non-Fiction – People who inspire us and who we aspire to be like – Sir Tom Moore

- Find out about Sir Tom Moore and research why he is famous
- Create a poster about Sir Tom Moore
- What would you like to be when you are older? – You Choose book

<https://www.youtube.com/watch?v=INggil7v0tE> - Clip about Sir Tom Moore

Week 3: Barnabus Project

To develop inference and retrieval reading skills. To work in role to understand a character's feelings. To explore speech/dialogue of characters. To make inferences about a character. To create an oral recount to practise the language of movement and use of past tense verbs. To use conjunctions – and/because

Week 4: Bog Baby

Create a Big Baby using salt dough/materials. To describe a character using adjectives. To use 'and' to join two ideas. Begin to use 'because.' To create a fact file about the Bog Baby. Explore the school grounds to find a safe habitat for the Bog Babies to live.

Week 5: Bog Baby

To create a set of instructions using time connectives first, then, next, finally based upon how to look after a Bog Baby. To plan a simple story using the days of the week. To write own story using the days of the week. (e.g. On Monday he.....)

Week 6 (2 days) Poetry - The Terrible Ten poem by James Carter

To explore alliteration. To explore the use of verbs in the poem. To perform a simple poem based on animals.