



# Churchfields Infants' School: Year One curriculum information

## ENGLISH



Outlined below is a summary of the skills children will work on during Year One. English is taught in many forms at Churchfields. Children read in a group with an adult three times a week (to focus on decoding, prosody (making reading sound 'natural' and comprehension) but also individually if necessary, and we also teach reading skills through our English lessons. All children take part in a Phonics session every day to build their skills using phonic sounds (we follow the Little Wandle Phonics Program across our school). Children have the opportunity to engage with, and immerse themselves in, a range of high-quality texts before writing coherently for a range of purposes and, later in the year, different audiences. Children are encouraged to share their ideas through Speaking and Listening activities before they are supported to record these using all the skills they have been learning throughout the EYFS and those revisited and introduced through Year One. Their fluency develops throughout the year and children are taught to add some simple detail to their writing in line with the Year One English curriculum. They have the opportunity to edit their work which supports in correcting errors and improving coherence. Spelling, Punctuation and Grammar (SPaG) skills are taught through our main English sessions and through modelled and shared writing. Children also take part in Handwriting sessions to build their fluency when writing, and all children also benefit from a term of Handwriting sessions in The Acorn Room with Mrs Pert.

All elements of the National Curriculum in English are taught throughout the year through Speaking and Listening, Reading, Writing, SPaG and handwriting sessions, as well as during other sessions across the whole Key Stage One curriculum.

	Texts used	Types of Writing	Specific SPaG taught	How can you help at home?
<b>Autumn 1: Getting Together</b>	<i>(Reread texts from Y1 during story times and discuss themes)</i>  Text 1  Text 2  Text 3	- writing simple sentences using a given starting point e.g. 'I like to...' or 'I am special because...' - simple sentence writing to give an opinion - speech bubbles to show empathy with a character/characters - writing a prediction about what they think will happen next in a story	- introduce upper and lower case letters and begin to distinguish between them when writing - introduce joining clauses using the word 'and'  <b>Revision:</b> - <i>pencil grip and fine motor skills to support writing</i> - <i>how words can combine to make sentences</i>	- hear your child read every day (discuss and ensure they demonstrate understanding as well as just reading the words) and don't forget to read to them too – you're never too old to be read to! - let your child see you reading and discuss book choices with them to encourage them to do the same - visit the library together and take some books out to enjoy at home!

