

# English – Year 1 Autumn 1

## National curriculum skills for this unit:

### Spoken language:

- Listen and respond
- Build vocabulary
- Give well-structured descriptions, explanations and narratives
- Participate in **discussions**, presentations, performances, **role play**, **improvisations** and debates

### Reading comprehension:

#### Y1

- Discuss the significance of the title and events
- Make inferences on the basis of what is being said and done
- Predict what might happen on the basis of what has been read so far
- Participate in discussion about what is read to them

#### Y2

- Discuss the sequence of events in books and how items of information are related
- Make inferences on the basis of what is being said and done
- Answer and ask questions
- Predict what might happen on the basis of what has been read so far
- Participate in discussion about books, poems and other works
- Explain and discuss their understanding of books, poems and other material



### Pathways to Write approach

#### → Gateway

Hook the pupils into learning  
Establish *Gateway keys*

#### → Pathway

Teach and repeat *Mastery keys*  
Practise and apply in new contexts  
Identify *Feature keys*

#### → Writeaway

Plan (sequence, section, share with a friend)  
Write  
Check against *Mastery keys*



Pathways to Write

Writing outcome: To write a story based upon the model text using the pupils' ideas for characters



Pathways to Write

NC Common Exception Words				Developing Vocabulary	
Year 1		Year 2			
a	love	would	both	mucky	caves
the	has	every	most	sqelchy	foghorn
they	you	who	parents	polite	creature
to	be	because		loopy	heebie-jeebies
of	were			first-class	
house	where			dull	
are	said				

# English – Year 1 Autumn 1

**Outcome:** Poetry – Action rhyme and list poem

**Writing outcome:**

Add a verse to a song with actions and make a list poem about the sea in a zig-zag book.

**Greater depth writing outcome:**

Extend their poem to include more lines or another verse, changing the opening word of each line.

**Gateway**

Hook the pupils into learning  
Learn a poem by heart

**Pathway**

Identify *Poetry keys*  
Compare similar poems  
Collect vocabulary and ideas

**Writeaway**

Plan and share with a friend  
Write  
Check against *Poetry keys*



*Sea Songs*

*When I was One - The Pirate Song*  
*A Sailor Went to Sea (Trad.)*  
*Pirate Pete* by James Carter



Pathways to Poetry

**National curriculum skills for this unit:**

**Spoken language:**

- Build vocabulary
- Use spoken language: imagining and exploring ideas
- Maintain attention and participate in collaborative conversations
- Speak audibly and fluently

**Reading comprehension:**

- Listen to and discuss a wide range of poems at a level beyond that which can be read independently
- Link what is read or heard to own experiences
- Recognise and join in with predictable words and phrases
- Learn to appreciate rhymes and poems
- Recite some rhymes and poems by heart

**Writing composition:**

- Say out loud what is going to be written about
- Re-read what they have written to check it makes sense
- Discuss what has been written with the teacher or other pupils
- Read aloud their writing clearly enough to be heard by their peers and the teacher



**Pathways to Write keys**

**Poetry keys**

- Play with words e.g. *onomatopoeia, rhyme*
- List words and phrases
- Use simple language patterns e.g. *repetition and rhyme*

**NC Common Exception Words  
– Year 1**

**Vocabulary Development**

a  
I  
me  
my  
the  
of

to  
he  
his  
one  
was  
said

aboard  
captain  
plank  
patch  
skull

trunk  
sailor  
shore  
galore  
lap

**Writing outcome:**

To write a fact sheet about owls using information gathered from the text

**Greater depth writing outcome:**

To have greater choice in how to represent the information for example, in the choice of layout and sub-headings used

**National curriculum skills for this unit:**

**Spoken language:**

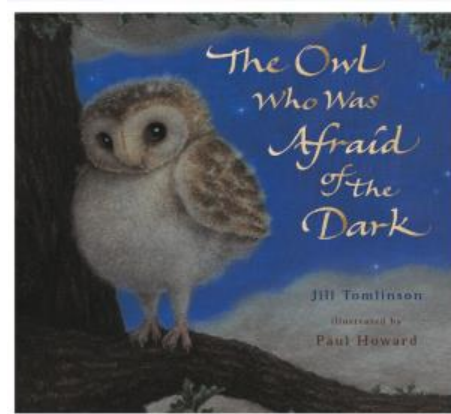
- Listen and respond
- Ask relevant questions
- Maintain attention and participate actively in collaborative conversations
- Build vocabulary


