

English Year 1 Autumn 1

National curriculum skills for this unit:

Spoken language:

- Listen and respond
- Ask relevant questions
- Build vocabulary
- Participate in **discussions**, presentations, performances, **role play**, improvisations and debates

Reading comprehension:

- 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
- Read non-fiction books that are structured in different ways

Writing Composition:

- Write for different purposes
- Write narratives about personal experiences and those of others (real and fictional)
- Write down ideas, key words, new vocabulary
- Encapsulate what is to be written, sentence by sentence
- Evaluate writing with the teacher and other pupils
- Re-read to check that writing makes sense and that verbs to indicate time are used correctly and consistently
- Proof-read to check for errors in spelling, grammar and punctuation

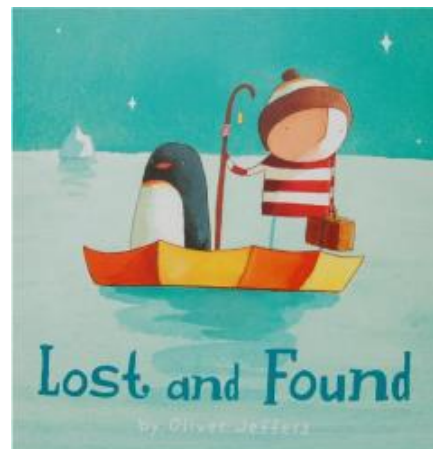
Outcome: Recount – Diary entry

Writing outcome:

To write a diary entry in the first person (Nibbles) based on Nibbles' adventures in the story

Greater depth writing outcome:

To write a diary entry in the first person (Nibbles) based on Nibbles' adventures in the story. To add a new adventure based on a previous text i.e. Lost and Found, Naughty Bus, The Gingerbread Man



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"> • Write recognisable letters, most of which are correctly formed • Spell words by identifying sounds in them and representing the sounds with a letter or letters • Write simple phrases and sentences that can be read by others 	<ul style="list-style-type: none"> • Combine words to make sentences • Leave spaces between words • Begin to use capital letters and full stops • Use capital letters for names of people and the personal pronoun 'I'
		<ul style="list-style-type: none"> • Use some story language • Include and describe a new animal character • Include and describe the setting (new setting for greater depth) • Write simple sentences in sequence • Include a beginning, middle and end

NC Common Exception Words		Developing Vocabulary	
Year 1	Year 2		
was	door	decide	penguin
his	find	check	office
a	would	disappointment	float
where	again	discover	South Pole
he	last	delight	rowboat
come	water	realise	south
so		head back	waves
to		reach	mountains
said		wonderful	
push(ed)			
were			
my			
have			



Pathways to Write

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



English Year 1 Autumn 2

National curriculum skills for this unit:

Spoken language:

- Listen and respond
- Ask relevant questions
- Build vocabulary
- Participate in discussions, presentations, performances, role play, improvisations and debates

Reading comprehension:

- Discuss the sequence of events in books and how items of information are related
- Predict what might happen on the basis of what has been read so far
- Draw on what is already known or on background information and vocabulary provided by the teacher
- Make inferences on the basis of what is being said and done
- Participate in discussion about books, poems and other works
- Explain and discuss their understanding of books, poems and other material

Writing Composition:

- Write for different purposes
- Make simple additions, revisions and corrections (greater depth only)
- Evaluate writing with the teacher and other pupils
- Proof-read to check for errors in spelling, grammar and punctuation
- Read aloud with intonation
- Plan or say out loud what is going to be written about

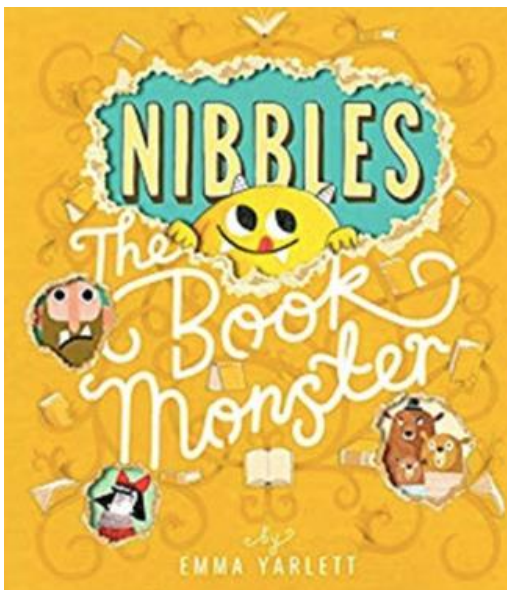
Outcome: Fiction – Adventure story

Writing outcome:

To write an adventure story based on the structure of 'Lost and Found' with a new animal.