		<ul style="list-style-type: none"> <li>- describing items in a home they have designed for a character in a story</li> <li>- information writing about how to look after a pet rat</li> </ul> <p><b>Revision:</b></p> <ul style="list-style-type: none"> <li>- name writing using correct letter formation</li> <li>- forming a simple idea and communicating it clearly in speech</li> <li>- remembering an idea while writing it, tracking words carefully</li> <li>- reading writing back to someone else of themselves to make sure it all makes sense</li> </ul>	<ul style="list-style-type: none"> <li>- <i>formation of letters (lower case may be secure by now, but children will probably not be sure of capital letter except maybe 'I' and their first initial!</i></li> <li>- <i>separation of words with spaces</i></li> <li>- <i>full stops</i></li> </ul>	<ul style="list-style-type: none"> <li>- engage with the Little Wandle Home Learning every week at home</li> <li>- rehearse spelling of common exception words</li> <li>- encourage your child to explain how characters are feeling when you read together – can they say why?</li> <li>- encourage your child to predict what will happen next when you read together – this should feed into writing these ideas down at school!</li> <li>- if you have a pet (or somebody you know does), think of some rules that they should remember to keep their pet safe and healthy!</li> <li>- if your child enjoys writing at home, allow them to write whatever they are motivated to write! They may enjoy writing shopping lists, birthday cards etc. for a real purpose, or may choose to write simple words or phrases rather than in complete sentences. Please do value anything they write, no matter how accurate, and encourage them to keep trying with their sounds. You can of course support them, but try not to devalue all their hard work by correcting every single error!</li> </ul>
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<p><b>Autumn 2: Music and Light</b></p>	<p>Text 1</p> <p>Text 2</p>	<ul style="list-style-type: none"> <li>- information (fact) writing about different types of bears</li> <li>- character description</li> <li>- question writing to find out more about a character</li> <li>- designing and describing an imaginary home for their bear! (simple structure; given a beginning, they imagine and write the middle and the end)</li> <li>- basic story writing using focus story as a starting point</li> <li>- prediction writing</li> <li>- diary writing in role as a character</li> <li>- retelling a well-known story using beginning, middle, end structure</li> <li>- poetry based on 'The Dark'</li> </ul> <p><b>Revision:</b></p> <ul style="list-style-type: none"> <li>- simple sentence writing to give an opinion</li> <li>- speech bubbles to show empathy with a character/characters</li> <li>- reading writing back to someone else of themselves to make sure it all makes sense</li> <li>- adding some simple description words (e.g. to describe size, colour etc.)</li> </ul>	<ul style="list-style-type: none"> <li>- consistently punctuating simple sentences using a capital letter and full stop</li> <li>- introduce the question mark rather than a full stop when asking questions</li> <li>- using capital letters for names and the personal pronoun 'I'</li> <li>- explaining reasons for ideas and opinions using 'because' [taken from Y2 but children are well able to do this!]</li> <li>- sequencing sentences to form short narratives</li> </ul> <p><b>Revision:</b></p> <ul style="list-style-type: none"> <li>- formation of letters (lower case may be secure by now, but children will probably not be sure of capital letter except maybe 'I' and their first initial!</li> <li>- separation of words with spaces</li> <li>- full stops</li> <li>- introduce upper and lower case letters and begin to distinguish between them when writing</li> <li>- introduce joining clauses using the word 'and'</li> </ul>	<ul style="list-style-type: none"> <li>- hear your child read every day (discuss and ensure they demonstrate understanding as well as just reading the words) and don't forget to read to them too – you're never too old to be read to!</li> <li>- let your child see you reading and discuss book choices with them to encourage them to do the same</li> <li>- visit the library together and take some books out to enjoy at home!</li> <li>- engage with the Little Wandle Home Learning every week at home</li> <li>- rehearse spelling of common exception words</li> </ul> <ul style="list-style-type: none"> <li>- encourage your child to use their imagination wherever possible! Playing with Lego, dolls' houses, small world play etc. will all help their imaginations to run wild which is helpful when writing and beginning to think of their own stories!</li> <li>- find out your own information about bears at home so that you may be able to use what you have found out when you do your writing at school!</li> <li>- retell some stories you know well together, orally is fine! See if your</li> </ul>
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				<p>child is starting to use some stry language e.g. One upon a time, Then, Next, Unfortunately, In the end, They all loved happily ever after etc.</p> <ul style="list-style-type: none"> <li>- see if you can identify the beginning, middle and end of some stories you read at home together. Which is the most exciting bit?</li> <li>- if your child enjoys writing at home, allow them to write whatever they are motivated to write! They may enjoy writing shopping lists, birthday cards etc. for a real purpose, or may choose to write simple words or phrases rather than in complete sentences. Please do value anything they write, no matter how accurate, and encourage them to keep trying with their sounds. You can of course support them, but try not to devalue all their hard work by correcting every single error!</li> </ul>
<b>Spring 1: Emotions</b>	Text 1	<ul style="list-style-type: none"> <li>- prediction writing; develop detail and more elements of SPaG (see next column)</li> <li>- character description using role on the wall technique</li> <li>- diary entry in role as a character</li> <li>- writing a recount of a personal experience</li> </ul>	<ul style="list-style-type: none"> <li>- introduce exclamation mark to writing to signify a surprise or excitement</li> <li>- creating plurals using the suffix 's' (to signify there are more than one of something)</li> <li>- using adverbs to describe how something is being done</li> </ul>	<ul style="list-style-type: none"> <li>- hear your child read every day (discuss and ensure they demonstrate understanding as well as just reading the words) and don't forget to read to them too – you're never too old to be read to!</li> <li>- let your child see you reading and discuss book choices with them to encourage them to do the same</li> </ul>

