



# Ferndale Primary and Nursery School

## English: Year 1

| 1  | Autumn 1                                    | Autumn 2 | Spring 1 | Spring 2                             | Summer 1 | Summer 2 |
|--|---|----------|----------|--------------------------------------|----------|----------|
| <p><b>Class Reader</b></p>   |   |          |          |                                      |          |          |
| <p><b>Other Core Texts</b></p> <p>These will be dipped into as a whole class (either for whole class reading or as a writing stimulus.)<br/> <b>Please include a balance of fiction, non-fiction and poetry.</b></p> | <p><b>National Poetry Day (October)</b></p> |          |          | <p><b>World Book Day (March)</b></p> |          |          |



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| <p><b>Reading Objectives</b><br/>Please pull up the objectives from bottom section below that fit best with particular terms.</p> | <p>Becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics.</p> <p>Learning to appreciate rhymes and poems, and to recite some by heart</p>  | <p>Becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics</p> | <p>Becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics.</p> <p>Learning to appreciate rhymes and poems, and to recite some by heart</p> | <p>Becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics</p> | <p>Becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics</p> | <p>Becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics.</p> <p>Learning to appreciate rhymes and poems, and to recite some by heart</p> |
| <p><b>Reading objectives</b> taught through a range of texts across the year.</p>   | <p>These objectives will be taught across the year through a range of texts.</p> <p><u>Word Reading</u></p> <ul style="list-style-type: none"> <li>• apply phonic knowledge and skills as the route to decode words</li> <li>• respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes</li> <li>• read accurately by blending sounds in unfamiliar words containing GPCs that have been taught</li> <li>• read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word</li> <li>• read words containing taught GPCs and -s, -es, -ing, -ed, -er and -est endings</li> <li>• read other words of more than one syllable that contain taught GPCs</li> </ul> |  |   |  |  |   |



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- read words with contractions [for example, I'm, I'll, we'll], and understand that the apostrophe represents the omitted letter(s)
- read books aloud, accurately, that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words
- reread these books to build up their fluency and confidence in word reading

### Comprehension

Pupils should be taught to:

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 to their own experiences
- recognising and joining in with predictable phrases
- 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
- explain clearly their understanding of what is read to them



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| <p><b>Writing opportunities</b></p>                     | <ul style="list-style-type: none"> <li>• Summer Recount.</li> <li>• <u>Bread Book</u>: Instructions writing. How to make bread.</li> <li>• <u>Sammy the Street Dog</u>: Recount Diary GFOL.</li> <li>• <u>The day the Crayons Quit</u> Narrative – Days of the week</li> </ul> | <ul style="list-style-type: none"> <li>• <u>Beegu</u>: Narrative. Invent a story about Beegu landing on Earth.</li> <li>• <u>Stickman</u>: News report. Stickman has been taken by an elf.</li> </ul>     | <ul style="list-style-type: none"> <li>• <u>Snowy Day</u> – Narrative “Rainy day”</li> <li>• <u>Oi get of our Train</u> – Fact File about an animal (labels and captions)</li> <li>• <u>MAJOR GLAD MAJOR DIZZY</u> Description (Victorian TOYS)</li> </ul> | <ul style="list-style-type: none"> <li>• <u>JOURNEY</u> - Narrative (What is behind my door?) Add words to the story.</li> <li>• <u>All bodies are good bodies</u> – Information poster</li> <li>• <u>Lost and found</u> – Character description</li> </ul> | <ul style="list-style-type: none"> <li>• <u>Dinosaurs and all that rubbish</u> - Poster or Setting description</li> <li>• <u>The Koala who Could</u> - Acrostic Poem</li> <li>• <u>The odd Egg</u> – Recount Diary</li> </ul> | <ul style="list-style-type: none"> <li>• <u>Actual Size</u> – by Steve Jenkins Instructions writing (linked to farm trip)</li> <li>• <u>I am a Tiger</u> - by Karl Newson &amp; Ross Retell Story</li> <li>• <u>Oi Frog!</u> - by Kes Gray &amp; Kim Field Rhymes &amp; Poem</li> </ul> |
| <p><b>Sentence objectives including punctuation</b></p> | <p>Finger spaces<br/>Full stops</p> <p>Use capital letter for days of the week</p> <p>Compose sentence orally.</p> <p>Discuss what they have written with the teacher/others.</p>  | <p>Finger spaces<br/>Capital letters<br/>Full stops</p> <p>Join clauses using “and”<br/>Introduction to question mark</p> <p>Say out loud what they are going to write.<br/>Compose sentences orally.</p> | <p>Finger spaces<br/>Capital letters<br/>Full stops</p> <p>Join clauses using “and”<br/>Introduction to exclamation mark</p> <p>Say out loud what they are going to write.</p>   | <p>Finger spaces<br/>Capital letters<br/>Full stops</p> <p>Join clauses using “and”<br/>Say out loud what they are going to write.<br/>Compose sentences orally.<br/>Re-read what they have written to check that it makes sense.</p>                       | <p>Finger spaces<br/>Capital letters<br/>Full stops</p> <p>Join clauses using “and”<br/>Say out loud what they are going to write.<br/>Compose sentences orally.</p>  | <p>Finger spaces<br/>Capital letters<br/>Full stops</p> <p>Join clauses using “and”<br/>Say out loud what they are going to write.<br/>Compose sentences orally.</p>  |