Greater depth writing outcome:

To write an adventure story based on the structure of 'Lost and Found' with two new characters and details about the setting.



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"> • Make phonetically plausible attempts at words (ELG 10) • Compose a sentence orally before writing it • Combine words to make sentences • Use capital letters for names of people and the personal pronoun 'I' • Leave spaces between words • Begin to use capital letters and full stops 	<ul style="list-style-type: none"> • Join words using and • Punctuate sentences using a capital letter and a full stop • Use capital letters for names of people • Sequence sentences to form short narratives (link ideas or event by pronoun) <p>Opportunity to apply word skills:</p> <ul style="list-style-type: none"> • Spell words containing phonemes already taught • Use plural noun suffixes –s and -es 	<ul style="list-style-type: none"> • Use some simple description • Write in 1st person based on experiences • Write in past tense • Begin to link events using and • Write events in order • Open with <i>Dear Diary</i>

Vocabulary to explore within this unit:

NC Common Exception Words				Developing Vocabulary	
Year 1		Year 2			
a	she	poor	door	nibble	forest
to	was	again	who	chomp	beanstalk
of	they	gold(en)	climb(s)	curious	goose
is	were	last	eye(s)	rascal	atlas
no	my	even		critter	mountain
love(s)	the			adventure	tambourine
you	one			nab	
his				cottage	
				hullabaloo	
				crate	



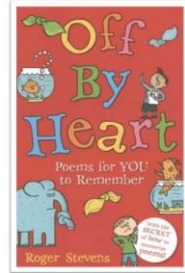
Pathways to Write

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



English Year 1 Spring 1

National curriculum skills for this unit:

Spoken language:

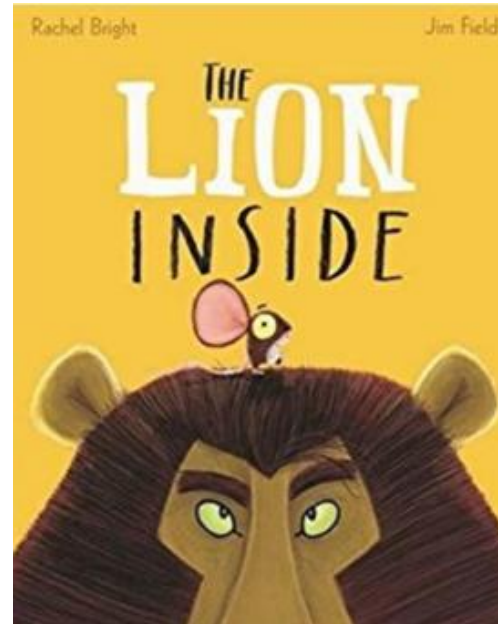
- Build vocabulary
- Give well-structured descriptions, explanations and narratives
- Participate in **discussions**, presentations, performances, **role play**, **improvisations** and debates

Reading comprehension:

- Check the text makes sense
- 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

Writing Composition:

- Plan or say out loud what is going to be written about
- Write down ideas, key words, new vocabulary
- Encapsulate what is to be written, sentence by sentence
- Make simple additions, revisions and corrections
- Evaluate writing with the teacher and other pupils
- Re-read to check that writing makes sense and that verbs to indicate time are used correctly and consistently
- Proof-read to check for errors in spelling, grammar and punctuation
- Read aloud with intonation



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"> • Compose a sentence orally before writing it • Join words using and • Use plural noun suffixes -s and -es • Punctuate sentences using a capital letter and a full stop • Use capital letters for names of people • Leave spaces between words 	<ul style="list-style-type: none"> • Punctuate sentences using a capital letter and a full stop, some question marks and exclamation marks • Join words and clauses using and • Some accurate use of the prefix un- • Add suffixes where no change is needed to the root of the word e.g. -ed, -ing, -er, -est 	<ul style="list-style-type: none"> • Use some story language • Include and describe new characters • Include and describe the setting • Write simple sentences in sequence (link ideas with pronouns) Include a beginning, middle and end

Vocabulary to explore within this unit:

NC Common Exception Words				Developing Vocabulary	
Year 1		Year 2			
a	love(d)	gold	eye(s)	ignore	pack
the	friend(s)	old	both	forgotten	sand
house	my	sure	find	toothsome	rock
so	you	could	after	tough	lion
he	come	only	climb(ed)	mighty	mouse
was	his	would		weeniest	paw
were	to			feast	plain
our	they			slumber	mane
by				whimper	week
				foe	



Outcome: Fiction - Journey story

Writing outcome:

To write a story about a small animal (mouse) who befriends a large animal in the African savannah