		<ul style="list-style-type: none"> <li>- exploring language to explain different types of tears in the story</li> <li>- description of one specific type of tear (information writing but in a fictional context!)</li> <li>- retelling a well-known story</li> <li>- creating their own version of a story using a beginning/middle/end structure [begin to introduce 'problem' rather than 'middle']</li> </ul> <p><b>Revision:</b></p> <ul style="list-style-type: none"> <li>- using beginning/middle/end to pinpoint main events in a story when writing</li> <li>- checking through finished work more independently to ensure it makes sense</li> <li>- using higher quality adjectives to create simple noun phrases in writing</li> <li>- beginning to 'borrow' high quality ideas from texts read in class and at home</li> <li>- developing diary writing further</li> </ul>	<p>(words that end in -ly e.g. Quickly,...)</p> <p><b>Revision:</b></p> <ul style="list-style-type: none"> <li>- punctuating sentences with full stops, capital letters and question marks</li> <li>- using capital letters for names and the personal pronoun 'I'</li> <li>- explaining reasons for ideas and opinions using 'because'</li> <li>- sequencing sentences to form short narratives</li> </ul>	<ul style="list-style-type: none"> <li>- visit the library together and take some books out to enjoy at home!</li> <li>- engage with the Little Wandle Home Learning every week at home</li> <li>- rehearse spelling of common exception words</li> </ul> <ul style="list-style-type: none"> <li>- see if you can find some stories at home with similar themes to the one being read at school (your child should be able to explain it to you!)</li> <li>- encourage your child to think of some stories of their own at home! They may not like to write them, but maybe they could tell them to you, a sibling or grandparents? Or maybe you could record them telling you their story to keep for later? You'll be able to see how well they progress in their oral storytelling!</li> <li>- see if you can identify the problem in stories you read together! Which ones would be the hardest to sort out at the end? Are there any that would be easy to solve?</li> <li>- if your child enjoys writing at home, allow them to write whatever they are motivated to write! They may enjoy writing shopping lists, birthday cards etc.</li> </ul>
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				for a real purpose, or may choose to write simple words or phrases rather than in complete sentences. Please do value anything they write, no matter how accurate, and encourage them to keep trying with their sounds. You can of course support them, but try not to devalue all their hard work by correcting every single error!
<b>Spring 2: Fire! Fire!</b>	various simple information texts regarding The Great Fire of London  Text 1  Text 2  Text 3	<ul style="list-style-type: none"> <li>- writing an opinion about whether or not they enjoy being outside (inform and persuade others of your opinion!)</li> <li>- writing to describe own personal experiences</li> <li>- poetry writing</li> <li>- town crier declaration to give townspeople information about The Great Fire of London (to also be performed!)</li> <li>- information text about The Great Fire of London</li> <li>- diary entry as Samuel Pepys during The Great Fire of London</li> <li>- writing to persuade others of their opinion (who was to blame?)</li> </ul>	<ul style="list-style-type: none"> <li>- use of full stops, capital letters, question marks and exclamation marks to more accurately punctuate sentences, beginning to use ? and ! for effect</li> <li>- formation of plurals using the suffix 'es' for items that end in a 'hissing sound' (x, sh, ss, zz, ch)</li> </ul> <p><b>Revision:</b></p> <ul style="list-style-type: none"> <li>- <i>introduce exclamation mark to writing to signify a surprise or excitement</i></li> <li>- <i>creating plurals using the suffix 's' (to signify there are more than one of something)</i></li> </ul>	<ul style="list-style-type: none"> <li>- hear your child read every day (discuss and ensure they demonstrate understanding as well as just reading the words) and don't forget to read to them too – you're never too old to be read to!</li> <li>- let your child see you reading and discuss book choices with them to encourage them to do the same</li> <li>- visit the library together and take some books out to enjoy at home!</li> <li>- engage with the Little Wandle Home Learning every week at home</li> <li>- rehearse spelling of common exception words</li> <li>- you may like to spend some time outside – splashing in puddles, playing in mud, playing with water and sand, hunting for different leaves and creatures etc... these</li> </ul>

		<p>- description writing to explain their newly designed building to add to London after The Great Fire</p> <p><b>Revision:</b></p> <ul style="list-style-type: none"> <li>- writing more clearly for a purpose, following some appropriate features of the given form (e.g. when writing a diary, using first person 'I' rather than 'he/she')</li> <li>- understanding the differences between writing prose and writing poetry</li> <li>- beginning to 'borrow' high quality ideas from texts read in class and at home</li> <li>- further developing quality of written stories</li> </ul>		<p>will all help to provide inspiration for your child's poetry writing!</p> <ul style="list-style-type: none"> <li>- read some non-fiction texts together about any topic that interests you and your child! Can you spot any differences and similarities between this and a fiction book?</li> <li>- how much information can you find out about The Great Fire of London?</li> <li>- if your child enjoys writing at home, allow them to write whatever they are motivated to write! They may enjoy writing shopping lists, birthday cards etc. for a real purpose, or may choose to write simple words or phrases rather than in complete sentences. Please do value anything they write, no matter how accurate, and encourage them to keep trying with their sounds. You can of course support them, but try not to devalue all their hard work by correcting every single error!</li> </ul>
<b>Summer 1: All the World</b>	Text 1	<ul style="list-style-type: none"> <li>- writing about their own memories (personal experience)</li> <li>- writing in role as a character</li> <li>- postcard writing from a character in the story</li> </ul>	<ul style="list-style-type: none"> <li>- choosing own punctuation to suit the purpose of a sentence and the effect they choose to have on their reader</li> <li>- What are verbs?</li> </ul>	<ul style="list-style-type: none"> <li>- hear your child read every day (discuss and ensure they demonstrate understanding as well as just reading the words) and don't forget to read to them too – you're never too old to be read to!</li> <li>- let your child see you reading and</li> </ul>