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|  | <p>Plural noun suffixes -s or -es (e.g. dog, dogs, wish, wishes)</p> <p>Combine words to make sentences</p> <p>Capital letter for I</p> <p>Basic descriptive language</p> | <p>Re-read what they have written to check that it makes sense.<br/>Discuss what they have written with the teacher/others.</p> <p>How the prefix un- changes the meaning of verbs and adjectives (unkind)</p> <p>Basic descriptive language</p> <p>Letter name to distinguish between already spelling of the same sound</p> <p>Use BUT to extend sentences</p> | <p>Compose sentences orally.<br/>Re-read what they have written to check that it makes sense.<br/>Discuss what they have written with the teacher/others.</p> <p>Read aloud their writing.</p> <p>Sequence sentences to form short narratives.</p> <p>Suffixes that can be added to verbs where no change is needed in the spelling of root words (helping, helped, helper)<br/>-ING &amp; -ED</p> | <p>Discuss what they have written with the teacher/others.</p> <p>How the prefix un- changes the meaning of verbs and adjectives (unkind)</p> <p>Sequence sentences to form a short narrative</p> <p>Basic descriptive language</p> <p>Suffixes that can be added to verbs where no change is needed in the spelling of root words (helping, helped, helper)<br/>-ER &amp; -EST</p> <p>How the prefix un- changes the meaning of verbs and adjectives (unkind)</p> | <p>Re-read what they have written to check that it makes sense.<br/>Discuss what they have written with the teacher/others.</p> <p>How the prefix un- changes the meaning of verbs and adjectives (unkind)</p> <p>Sequence sentences to form a short narrative</p> <p>Basic descriptive language</p> <p>Suffixes that can be added to verbs where no change is needed in the spelling of root words (helping, helped, helper)<br/>-ER &amp; -EST</p> | <p>Re-read what they have written to check that it makes sense.<br/>Discuss what they have written with the teacher/others.</p> <p>How the prefix un- changes the meaning of verbs and adjectives (unkind)</p> <p>Sequence sentences to form a short narrative</p> <p>Basic descriptive language</p> <p>Suffixes that can be added to verbs where no change is needed in the spelling of root words (helping, helped, helper)<br/>-ER &amp; -EST</p> |
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|  |  |   | Combine words to make sentences   |  | How the prefix un- changes the meaning of verbs and adjectives (unkind)  | How the prefix un- changes the meaning of verbs and adjectives (unkind)  |
|--|--|---|---|--|--|--|
|  |  |   | Basic descriptive language  |  |  |  |
| <p><b>Key vocabulary</b></p> <p>Which vocab will you feed into lessons in context to aid children's writing?</p> <p><b>Please consider both subject specific vocabulary as well as text-type-specific vocabulary</b></p> | <p>Words including each of the +40 phonemes already taught<br/>CEW</p> <p>Days of the week</p> <p>Phase 2&amp;3 words</p> <p>City<br/>Building<br/>Fire<br/>Smoke<br/>Five W's<br/>HFW</p> <p>Name the letters of the alphabet</p> <p>Words with suffixes:<br/>-S -ES (plural)</p> | <p>Words including each of the +40 phonemes already taught<br/>CEW</p> <p>HFW</p> <p>Fire<br/>Smoke<br/>Oxygen</p> <p>Adjectives to describe Beegu's appearance and feelings/emotions</p> <p>Words with prefix:<br/>-UN</p> | <p>Words including each of the +40 phonemes already taught<br/>CEW</p> <p>Words with suffixes:<br/>-ING<br/>-ED</p> | <p>Words including each of the +40 phonemes already taught<br/>CEW</p> <p>Words with suffixes:<br/>-ER<br/>-EST</p> <p>Words with prefix:<br/>UN -</p> | <p>Words including each of the +40 phonemes already taught<br/>CEW</p> <p>Days of the week</p> <p>Name the letters of the alphabet</p> <p>Words with suffixes:<br/>-S -ES (plural)</p> <p>Words with suffixes:<br/>-ING<br/>-ED<br/>-ER<br/>-EST</p> <p>Words with prefix:<br/>-UN</p> | <p>Words including each of the +40 phonemes already taught<br/>CEW</p> <p>Days of the week</p> <p>Name the letters of the alphabet</p> <p>Words with suffixes:<br/>-S -ES (plural)</p> <p>Words with suffixes:<br/>-ING<br/>-ED<br/>-ER<br/>-EST</p> <p>Words with prefix:<br/>-UN</p> |



