



## Curriculum Overview - Year 1

### Narrative

Poetry, short/extended story; familiar settings, fantasy, fable, traditional tale, character description, setting description, diary in role, personal recount

### Grammatical Features (not exhaustive)

- past tense
- time connectives to sequence events
- simple range of verbs
- noun groups to build description of characters, places, things
- conjunctions ; and

Composition	Grammar/ Vocabulary / Punctuation	Transcription
<ul style="list-style-type: none"> <li>• Saying out loud what they are going to write about.</li> <li>• Composing a sentence orally before writing it.</li> <li>• Sequencing sentences to form short narratives.</li> <li>• Re-reading what they have written to check that it makes sense.</li> <li>• Discuss what they have written with the teacher or other pupils.</li> <li>• Read aloud their writing clearly enough to be heard by their peers and the teacher.</li> </ul>	<ul style="list-style-type: none"> <li>• Leaving spaces between words. Punctuation</li> <li>• Joining words and joining clauses using 'and'.</li> <li>• Beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark.</li> <li>• Using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'.</li> <li>• Understanding regular plural noun suffixes -s or -es [dog, dogs, wish, wishes], including the</li> </ul>	<ul style="list-style-type: none"> <li>• Spell words containing each of the 40+ phonemes already taught.</li> <li>• Spell common exception words.</li> <li>• Spell the days of the week.</li> <li>• Naming the letters of the alphabet in order.</li> <li>• Using letter names to distinguish between alternative spellings of the same sound.</li> <li>• Add suffixes using the spelling rule for adding -s or -es as the plural marker for nouns and the third person singular marker for verbs</li> </ul>

	<p>effects of these suffixes on the meaning of the noun</p> <ul style="list-style-type: none"> <li>• Understanding suffixes that can be added to verbs where no change is needed in the spelling of the root words [helping, helped, helper].</li> <li>· Understanding how the prefix un- changes the meaning of verbs and adjectives</li> <li>• Understanding how words can combine to make sentences.</li> <li>• Use year 1 grammatical terminology laid out in English Appendix 2</li> </ul>	<ul style="list-style-type: none"> <li>• Add prefixes using the prefix un-.</li> <li>• Add suffixes using -ing, -ed, -er and -est where no change is needed in the spelling of root words [e.g. helping, helped, helper, eating, quicker, quickest].</li> <li>· Apply simple year 1 spelling rules and guidance.</li> <li>• Write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far.</li> </ul>
<p><b>Recount</b></p> <p><b>Diary, historical recount, educational visit recount.</b></p>		
<p><b>Grammatical Features</b></p> <ul style="list-style-type: none"> <li>• mostly action verbs to relate activities</li> <li>• past tense</li> <li>• adverbs or prepositional phrases provide details of where, when, with whom, how</li> <li>• time connectives to sequence events</li> </ul>		
<p style="text-align: center;"><b>Composition</b></p> <ul style="list-style-type: none"> <li>• Saying out loud what they are going to write about.</li> <li>• Composing a sentence orally before writing it.</li> <li>• Sequencing sentences to form short narratives.</li> <li>• Re-reading what they have written to check that it makes sense.</li> <li>• Discuss what they have written with the teacher or other pupils.</li> </ul>	<p style="text-align: center;"><b>Grammar/ Vocabulary / Punctuation</b></p> <ul style="list-style-type: none"> <li>• Leaving spaces between words. Punctuation</li> <li>• Joining words and joining clauses using 'and'.</li> <li>• Beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark.</li> <li>• Using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'.</li> </ul>	<p style="text-align: center;"><b>Transcription</b></p> <ul style="list-style-type: none"> <li>• Spell words containing each of the 40+ phonemes already taught.</li> <li>• Spell common exception words.</li> <li>• Spell the days of the week.</li> <li>• Naming the letters of the alphabet in order.</li> <li>• Using letter names to distinguish between alternative spellings of the same sound.</li> </ul>

<ul style="list-style-type: none"> <li>• Read aloud their writing clearly enough to be heard by their peers and the teacher.</li> </ul>	<ul style="list-style-type: none"> <li>• Understanding regular plural noun suffixes -s or -es [dog, dogs, wish, wishes], including the effects of these suffixes on the meaning of the noun</li> <li>• Understanding suffixes that can be added to verbs where no change is needed in the spelling of the root words [helping, helped, helper].</li> <li>• Understanding how the prefix un- changes the meaning of verbs and adjectives</li> <li>• Understanding how words can combine to make sentences.</li> <li>• Use year 1 grammatical terminology laid out in English Appendix 2</li> </ul>	<ul style="list-style-type: none"> <li>• Add suffixes using the spelling rule for adding -s or -es as the plural marker for nouns and the third person singular marker for verbs</li> <li>• Add prefixes using the prefix un-.</li> <li>• Add suffixes using -ing, -ed, -er and -est where no change is needed in the spelling of root words [e.g. helping, helped, helper, eating, quicker, quickest].</li> <li>• Apply simple year 1 spelling rules and guidance.</li> <li>• Write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far.</li> </ul>
---	---	--

**Information/ Instructions Report**

**Labels, lists, captions, instructions, non-chronological report**

**Grammatical Features**

- action verbs to relate activities or behaviours
- simple present tense (timeless present)
- general and some technical nouns
- simple adjectives

<b>Composition</b>	<b>Grammar/ Vocabulary / Punctuation</b>	<b>Transcription</b>
<ul style="list-style-type: none"> <li>• Saying out loud what they are going to write about.</li> <li>• Composing a sentence orally before writing it.</li> <li>• Re-reading what they have written to check that it makes sense.</li> </ul>	<ul style="list-style-type: none"> <li>• Leaving spaces between words. Punctuation</li> <li>• Joining words and joining clauses using 'and'.</li> <li>• Beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark.</li> </ul>	<ul style="list-style-type: none"> <li>• Spell words containing each of the 40+ phonemes already taught.</li> <li>• Spell common exception words.</li> <li>• Spell the days of the week.</li> <li>• Naming the letters of the alphabet in order.</li> </ul>

<ul style="list-style-type: none"> <li>• Discuss what they have written with the teacher or other pupils.</li> <li>• Read aloud their writing clearly enough to be heard by their peers and the teacher.</li> </ul>	<ul style="list-style-type: none"> <li>• Using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'.</li> <li>• Understanding regular plural noun suffixes -s or -es [dog, dogs, wish, wishes], including the effects of these suffixes on the meaning of the noun</li> <li>• Understanding suffixes that can be added to verbs where no change is needed in the spelling of the root words [helping, helped, helper].</li> <li>• Understanding how the prefix un- changes the meaning of verbs and adjectives</li> <li>• Understanding how words can combine to make sentences.</li> <li>• Use year 1 grammatical terminology laid out in English Appendix 2</li> </ul>	<ul style="list-style-type: none"> <li>• Using letter names to distinguish between alternative spellings of the same sound.</li> <li>• Add suffixes using the spelling rule for adding -s or -es as the plural marker for nouns and the third person singular marker for verbs</li> <li>• Add prefixes using the prefix un-.</li> <li>• Add suffixes using -ing, -ed, -er and -est where no change is needed in the spelling of root words [e.g. helping, helped, helper, eating, quicker, quickest].</li> <li>• Apply simple year 1 spelling rules and guidance.</li> <li>• Write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far.</li> </ul>
---	--	--