		<ul style="list-style-type: none"> <li>- writing a thank you note as a character (different purposes)</li> <li>- retelling of a traditional Indian tale</li> <li>- story writing: own imagined story in given setting</li> <li>- poetry writing about someone who is special to them</li> </ul> <p><b>Revision:</b></p> <ul style="list-style-type: none"> <li>- writing more clearly for a purpose, following some appropriate features of the given form (e.g. when writing a diary, using first person 'I' rather than 'he/she')</li> <li>- understanding the differences between writing prose and writing poetry</li> <li>- beginning to 'borrow' high quality ideas from texts read in class and at home</li> <li>- further developing quality of written stories</li> <li>- developing fluency in writing</li> <li>- editing own writing for mistakes</li> </ul>	<ul style="list-style-type: none"> <li>- suffixes that can be added to verbs where no change is needed to the root word (e.g. ing, ed, er) – helping, helped, helper</li> </ul> <p><b>Revision:</b></p> <ul style="list-style-type: none"> <li>- use of full stops, capital letters, question marks and exclamation marks to more accurately punctuate sentences, beginning to use ? and ! for effect</li> <li>- formation of plurals using the suffix 'es' for items that end in a 'hissing sound' (x, sh, ss, zz, ch)</li> </ul>	<p>discuss book choices with them to encourage them to do the same</p> <ul style="list-style-type: none"> <li>- visit the library together and take some books out to enjoy at home!</li> <li>- engage with the Little Wandle Home Learning every week at home</li> <li>- rehearse spelling of common exception words</li> </ul> <ul style="list-style-type: none"> <li>- can you find any adjectives in your reading book? What about verbs? Adverbs?? (these usually end in ly = slowly, happily)</li> <li>- hunt for some plurals in your reading books too! Why are they there?</li> <li>- discuss your own personal experiences and memories of special people with your child, and allow them to do the same</li> <li>- read/tell traditional tales with your child. These may be well-known stories such as Little Red Riding Hood, or traditional stories from your own culture or background. What are the similarities and differences between these traditional tales?</li> <li>- if your child enjoys writing at home, allow them to write whatever they are motivated to write! They may enjoy writing shopping lists, birthday cards etc.</li> </ul>
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				for a real purpose, or may choose to write simple words or phrases rather than in complete sentences. Please do value anything they write, no matter how accurate, and encourage them to keep trying with their sounds. You can of course support them, but try not to devalue all their hard work by correcting every single error!
<b>Summer 1: Into the Jungle</b>	Text 1  Text 2	<ul style="list-style-type: none"> <li>- description of their newly designed drum!</li> <li>- prediction about what might happen next in a story, relying more on information taken from the text and their experiences of other stories</li> <li>- advice letter to help a character in the story</li> <li>- alliterative poem based on the jungle</li> <li>- description of an animal from The Amazon</li> <li>- description of an Amazonian rainforest as a story setting</li> <li>- story writing: a story of their choice set in the Amazon rainforest</li> <li>- persuasive writing to convince others to save the Amazon Rainforest and protect the plants and wildlife that live there</li> </ul>	<ul style="list-style-type: none"> <li>- how the prefix un- changes the meaning of verbs and adjectives</li> </ul> <p><b>Revision:</b></p> <ul style="list-style-type: none"> <li>- <i>choosing own punctuation to suit the purpose of a sentence and the effect they choose to have on their reader</i></li> <li>- <i>What are verbs?</i></li> <li>- <i>suffixes that can be added to verbs where no change is needed to the root word (e.g. ing, ed, er) – helping, helped, helper</i></li> </ul>	<ul style="list-style-type: none"> <li>- hear your child read every day (discuss and ensure they demonstrate understanding as well as just reading the words) and don't forget to read to them too – you're never too old to be read to!</li> <li>- let your child see you reading and discuss book choices with them to encourage them to do the same</li> <li>- visit the library together and take some books out to enjoy at home!</li> <li>- engage with the Little Wandle Home Learning every week at home</li> <li>- rehearse spelling of common exception words; move onto the Year Two words if needed as hopefully your child is secure with the Year One words by now (or nearly!)</li> <li>- read a range of stories set in jungles and rainforests (maybe you</li> </ul>

		<p><b>Revision:</b></p> <ul style="list-style-type: none"><li>- writing for a range of purposes</li><li>- beginning to write with an audience in mind, to have some kind of effect on their reader</li><li>- writing coherently at more length, especially when telling own stories</li><li>- editing own writing for mistakes and to make small improvements e.g. swapping for a more powerful word</li></ul>		<p>could search for some in the library?)</p> <ul style="list-style-type: none"><li>- find some pictures online together to show you what real rainforests look like!</li><li>- find out what some of your family and/or friends think about looking after and protecting rainforests. Do you agree with their opinions? Tell them why/why not!</li><li>- if your child enjoys writing at home, allow them to write whatever they are motivated to write! They may enjoy writing shopping lists, birthday cards etc. for a real purpose, or may choose to write simple words or phrases rather than in complete sentences. Please do value anything they write, no matter how accurate, and encourage them to keep trying with their sounds. You can of course support them, but try not to devalue all their hard work by correcting every single error!</li></ul>
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