**Reading comprehension:**

- Y1**
- Check that the text makes sense
  - Discuss the significance of the title and events
  - Make inferences on the basis of what is being said and done
  - Draw on what they already know
  - Participate in discussion about what has been read to them
  - Explain clearly understanding of what is read to them

**Writing composition:**

- Y1**
- Say out loud what is going to be written about
  - Compose a sentence orally before writing it
  - Re-read and check sense
  - Discuss what has been written with the teacher or other pupils
  - Read writing aloud clearly enough to be heard by peers and the teacher



 Pathways to Write keys			
	Gateway keys (non-negotiables/basic skills)	↳ Mastery keys (year group national curriculum expectations)	Feature keys (vocabulary, manipulating sentences and tense, structure)
Y1	<ul style="list-style-type: none"> <li>• Make phonetically plausible attempts at words</li> <li>• Compose a sentence orally before writing it</li> <li>• Combine words to make sentences</li> <li>• Begin to join words using and</li> <li>• Leave spaces between words</li> <li>• Begin to use capital letters and full stops</li> </ul>	<ul style="list-style-type: none"> <li>• Use plural noun suffixes <b>-s</b> and <b>-es</b></li> <li>• Punctuate sentences using a <b>capital letter</b> and a <b>full stop</b></li> <li>• Join words using <b>and</b></li> </ul>	<ul style="list-style-type: none"> <li>• Write simple sentences linked to the topic</li> <li>• Write in the present tense</li> <li>• Link ideas through subject or pronoun e.g. Bats are black. They fly at night</li> </ul>

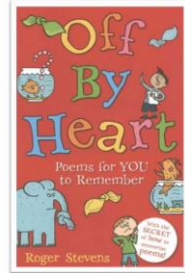
NC Common Exception Words				Developing Vocabulary	
Year 1		Year 2			
the	we	every	would	faded	Barn Owl
a	love	find	again	bleary	deckchair
to	ask	mind	Christmas	peered	camp-fire
said		last	because	enormous	wellington
his		eye	father	necessary	telescope
I		half(way)	only	return	planets
you		old	parents	butting	supper
they		kind	kind(s)	startled	moonlight
me				explore	rooftops
				twinkle	

# English – Year 1 Autumn 2



*There Are No Such  
Things as Monsters!!*  
by Roger Stevens

**Pathways to Poetry**



## → Gateway

Hook the pupils into learning  
Learn a poem by heart

## → Pathway

Identify *Poetry keys*  
Compare similar poems  
Collect vocabulary and ideas

## → Writeaway

Plan and share with a friend  
Write  
Check against *Poetry keys*

### National curriculum skills for this unit:

#### Spoken language:

- Listen and respond
- Maintain attention and participate actively in collaborative conversations
- Speak audibly and fluently

#### Reading comprehension:

- Link what is read or heard to own experiences
- Learn to appreciate rhymes and poems
- Participate in discussion about what has been read to them

#### Writing composition:

- Say out loud what is going to be written about
- Compose a sentence orally before writing it
- Read aloud their writing clearly enough to be heard by their peers and the teacher

### Outcome: Poetry – Descriptive poem

#### Writing outcome:

To create and describe new monsters to add to the model poem

#### Greater depth writing outcome:

To create and describe new monsters to write own version of the poem (including elements of rhyme)



### Pathways to Write keys

#### → Poetry keys

- Create imaginative ideas
- List words and phrases
- Use simple language patterns e.g. repetition and rhyme

### NC Common Exception Words – Year 1

the  
there  
no  
you  
come  
your  
one

### Vocabulary Development

crumbs  
fluff  
underneath  
u-bend  
beneath  
fridge  
wardrobe  
vacuum cleaner



**Writing outcome:**

To write a story based upon the model text using own ideas for a change of character and machine

**Greater depth writing outcome:**

To write the story in first person from new character’s point of view to allow for description of emotions and viewpoint throughout the story

**National curriculum skills for this unit:**

**Spoken language:**

- Ask relevant questions
- Build vocabulary
- Articulate and justify answers
- Use spoken language: speculating, hypothesising, imagining and exploring ideas

