



## Wessex Gardens Primary School - English Curriculum Year 1



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Core Text:</b>						
<b>Suggested Hook Lesson:</b>	Retell the story. Outdoor activity – divide the children into 3 groups. Give each group a different material to build a house.	Retell the story. Children to plant their own Magic Beans.	Make tiger masks. Make or ice buns. Decorate party plates. Preparation to introduce and retell the story.	Writing corner with post box, stamps, paper, envelopes, pens etc. Each child receives a personalised letter from their family or an adult at school.	Teach an African song. Look at pictures based in Africa and find fascinating facts.	Give the children materials (inc black sacks) to make superhero costumes. They must introduce their superheroes to the class explaining their superpowers.
<b>Spoken Language:</b>	Listen and respond appropriately to adults and peers.	Ask simple questions to clarify understanding.	<ul style="list-style-type: none"> <li>Listen and respond appropriately to adults and peers.</li> <li>Ask relevant questions to extend their understanding and knowledge.</li> <li>Share ideas and feelings clearly, using full sentences when possible.</li> </ul>	<ul style="list-style-type: none"> <li>Use relevant strategies to build their vocabulary.</li> <li>Show interest in what others say, respond to peers' contributions.</li> <li>Begin to notice different opinions during discussions.</li> </ul>	<ul style="list-style-type: none"> <li>Ask simple questions to clarify understanding.</li> <li>Use new words in conversations, teachers model vocabulary.</li> <li>Share ideas and feelings clearly, using full sentences when possible.</li> <li>Speak clearly and loudly enough for peers to hear.</li> </ul>	<ul style="list-style-type: none"> <li>Use new words in conversations, teachers model vocabulary.</li> <li>Engage in group discussions, taking turns and sharing ideas.</li> <li>Talk about imaginary scenarios (e.g., "What if we could fly?").</li> </ul>
<b>Reading/Phonics:</b>	See Bug Club Phonics	See Bug Club Phonics	See Bug Club Phonics	See Bug Club Phonics	See Bug Club Phonics	See Bug Club Phonics
<b>Writing 1: Purpose and Audience:</b>	Sequence and retell the story. (Story strip sentences.) <b>Purpose:</b> Entertain <b>Audience:</b> Reception chn	Sequence and retell the story. (Story strip sentences.) <b>Purpose:</b> Entertain <b>Audience:</b> Reception chn	Retell the story with a different ending <b>Purpose:</b> Entertain <b>Audience:</b> Year 1 peers	Party Invitation. <b>Purpose:</b> Inform <b>Audience:</b> Traditional characters	Retell the story. <b>Purpose:</b> Entertain <b>Audience:</b> Year 1 peers	Character description of a superhero. <b>Purpose:</b> Entertain <b>Audience:</b> Primary school children
<b>Writing 2: Purpose and Audience</b>	Retell the story with a twist. (Alternative ending or new characters.) <b>Purpose:</b> Entertain <b>Audience:</b> Year 1 peers	Write instructions: How to grow magical beans. <b>Purpose:</b> Inform <b>Audience:</b> Adults	Write a shopping list and recipe instructions for a tea party <b>Purpose:</b> Inform <b>Audience:</b> Adults	Thank you letter for the party invitation. <b>Purpose:</b> Inform <b>Audience:</b> The postman.	Diary entry of Lila's day or a sad event. (Include feelings) <b>Purpose:</b> Entertain <b>Audience:</b> A friend	Create a poster showing the importance of recycling. Include 'Top Tips'. <b>Purpose:</b> Inform <b>Audience:</b> School community
<b>Writing 3: Purpose and Audience</b>  <i>This is an additional unit during half terms of more than 6 weeks</i>  <i>*Poetry Week to be completed in addition</i>	Create a poster showing the benefits of each house type (children choose one house to advertise) <b>Purpose:</b> Inform <b>Audience:</b> School community <b>2-week cycle</b>	Apology letter for stealing the beans <b>Purpose:</b> Inform <b>Audience:</b> The giant				Write a story where you are a hero saving the planet! <b>Purpose:</b> Inform <b>Audience:</b> School community
<b>Composition:</b>	<ul style="list-style-type: none"> <li>Compose a sentence orally before writing it.</li> <li>Discuss what they have written with the teacher or other pupils.</li> </ul>	<ul style="list-style-type: none"> <li>Compose a sentence orally before writing it.</li> <li>Understand how words can combine to make sentences.</li> <li>Sequence sentences to write simple non-fiction text types linked to topics of interest/study or to personal experience.</li> </ul>	<ul style="list-style-type: none"> <li>Compose a sentence orally before writing it.</li> <li>Sequence sentences to write simple non-fiction text types linked to topics of interest/study or to personal experience.</li> <li>Sequence sentences into beginning, middle and end.</li> </ul>	<ul style="list-style-type: none"> <li>Compose a sentence orally before writing it.</li> <li>Use simple features correctly e.g. greeting in a letter.</li> <li>Re-read what they have written, enhancing sentences.</li> </ul>	<ul style="list-style-type: none"> <li>Re-tell/imitate familiar stories and recounts events; include main events in sequence.</li> <li>Include story language and sentence patterns e.g. one day, suddenly.</li> </ul>	<ul style="list-style-type: none"> <li>Compose a sentence orally before writing it.</li> <li>Sequence sentences to write simple non-fiction text types linked to topics of interest/study or to personal experience.</li> <li>Re-read what they have written to check that it makes sense.</li> </ul>