Greater depth writing outcome:

To write a story about a small animal who befriends a large animal in the African savannah, including two new animals (small animal and large animal)

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

English Year 2 Spring 2

National curriculum skills for this unit:

Spoken language:

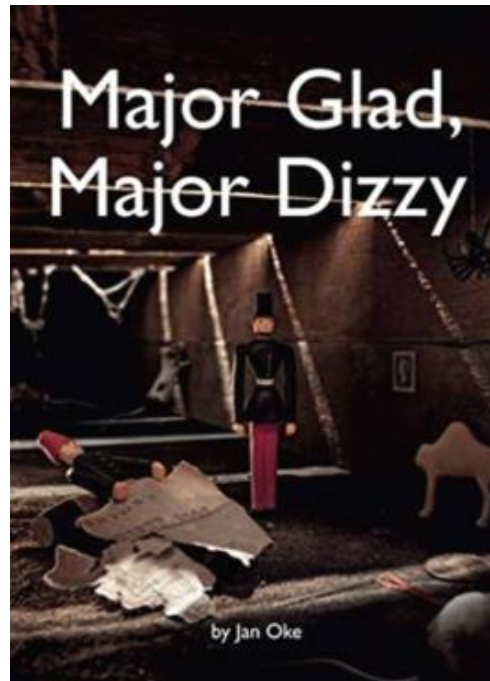
- Listen and respond
- Ask relevant questions
- Build vocabulary
- Participate in **discussions**, presentations, performances, **role play**, improvisations and debates

Reading comprehension:

- Read non-fiction books that are structured in different ways
- Discuss and clarify the meaning of words
- Answer and ask questions
- Predict what might happen on the basis of what has been read so far
- Explain and discuss their understanding of books, poems and other material

Writing Composition:

- Write narratives about personal experiences and those of others (real or fictional)
- Write poetry
- Plan or say out loud what is going to be written about
- Write down ideas, key words, new vocabulary
- Encapsulate what is to be written, sentence by sentence
- Make simple additions, revisions and corrections
- Evaluate writing with the teacher and other pupils
- Re-read to check that writing makes sense and that verbs to indicate time are used correctly and consistently
- Proof-read to check for errors in spelling, grammar and punctuation



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"> • Join words and clauses using <i>and</i> • Add suffixes where no change is needed to the root of the word e.g. ed, -ing, -er, -est • Punctuate sentences using a capital letter and a full stop, question mark or exclamation mark 	<ul style="list-style-type: none"> • Use some simple description • Write in 1st person based on experiences • Write in past tense • Begin to link events using <i>and</i> • Write events in order • Open with Dear Diary

Vocabulary to explore within this unit:

NC Common Exception Words		Developing Vocabulary	
Year 1	Year 2		
his	fast	bulged	sampler
they	hour	dainty	servant
to	hold	mislaid	floorboards
are	after	private	needle
we	class	fortunate	empire
I	could	manly	invent
my	many	ceased	horseless
of	even	adventurous	carriage
no	eye(s)	contraptions	tunnel
is	whole	befall	pantaloons
a	past		
be	would		
you	floor		
	old		

Outcome: Recount - Diary writing

Writing outcome:

To write a recount of historical events from the text from Major Glad's point of view

Greater depth writing outcome:

Include in the diary how Major Dizzy felt. What did Major Glad notice about him?



Pathways to Write

Pathways to Poetry approach

→ Gateway

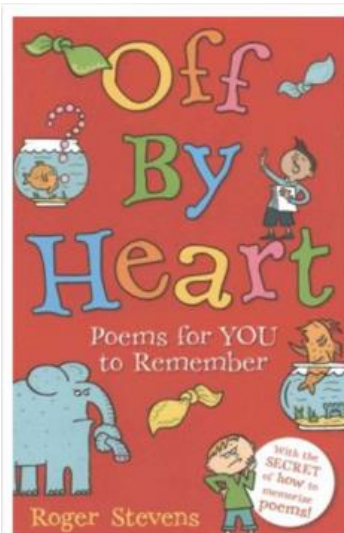
Hook the pupils into learning
Learn a poem by heart

→ 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

English Year 1 Summer 1

National curriculum skills for this unit:

Spoken language:

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

Reading comprehension:

- Listen to, discuss and express views about a wide range of books at a level beyond that which can be read independently (through class novel)
- Recognise simple recurring literary language
- Draw on what is already known and on background information and vocabulary provided by the teacher
- Predict what might happen on the basis of what has been read so far
- Make inferences on the basis of what is being said and done

Writing Composition:

- Write narratives about personal experiences and those of others (real and fictional)
- Write about real events
- Write for different purposes
- Plan or say out loud what is going to be written about
- Make simple additions, revisions and corrections
- Evaluate writing with the teacher and other pupils
- Re-read to check that writing makes sense and that verbs to indicate time are used correctly and consistently
- Proof-read to check for errors in spelling, grammar and punctuation

Outcome: Fiction – Fantasy story

Writing outcome:

To write a fantasy story about some toys who are taken onto a spaceship. They will be changing the characters in the story

Greater depth writing outcome:

To write a fantasy story about some toys who are taken onto a spaceship. They will be changing some of the characters and the settings in the story



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"> • Join words and clauses using and • Punctuate sentences using a capital letter and a full stop, question mark or exclamation mark • Add suffixes where no change is needed to the root of the word e.g. -ed, -er, -ing, -est 	<ul style="list-style-type: none"> • Use some story language • Include and describe characters • Include and describe the setting • Write simple sentences in sequence • Include a beginning, middle and end

Vocabulary to explore within this unit:

NC Common Exception Words				Developing Vocabulary	
Year 1		Year 2			
I	was	every	door	grew	summer
house	were	should	eye(s)	quiet	spaceship
he	be	lost	who	scared	medal
she	one	people	could	resourceful	dawn
put	has	pass	hold	clever	reptile
		everybody	would	helpful	antennae
		find		thoughtful	sphere
				beam	streamers
				probe	float



Pathways to Write

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

English Year 1 Summer 2

National curriculum skills for this unit:

Spoken language:

- Listen and respond
- Ask relevant questions
- Build vocabulary
- Participate in **discussions**, presentations, performances, **role play**, **improvisations** and debates

Reading comprehension:

- 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
- Ask and answer questions
- Predict what might happen on the basis of what has been read so far
- Listen to, discuss and express views about a wide range of books at a level beyond that which can be read independently (via class linked novel)
- Become familiar with and re-tell a wider range of traditional tales

Writing Composition:

- Write poetry
- Write for different purposes
- Make simple additions, revisions and corrections
- Evaluate writing with the teacher and other pupils
- Re-read to check that writing makes sense and that verbs to indicate time are used correctly and consistently
- Write for different purposes
- Proof-read to check for errors in spelling, grammar and punctuation

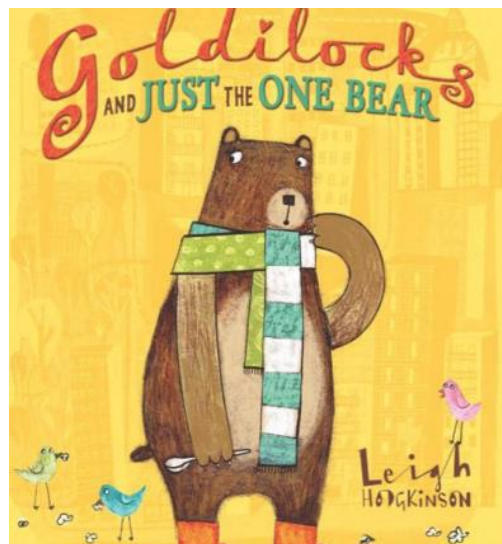
Outcome: Fiction – Traditional story

Writing outcome:

To write a new version of the story with a new character or new setting

Greater depth writing outcome:

To write a new version of the story with a new character **and** a new setting



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"> • Join words and clauses using and • Punctuate sentences using a capital letter and a full stop, question mark or exclamation mark • Add suffixes where no change is needed to the root of the word e.g -ed, -er, -ing, -est • Change the meaning of verbs and adjectives by adding the prefix un- 	<ul style="list-style-type: none"> • Join words and clauses using <i>and</i> • Use simple description • Sequence sentences to form short narratives (link ideas or events by pronouns) • Use a capital letter for places and days of the week • Punctuate sentences using a capital letter, full stop, question mark or exclamation mark 	<ul style="list-style-type: none"> • Story language • Simple description for character and setting • Sequence of events • Include a beginning, middle and end • Past tense

Vocabulary to explore within this unit:

NC Common Exception Words				Developing Vocabulary	
Year 1		Year 2			
a	some	many	door	lolloping	bear
was	here	would	again	nip (into)	wood
once	there	bath	people	peeked	minute
he	so	cold	any (thing)	pleasant	twigs
one	to			frothy	leaves
the	of			nodded off	cactus
where	has			pottering	duvet
said	my			familiar	
ask	me			penny dropped	
				plonked	



Pathways to Write

→ 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
I
be
so
me
my

the
to
were
you
your
there

glum
beaten
flimsy
mystery
sweetly
sourly