**Reading comprehension:**

**Y1**

- Discuss word meanings, linking new meanings to those already known
- Discuss the significance of the title and events
- Make inferences on the basis of what is being said and done
- Predict what might happen on the basis of what has been read so far
- Participate in discussion about what has been read

**Writing composition:**

**Y1**

- Say out loud what is going to be written about
- Compose a sentence orally before writing it
- Sequence sentences to form short narratives
- Re-read what they have written to check that it makes sense
- Discuss what has been written with the teacher or other pupils
- Read writing aloud clearly enough to be heard by peers and the teacher

Pathways to Write keys			
	Gateway keys (non-negotiables/basic skills)	Mastery keys (year group national curriculum expectations)	Feature keys (vocabulary, manipulating sentences and tense, structure)
Y1	<ul style="list-style-type: none"> <li>• Compose a sentence orally before writing it</li> <li>• Use plural noun suffixes -s and -es</li> <li>• Punctuate sentences using a capital letter and a full stop</li> <li>• Join words using <i>and</i></li> <li>• Leave spaces between words</li> </ul>	<ul style="list-style-type: none"> <li>• Join words and clauses using <i>and</i></li> <li>• Add suffixes where no change is needed to the root of the word e.g. ed, -ing, -er, -est</li> <li>• Punctuate sentences using a capital letter and a full stop, question mark or exclamation mark</li> </ul>	<ul style="list-style-type: none"> <li>• Use some story language</li> <li>• Include and describe a character</li> <li>• Include and describe the setting</li> <li>• Write simple sentences in sequence</li> <li>• Include a beginning, middle and end</li> </ul>



NC Common Exception Words		Developing Vocabulary	
Y1	Y2		
the	be	overlook	telephone
his	some	perch	tulips
a	there	havoc	sank
he	your	troublesome	water lilies
they	so	advice	pond
where	by	consult	encyclopaedia
were	was	tragic	machine
to		lumbered	undercarriage
		wreckage	engine
		venture	fields
		amongst	town
		wilderness	

# English – Year 1 Spring 1



## ↳ Gateway

Hook the pupils into learning  
Learn a poem by heart

## ↳ Pathway

Identify *Poetry keys*  
Compare similar poems  
Collect vocabulary and ideas

## ↳ Writeaway

Plan and share with a friend  
Write  
Check against *Poetry keys*



## National curriculum skills for this unit:

### Spoken language:

- Listen and respond
- Use spoken language: speculating, hypothesising, imagining and exploring ideas
- Participate in **discussions, presentations, performances**, role play, improvisations and debates

### Reading comprehension:

- Recognise and join in with predictable phrases
- Learn to appreciate rhymes and poems
- Discuss word meanings, linking new meanings to those already known
- Explain clearly understanding of what is read to them

### Writing composition:

- Say out loud what is going to be written about
- Re-read what they have written to check that it makes sense
- Discuss what has been written with the teacher or other pupils

## NC Common Exception Words – Year 1

a  
do  
so  
to  
has  
I  
one

## Vocabulary Development

octopus  
platypus  
razor-sharp  
hooked  
dibble  
dabble  
perching



## Pathways to Write keys

### ↳ Poetry keys

- Play with words *e.g. onomatopoeia, rhyme*
- Describe using the senses



**Writing outcome:**

To write a story based on the structure of 'The Curious Case of the Missing Mammoth' with a change of character

**Greater depth writing outcome:**

To write a story based on the structure of 'The Curious Case of the Missing Mammoth' with a change of character and setting

**National curriculum skills for this unit:**

**Spoken language:**

- Ask relevant questions
- Build vocabulary
- Articulate and justify answer
- Use spoken language: **speculating**, hypothesising, **imagining** and **exploring ideas**

**Reading comprehension:**

**Y1**

- Retell stories and consider their particular characteristics
- Learn to appreciate rhymes and poems
- Recite some rhymes and poems by heart
- Draw on what they already know
- Check that the text makes sense
- Make inferences on the basis of what is being said and done
- Predict what might happen on the basis of what has been read so far

**Writing composition:**

**Y1**

- Say out loud what is going to be written about
- Compose a sentence orally before writing it
- Sequence sentences to form short narratives
- Re-read what they have written to check that it makes sense
- Discuss what has been written with the teacher or other pupils
- Read writing aloud clearly enough to be heard by peers and the teacher
- Spell words containing phonemes already taught
- Spell common exception words