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|--|--|--|---|--|---|--|
| <p><b>Speaking and Listening Opportunities</b><br/><b>First hand experiences</b></p> | <p>Name the letters of the alphabet in order.</p> <p>Fire fighter visit. Ask questions. Explain what they have seen. Say what the best part was.</p> <p>Forest Fire. How do we make a fire? What can they smell, hear and see?</p> | <p>Discover Beegu crash landing in the forest. Ask questions about what they have found. Talk about how Beegu felt.</p> <p>Stickman has been taken by a cheeky elf. How can we find him?</p> | <p>Splash around in puddles outside. Listen to the rain on umbrellas. Talk about what they can hear, see, smell linked with the Snowy Day story. Talk about what they can see in the pictures with Major Glad book. Bring their own toy and share and compare. Talk about which other animals might want to come on our train and why - linked to environmental issues and 'Oi get off our train'. All aboard! We go on the Ferndale train.</p> | <p>Discuss what they would draw if they had a red crayon (linked to Journey book), where would they go. Draw their own door outside on a wall or floor with chalk. What might happen?</p> <p>All bodies are good bodies - Food tasting to encourage healthy eating. Look at the skeleton. Talk about why our bodies are great (linked to self-esteem).</p> | <p>Plant a seed, look after their plant over the next few months.</p> <p>Discover the dinosaurs' land full of rubbish.</p> <p>We go on a trip to Australia to discover different animals by reading poems.</p> <p>We go on an egg hunt with an egg's spotter guide.</p> | <p>School trip to the farm. How do we look after animals?</p> <p>Dress up as a mouse and we go to find all the animals in the story.</p> <p>Rhyming games and activities with all the different animals in the story</p> |
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### Previous Knowledge

- **Holds conversation when engaged in back-and-forth exchanges with his/her teacher and peers (ELG). (Listening, Attention and Understanding)**
- **Listens attentively and responds to what he/she hears with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions (ELG). (Listening, Attention and Understanding)**
- **Makes comments about what he/she has heard and asks questions to clarify his/her understanding (ELG). (Listening, Attention and Understanding)**
- Asks questions to find out more and to check he/she understands what has been said to him/her. (Speaking)
- Is able to articulate his/her ideas and thoughts in well-formed sentences. (Speaking)
- Can connect one idea or action to another using a range of connectives. (Speaking)
- Is able to describe events in some detail. (Speaking)
- Uses talk to help work out problems and organise thinking and activities, explaining how things work and why things might happen. (Speaking)
- Is developing social phrases. (Speaking)
- Can retell the story, once he/she has developed a deep familiarity with the text; some as exact repetition and some in his/her own words. (Speaking)
- Uses new vocabulary in different contexts. (Speaking)
- **Can express his/her ideas and feelings about his/her experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from his/her teacher (ELG). (Speaking)**
- **Offers explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate (ELG). (Speaking)**
- **Participates in small group, class and one-to-one discussions, offering his/her own ideas, using recently introduced vocabulary (ELG). (Speaking)**
- Re-reads books to build up his/her confidence in word reading, his/her fluency and his/her understanding and enjoyment. (Comprehension)
- **Anticipates, where appropriate, key events in stories (ELG).**





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### **(Comprehension)**

- **Demonstrates an understanding of what has been read to him/her by retelling stories and narratives using his/her own words and recently introduced vocabulary (ELG). (Comprehension)**
- **Uses and understands recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play (ELG).**

### **(Comprehension)**

- Reads individual letters by saying the sounds for them. (Word Reading)
- Is able to blend sounds into words, so that he/she can read short words made up of known letter-sound correspondences. (Word Reading)
- Can read some letter groups that each represent one sound and say the sounds for them. (Word Reading)
- Can read a few common exception words matched to the school's phonic programme. (Word Reading)
- Is able to read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words. (Word Reading)
- **Reads aloud simple sentences and books that are consistent with his/her phonic knowledge, including some common exception words (ELG). (Word Reading)**
- **Can read words consistent with his/her phonic knowledge by sound blending (ELG). (Word Reading)**
- **Is able to say a sound for each letter in the alphabet and at least 10 digraphs (ELG). (Word Reading)**
- Can form lower-case and capital letters correctly. (Writing)
- Is able to spell words by identifying the sounds and then writing the sound with letter/s. (Writing)
- Can write short sentences with words with known sound-letter correspondences using a capital letter and full stop. (Writing)
- Re-reads what he/she has written to check that it makes sense. (Writing)



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- **Spells words by identifying sounds in them and representing the sounds with a letter or letters (ELG). (Writing)**
- **Writes recognisable letters, most of which are correctly formed (ELG). (Writing)**
- **Writes simple phrases and sentences that can be read by others (ELG). (Writing)**