			<ul style="list-style-type: none"> <li>• Re-read what they have written, enhancing sentences.</li> </ul>		<ul style="list-style-type: none"> <li>• Re-read what they have written, enhancing sentences.</li> </ul>	
<b>Grammar and Punctuation:</b>	<ul style="list-style-type: none"> <li>• Separate words with spaces.</li> <li>• Begin to use capital letters, full stops, question marks and exclamation marks to demarcate sentences.</li> <li>• Use time words to aid sequencing (to be formally introduced as time adverbs. (First, Next, Finally))</li> </ul>	<ul style="list-style-type: none"> <li>• Use capital letters for names of people and places.</li> <li>• Begin to use capital letters, full stops, question marks and exclamation marks to demarcate sentences.</li> <li>• Use time words to aid sequencing (to be formally introduced as time adverbs. (First, Next, Finally))</li> </ul>	<ul style="list-style-type: none"> <li>• Use capital letters for names of people and places.</li> <li>• Begin to use capital letters, full stops, question marks and exclamation marks to demarcate sentences.</li> <li>• Use the word 'and' to explain.</li> <li>• Use adjectives for description.</li> <li>• Use simple preposition.</li> <li>• Understand singular and plural.</li> </ul>	<ul style="list-style-type: none"> <li>• Use the words 'and', 'but' and 'because' to explain.</li> <li>• Use capital letters for names of people and places.</li> <li>• Begin to</li> <li>• Show understanding of past, present and future.</li> </ul>	<ul style="list-style-type: none"> <li>• Use time words more accurately to aid sequencing (to be formally introduced as time adverbs (First, Next, Finally)).</li> <li>• Use capital letters, full stops, question marks and exclamation marks to demarcate sentences.</li> <li>• To use a range of adjectives and verbs in descriptions.</li> </ul>	<ul style="list-style-type: none"> <li>• Use the words 'and', 'but' and 'because' to explain.</li> <li>• Use capital letters, full stops, question marks and exclamation marks to demarcate sentences.</li> <li>• To use similes.</li> <li>• Identify and write sentences with commands, statements exclamations and questions.</li> </ul>
<b>Spelling:</b>	<b>See Bug Club Phonics</b>	<b>See Bug Club Phonics</b>	<b>See Bug Club Phonics</b> Plural noun suffixes	<b>See Bug Club Phonics</b> Days of the week	<b>See Bug Club Phonics</b> Suffixes that can be added to verbs	<b>See Bug Club Phonics</b> Prefixes
<b>Handwriting:</b>	<ul style="list-style-type: none"> <li>• Sit correctly at a table, holding a pencil comfortably and correctly.</li> <li>• Begin to form lower-case letter in the correct direction, starting and finishing in the right place.</li> <li>• Form capital letters.</li> </ul> <b>Nelson:</b> Letter families set 1 and 2	<ul style="list-style-type: none"> <li>• Sit correctly at a table, holding a pencil comfortably and correctly.</li> <li>• Begin to form lower-case letter in the correct direction, starting and finishing in the right place.</li> <li>• Form capital letters.</li> </ul> <b>Nelson:</b> Letter families set 1 and 2	<b>Nelson:</b> Letter families set 3 and 4. Practice forming capital letters.	<b>Nelson:</b> Letter families set 3 and 4. Practice forming capital letters.	<b>Nelson:</b> Diagonal joins for set 1, 2, 3 and 4 letters.	<b>Nelson:</b> Review diagonal joins. Introduce horizontal joins.
<b>Poetry Week:</b>	Jack and Jill, Humpty Dumpty and/or Incy Wincy Spider Learning to appreciate rhymes and poems and recite them by heart.		Splish, Splash, Splosh By James Carter Learning to appreciate rhymes and poems and recite them by heart.		On the Ning, Ning, Nong by Spike Milligan Learning to appreciate rhymes and poems and recite them by heart.	

