

Year: 1

Term: Autumn 1

Focus text: Julia Donaldson author focus

National Curriculum objectives:

Writing composition

Pupils should be taught to:

- write sentences by saying out loud what they are going to write about
- composing a sentence orally before writing it
- sequencing sentences to form short narratives
- re-reading what they have written to check that it makes sense
- discuss what they have written with the teacher or other pupils
- read aloud their writing clearly enough to be heard by their peers and teachers.

Vocabulary, grammar and punctuation

Pupils should be taught to:

develop their understanding of the concepts set out in English Appendix 2 by:

- leaving spaces between words
- joining words and joining clauses using and
- beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark
- using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'
- learning the grammar for year 1 in English Appendix 2
- use the grammatical terminology in English Appendix 2 in discussing their writing.

Spelling objectives:

Pupils should be taught to:

spell by:

- words containing each of the 40+ phonemes already taught
- common exception words
- the days of the week

name the letters of the alphabet

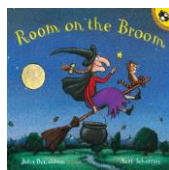
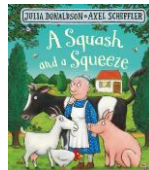
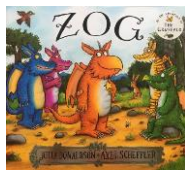
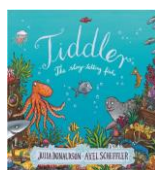
- naming the letters of the alphabet in order
- using letter names to distinguish between alternative spellings of the same sound

Prior Knowledge:

- Children will know all 40+ graphemes and be able to apply them to their spellings in their work.
- Children will know when to add-s or -es to plural nouns.
- Children will know how to form lower-case and upper-case letters.
- Children will know to leave spaces between their words.
- Children will know to clarify their work they can say their sentences out loud before they write them.
- Children will be able to sequence sentences to form short narratives.
- Children will be able to re-read what they have written to check that it makes sense.
- Children will know that a sentence must start with a capital letter and end with a full stop.
- Children will know how to use 'and' to join simple sentences.
- Children will know that a noun is a person, place or thing.
- Children will know that a verb is the action word in a sentence.
- Children will know the features and format of a description, letter, diary, retell and instructions.

Key vocabulary:

Gruffalo, mouse, scary, witch, dog, cat, broom, frog, lady. man, squash, squeeze, house, Zog, fire, dragon, star, giant, clothes, whale, snail, sea, children, sea, monkey, forest, Mum, fish.



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	Unit 1	Unit 2	Unit 3
Writing focus	Narratives. (simple sentence version) Week 1- The Gruffalo Week 2 - Zog Week 3 - Monkey Puzzle	Narratives. (simple sentence version) Week 4- A Squash and a Squeeze Week 5 - Room on the Broom	Narratives. (simple sentence version) Week 6 - The Smartest Giant in Town Week 7 - The Snail and the Whale Week 8 - Tiddler
SPaG focus	- To leave spaces between words. - To begin to punctuate sentences using a capital letter and a full stop. - To be able to sequencing sentences to form short narratives. - To use time words to sequence a short narrative.	- To leave spaces between words. - To begin to punctuate sentences using a capital letter and a full stop. - To be able to sequencing sentences to form short narratives. - To use time words to sequence a short narrative.	- To be able to sequencing sentences to form short narratives. - To begin to punctuate sentences using a capital letter and a full stop. - To leave spaces between words. - To use time words to sequence a short narrative.
Spelling focus	<u>Revision of letter sounds, names and alphabet</u> <u>Common exception words</u> they, there, so, some, is,	<u>wh for 'w'</u> white, while, whip, why, <u>Common exception words</u> so, your, you, the, were, they, be, there, some	<u>Double consonants</u> off, well, miss, buzz <u>Common exception words</u> once, a, there, one, his, they, were, do, ask, the, you, some, so was she, be, by, said, the, of to, friends, he