Pathways to Write keys			
	Gateway keys (non-negotiables/basic skills)	Mastery keys (year group national curriculum expectations)	Feature keys (vocabulary, manipulating sentences and tense, structure)
Y1	<ul style="list-style-type: none"> <li>• Punctuate sentences using a capital letters and a full stop, some question marks and exclamation marks</li> <li>• Use 'and' between words and some clauses</li> <li>• Some accurate use of the prefix un-</li> <li>• Add suffixes where no change is needed to the root of the word e.g. -ed, -ing, -er, -est</li> <li>• Leave spaces between words</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Join words and clauses using and</b></li> <li>• <b>Punctuate sentences using a capital letter and a full stop, question mark or exclamation mark</b></li> <li>• <b>Add suffixes where no change is needed to the root of the word e.g. -ed, -ing, -er, -est</b></li> </ul>	<ul style="list-style-type: none"> <li>• Use some story language</li> <li>• Include and describe a character</li> <li>• Include and describe the setting (new setting for greater depth)</li> <li>• Write simple sentences in sequence</li> <li>• Include a beginning, middle and end</li> </ul>

NC Common Exception Words				Developing Vocabulary	
Year 1		Year 2			
the	no	could	eye(s)	peep	statue
he	be	behind	half	gasp	midnight
in	said	after	sure	toot	mammoth
a	friend	door(s)	would	thunderous	museum
our	where	mind	because	din	exhibition/exhibits
you	there	past	fast	regal	underwater
my	go(ing)	every	should	mutter	portrait
his	was	hour	beautiful	tramp	carnivore
and	to	hold	last	struck	extinct
come	they	whole		unusual	endangered
here	are	past		wild	

## Pathways to Poetry approach

### → Gateway

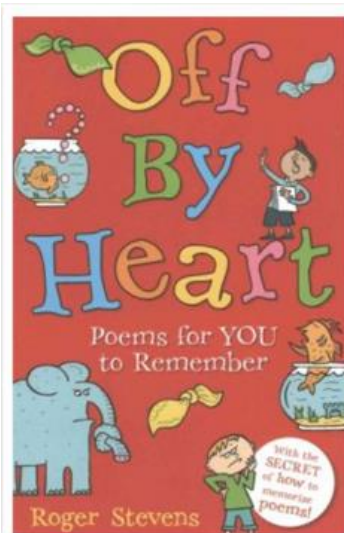
Hook the pupils into learning  
Learn a poem by heart

### → Pathway

Identify *Poetry keys*  
Compare similar poems  
Collect vocabulary and ideas

### → Writeaway

Plan and share with a friend  
Write  
Check against *Poetry keys*



Pathways to Poetry

*At the Zoo*  
by *W. M. Thackeray*

## National curriculum skills for this unit:

### Spoken language:

- Listen and respond
- Build vocabulary
- Speak audibly and fluently
- Select and use appropriate registers for effective communication

### Reading comprehension:

- Listen to and discuss a wide range of poems at a level beyond that which can be read independently
- Link what is read or heard to own experiences
- Learn to appreciate rhymes and poems
- Recite some rhymes and poems by heart

### Writing composition:

- Say out loud what is going to be written about
- Compose a sentence orally before writing it
- Re-read what they have written to check it makes sense
- Discuss what has been written with the teacher or other pupils

### Outcome: Poetry – List poem

#### Writing outcome:

Add their own items to a list poem about a visit to a museum

#### Greater depth writing outcome:

Write a list poem of their own about a visit to a museum including elements of rhyme with the option to use own opening and closing lines



### *Pathways to Write keys*

#### → Poetry keys

- Play with words e.g. *onomatopoeia, rhyme*
- List words and phrases
- Use simple language patterns e.g. *repetition and rhyme*

### NC Common Exception Words – Year 1

### Vocabulary Development

of  
the  
his  
I  
they

a-waving	museum
counting	mutton
hump	unpleasantly
lonely	Viking
maw	waddle
mercy	wombat





**Outcome: Letter**

**Writing outcome:**

To write a letter in role persuading characters to save the trees

**Greater depth writing outcome:**

To write a letter as themselves persuading local people to save the trees

**National curriculum skills for this unit:**

**Spoken language:**

- Articulate and justify answers
- Maintain attention and participate in collaborative conversations
- Speak audibly and fluently
- Participate in **discussions, presentations, performances, role play, improvisations** and debates