Suggested teaching sequence for English at Wessex Gardens:

EXAMPLE of a 3-WEEK CYCLE

BOOK / COMPREHENSION / SPOKEN LANGUAGE FOCUS

WEEK 1 OF CYCLE					
	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
Context (name of book): Writing genre:	HOOK LESSON				
LI					
How will this be adapted for BLW and WTS children?					
KEY LEARNING INPUT					
'I DO'					
'WE DO'					
'YOU DO'					
Plenary					

PUNCTUATION AND GRAMMAR FOCUS

WEEK 2 OF CYCLE					
	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
Context (name of book): Writing genre:					
LI					
How will this be adapted for BLW and WTS children?					
KEY LEARNING INPUT					
'I DO'					
'WE DO'					
'YOU DO'					
Plenary					

PLAN / WRITE / EDIT / PUBLISH CYCLE

WEEK 3 OF CYCLE					
	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
Context (name of book): Writing genre:					
LI					
How will this be adapted for BLW and WTS children?					
KEY LEARNING INPUT					
'I DO'					
'WE DO'					
'YOU DO'					
Plenary				DEEP MARKING BY TEACHER SO PUBLISHED PIECE IS OF HIGH STANDARD	

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### Ten Top Tips for Planning an Amazing Unit of writing:

#### **1. Hook them in**

It goes without saying that children will be more successful if they're engaged with the unit as a whole. There are plenty of easy hooks into learning: drama activities, listening to a piece of music or watching a film clip all work well. You could also try teacher-in-role or reading a really well-written piece of writing.

#### **2. Writing begins with reading**

Before children are asked to do any writing in a given genre, they need to read extensively in that genre. This is essential to help them tune into the tone, structural and linguistic features and overall feel of the genre. Share published exemplars or write your own to ensure they include the language features appropriate for your class. AI can be a useful tool here.

#### **3. Reading and text analysis should inform success criteria**

As they study exemplar texts, children should make a "key ingredients" list for the genre. Their writing will be more effective if you get them to create this list, rather than just giving it to them. During the reading phase, get them to bank key words or phrases in their jotters or on the working wall.

#### **4. Teach specific grammar skills to support writing**

Refer to the National Curriculum and your school's curriculum to ensure you are teaching appropriate grammar skills. Ensure previously taught skills are referred to regularly.

#### **5. Model to children how to write**

Before children are asked to do writing of any length the teacher should model how to do so, making explicit reference to the key ingredients list generated as a class. This sounds obvious, but I've seen many writing lessons suffer as a result of missing this vital step.

#### **6. Allow planning time before drafting**

This could take many forms and the amount of time you need to dedicate to this stage can vary. It can be in the form of a story map (sequencing the story in pictures), a boxed-up plan (listing the key details to be included in each paragraph), an exploded plan for more advanced writers (sequencing the piece, then expanding on the most important sections in more detail) or using a story mountain or other graphical organiser.

#### **7. Encourage use of word banks, scaffolds and other adaptations to support and challenge individuals**

Children who do little independent reading tend to lack the strong vocabulary and writer's voice that come from extensive reading. Teachers should provide word or phrase banks for those children who lack their own mental word bank, and all pupils should be encouraged to use the shared banks generated in the reading part of the unit.

#### **8. Allow children to redraft in response to feedback**

Given the sheer amount of work we are expected to get through, it can be tempting to take children's first drafts and then move on to the next thing. But giving children plenty of time to redraft their work in light of feedback is essential, and arguably the most important part of a writing unit. This process needs modelling extensively for younger children, but this stage can have huge benefits for children's writing.

#### **9. Build in challenge and support**

Some children will inevitably need more support and others may benefit from a few extra challenges. These can often be simple tweaks and shouldn't require onerous planning. Challenging writers to include things such as dramatic irony or an extended metaphor can force children to think more about the overall structure of their piece. For writers who need support, sentence stems or some useful sentence openers can often work wonders.

#### **10. Publish children's writing for a wider audience**

Class blogs, class anthologies, school websites, displays and turning writing into a film are just a few ways we can give children an audience and purpose for their writing. This stage of the process reinforces the idea that their writing is not just for their class teacher and is a powerful motivational tool to get children ready for the next unit.

**This process usually takes approximately 2-3 weeks.**

**It usually takes 2-3 weeks to achieve a final piece of extended writing.**