

English modules – Year 1

	Term 1		Term 2		Term 3				
Narrative	Stories with predictable phrasing (6 weeks – or 2 + 2 + 2 weeks)		‘Take One Book’ (1 or 2 weeks) One (or more) written outcomes, linked with fiction/nonfiction modules already covered during the term	Contemporary fiction – stories reflecting children’s own experience (4 weeks – or 2 + 2 weeks)	‘Take One Book’ (1 or 2 weeks) One (or more) written outcomes, linked with fiction/nonfiction modules already covered during the term	Traditional Tales - Fairy tales (6 weeks – or 2 + 2 + 2 weeks)	‘Take One Book’ (1 or 2 weeks) One (or more) written outcomes, linked with fiction/nonfiction modules already covered during the term		
Grammar focus	See below			See below		See below			
Suggested final written outcome	Write simple sentences using patterned language, words and phrases taken from familiar stories			Write a series of sentences to retell events based on personal experience.		Write a re-telling of a traditional story.			
Non-fiction	Labels, lists and captions 1 week (transition unit)	Recount 2 weeks - or 1 + 1 week		Report 2 weeks		Instructions 2 weeks		Report 2 weeks	Explanations 2 weeks
Suggested final written outcome	Write labels and sentences for an in-class exhibition/museum display	Write simple first person recounts based on personal experience, using adverbs of time to aid sequencing		A simple non-chronological report with a series of sentences to describe aspects of the subject; distinguish between a description of a single member of a group and the group in general		Following a practical experience, write up the instructions for a simple recipe		A simple non-chronological report with a series of sentences to describe aspects of the subject; distinguish between a description of a single member of a group and the group in general	Draw pictures to illustrate a simple process and prepare several sentences to support the explanation
Poetry	Vocabulary Building (1 week)	Structure – rhyming couplets (1 week)		Vocabulary Building (1 week)		Structure – rhyming couplets (1 week)		Vocabulary Building (1 week)	Take One Poet – poetry appreciation (1 week)
Suggested outcome	Read, write and perform free verse	Recite familiar poems by heart		Read, write and perform free verse		Recite familiar poems by heart		Read, write and perform free verse	Personal responses to poetry Recite familiar poems by heart

Teaching Grammar to Improve Writing in Year 1

Year 1

Word	• Regular plural noun suffixes –s or –es [for example, dog, dogs; wish, wishes], including the effects of these suffixes on the meaning of the noun • Suffixes that can be added to verbs where no change is needed in the spelling of root words (e.g. helping, helped, helper) • How the prefix un– changes the meaning of verbs and adjectives [negation, for example, unkind, or undoing: untie the boat]
Sentence	• How words can combine to make sentences • Joining words and joining clauses using and
Text	• Sequencing sentences to form short narratives
Punctuation	• Separation of words with spaces • Introduction to capital letters, full stops, question marks and exclamation marks to demarcate sentences • Capital letters for names and for the personal pronoun I
Terminology for pupils	• letter, capital letter word, singular, plural sentence punctuation, full stop, question mark, exclamation mark