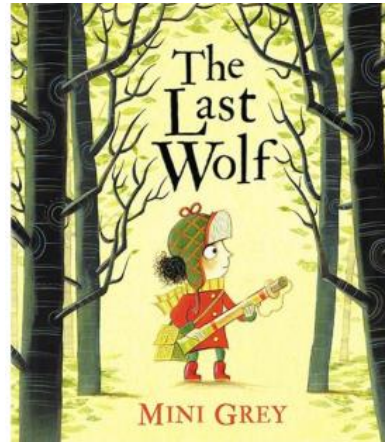
**Reading comprehension:**

- Y1
- Learn to appreciate rhymes and poems
  - Discuss word meanings, linking new meanings to those already known
  - Predict what might happen on the basis of what has been read so far
  - Participate in discussion about what has been read to them
  - Explain clearly understanding of what is read to them

**Writing composition:**

- Y1
- Say out loud what is going to be written about
  - Sequence sentences to form short narratives
  - Re-read what they have written and check that it makes sense
  - Discuss what has been written with the teacher or other pupils
  - Read writing aloud clearly enough to be heard by peers and the teacher
  - Spell words containing phonemes already taught
  - Spell common exception words

Pathways to Write keys			
	Gateway keys (non-negotiables/basic skills)	↳ Mastery keys (year group national curriculum expectations)	Feature keys (vocabulary, manipulating sentences and tense, structure)
Y1	<ul style="list-style-type: none"> <li>• Join words and clauses using and</li> <li>• Punctuate sentences using a capital letter and a full stop, question mark or exclamation mark</li> <li>• Add suffixes where no change is needed to the root of the word e.g. -ing, -ed, -er, -est</li> </ul>	<ul style="list-style-type: none"> <li>• Join words and clauses using and</li> <li>• Change the meaning of verbs and adjectives by adding prefix un</li> <li>• Punctuate sentences using a capital letter and a full stop, question mark or exclamation mark</li> <li>• Add suffixes where no change is needed to the root of the word e.g. -ing, -ed, -er, -est</li> </ul>	<ul style="list-style-type: none"> <li>• Write in 1st person</li> <li>• Write simple sentences in sequence</li> <li>• Begin to link events using and</li> <li>• Use simple openings and closings e.g. <i>dear, from</i></li> </ul>



NC Common Exception Words		Developing Vocabulary	
Year 1	Year 2		
a	last	flung	poggun
one	behind	supplies	stalking
here	path	lurk	bracken
are	door	pounce	tree stump
she	child	wander	doorknob
my	old	endless	land
to	could	grazing	lynx
said	eye(s)	awash	human
be	find	nowadays	miles
I	wild	pickings	earth
there	plant		
go			
some			
of			
was			
by			
the			
you			
were			

# English – Year 1 Summer 1

## Gateway

Hook the pupils into learning  
Learn a poem by heart

## Pathway

Identify *Poetry keys*  
Compare similar poems  
Collect vocabulary and ideas

## Writeaway

Plan and share with a friend  
Write  
Check against *Poetry keys*

*I Spun a Star*  
by John Foster



Pathways to Poetry

## National curriculum skills for this unit:

### Spoken language:

- Ask relevant questions
- Maintain attention and participate actively in collaborative conversations
- Speak audibly and fluently

### Reading comprehension:

- Discuss word meanings, linking new meanings to those already known
- Draw on what they already know
- Check that the text makes sense
- Participate in discussion about what has been read to them

### Writing composition:

- Compose a sentence orally before writing it
- Discuss what has been written with the teacher or other pupils
- Read aloud their writing clearly enough to be heard by their peers and the teacher

## Outcome: Poetry – List poems

### Writing outcome:

To write a list poem about space

### Greater depth writing outcome:

To include some extended sentences in their poem



## Pathways to Write keys

### Poetry keys

- Create imaginative ideas
- Describe using the senses

### NC Common Exception Words – Year 1

### Vocabulary Development

a  
by  
I  
is  
my  
of  
the

afar  
floods  
gleamed  
glittered  
heart  
pounds  
shimmering  
speck  
spellbound  
spun



**Outcome:** Fiction – Story with a moral focus

**Writing outcome:**

To write own version of the story with a focus on morals and acceptance of others

**Greater depth writing outcome:**

To write own version of the story including the point of view of the giant character

**National curriculum skills for this unit:**

**Spoken language:**

- Give well-structured descriptions, explanations and narratives
- Listen and respond
- Ask relevant questions
- Participate in **discussions**, presentations, performances, **role play**, **improvisations** and debates

**Reading comprehension:**


**Y1**

- Become familiar with key stories, fairy tales and traditional tales
- Retell stories and consider their particular characteristics
- Make inferences on the basis of what is being said and done
- Predict what might happen on the basis of what has been read so far
- Participate in discussion about what has been read to them

**Writing composition:**

**Y1**

- Sequence sentences to form short narratives (link ideas or events by pronoun)
- Re-read what they have written and check that it makes sense
- Discuss what has been written with the teacher or other pupils
- Read writing aloud clearly enough to be heard by peers and the teacher
- Spell words containing phonemes already taught
- Spell common exception words

 Pathways to Write keys			
	<b>Gateway keys</b> (non-negotiables/basic skills)	<b>Mastery keys</b> (year group national curriculum expectations)	<b>Feature keys</b> (vocabulary, manipulating sentences and tense, structure)
Y1	<ul style="list-style-type: none"> <li>• Join words and clauses using and</li> <li>• Change the meaning of verbs and adjectives by adding prefix un</li> <li>• Punctuate sentences using a capital letter and a full stop, question mark or exclamation mark</li> <li>• Add suffixes where no change is needed to the root of the word e.g. -ing, -ed, -er, -est</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Join words and clauses using and</b></li> <li>• <b>Use simple description</b></li> <li>• <b>Use a capital letter for places and days of the week</b></li> <li>• <b>Punctuate sentences using a capital letter, full stop, question mark or exclamation mark</b></li> </ul>	<ul style="list-style-type: none"> <li>• Use some story language</li> <li>• Include and describe a character</li> <li>• Include and describe the setting</li> <li>• Write simple sentences in sequence</li> <li>• Include a beginning, middle and end</li> </ul>



NC Common Exception Words Year 1		Year 2	Developing Vocabulary	
was	a	who	pickle	mural
he	so	told	chap	drainpipes
said	go	sure	continue	storm
the	to	eye(s)	mumbled	shore
we	once	because	impossible	oak
of	they	people	scoff	bridge
has	his	old	whine	dawn
do	come	prove	nervous	afternoon
you	some	could	humungous	ledge
I	friend	should(n't)	hoisted	
me	your	great		
there	pull(ed)	again		

### → Gateway

Hook the pupils into learning  
Learn a poem by heart

### → Pathway

Identify *Poetry keys*  
Compare similar poems  
Collect vocabulary and ideas

### → Writeaway

Plan and share with a friend  
Write  
Check against *Poetry keys*



## Pathways to Poetry

### Poetry Fruit Salad



#### National curriculum skills for this unit:

##### Spoken language:

- Listen and respond
- Ask relevant questions
- Build vocabulary
- Articulate and justify answers
- Use spoken language: Imagining and exploring ideas
- Speak audibly and fluently

##### Reading comprehension:

- Listen to and discuss a wide range (of poems) at a level beyond that which can be read independently
- Link what is read or heard to own experiences
- Learn to appreciate rhymes and poems
- Recite some rhymes and poems by heart
- Explain clearly understanding of what is read to them

##### Writing composition:

- Compose a sentence orally before writing it
- Re-read what they have written to check it makes sense
- Discuss what has been written with the teacher or other pupils
- Read aloud their writing clearly enough to be heard by their peers and the teacher

# English – Year 1 Summer 2



#### Writing outcome:

Write a poem about fruit using senses vocabulary in a shape and join with others to make a 'fruit salad' poetry sequence.

#### Greater depth writing outcome:

Write a shape poem or two as above with own choice of fruit and combine with a partner's poems to make their own 'fruit salad'.



### Pathways to Write keys

#### → Poetry keys

- Create imaginative ideas
- Play with words e.g. *onomatopoeia, rhyme*
- Describe using the senses

### NC Common Exception Words – Year 1

### Vocabulary Development

a	the
I	to
be	were
so	you
me	your
my	there

glum
beaten
flimsy
mystery
sweetly
sourly