

Blessed Sacrament Mastery Curriculum for English- Year 1

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Purpose for writing	Writing to inform	Writing to entertain Writing to inform	Writing to entertain	Writing to entertain Writing to inform	Writing to entertain	Writing to entertain Writing to inform
Main text	Scouse Mouse	Hey Jude	Lost in the Toy Museum	The Queen's Handbag	Vlad and Florence Nightingale Adventure	Meerkat Mail
Other texts/ Multi/media		The Beatles for Kids By John and Gary Millea	Where's Teddy			Hey Grandude
Genre	Letter formation Composing a sentence Captions and lists	Letter formation Descriptions Non-chronological Report	Letter formation Drama and role play Narratives	Letter formation Descriptions Recount	Letter formation Character descriptions Narratives	Letter formation
Word	Revise ELG <ul style="list-style-type: none"> Spell words by identifying sounds in them and representing the sounds with a letter or letters. 	<ul style="list-style-type: none"> 	<ul style="list-style-type: none"> Suffixes that can be added to verbs. 	<ul style="list-style-type: none"> How the prefix un- changes the meaning of the verbs and adjectives. 	<ul style="list-style-type: none"> Regular plural noun suffixes -s and -es, including the effects of these suffixes on the meaning of the noun. 	<ul style="list-style-type: none"> Revise, consolidate and apply all Y1 content.
Sentence /Punctuation	<ul style="list-style-type: none"> Composing a sentence orally before writing it. Spaces between words How words can be joined to make sentences. 	<ul style="list-style-type: none"> Capital letters and full stops to punctuate sentences. Capital letters for proper nouns (days of the week, people, places) 	<ul style="list-style-type: none"> Begin to punctuate sentences using question and exclamation marks. Naming the letters of the alphabet 	<ul style="list-style-type: none"> Joining words and joining sentences using simple conjunctions sometimes (and) 	<ul style="list-style-type: none"> Using the letter names to distinguish between alternative spelling of the same sound. Use some of the distinctive features of Standard English in their writing. 	<ul style="list-style-type: none"> Revise, consolidate and apply all Y1 content.

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		<ul style="list-style-type: none"> Capital letter for personal pronoun 'I' 				
Text	<p>Revision of ELG</p> <ul style="list-style-type: none"> Write simple phrases and sentences that can be read by others. 	<ul style="list-style-type: none"> Say out loud what they are going to write about. 	<ul style="list-style-type: none"> Sequencing sentences to form short narratives. Re-read what they have written to check that it makes sense. 	<ul style="list-style-type: none"> Sequencing sentences to form short narratives. Re-read what they have written to check that it makes sense. 	<ul style="list-style-type: none"> Revise, consolidate and apply all Y1 content. 	<ul style="list-style-type: none"> Revise, consolidate and apply all Y1 content.
Terminology	<ul style="list-style-type: none"> Sentence Word Letter, Full stop Capital letter 	<ul style="list-style-type: none"> Sentence Word Letter, Full stop Capital letter 	<ul style="list-style-type: none"> Sentence Word Letter, Full stop Capital letter Question mark Exclamation mark Punctuation 	<ul style="list-style-type: none"> Sentence Word Letter, Full stop Capital letter Question mark Exclamation mark Punctuation Prefix 	<ul style="list-style-type: none"> Sentence Word Letter, Full stop Capital letter Question mark Exclamation mark Punctuation Prefix Singular Plural 	<ul style="list-style-type: none"> Revise, consolidate and apply all Y1 terminology.
Handwriting	<ul style="list-style-type: none"> Sit correctly at a table, holding a pencil comfortably and correctly.(Y1) Linked to Hold a pencil effectively in 	<ul style="list-style-type: none"> Begin to form all lower case letters in the correct direction, starting and 	<ul style="list-style-type: none"> Begin to form capital letters. Form all lower case letters 	<ul style="list-style-type: none"> Form all lower case and capital letters correctly starting and finishing in the right place and of the correct size. 	<ul style="list-style-type: none"> Form letters correctly and confidently. Understand which letters 	Introduce joins.

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	<p>preparation for fluent writing – using the tripod grip in almost all cases. (ELG)</p> <p>Revise ELG</p> <ul style="list-style-type: none"> • Write recognisable letters, most of which are correctly formed. 	<p>finishing in the right place.</p> <ul style="list-style-type: none"> • Form the digits 0-9. 	<p>correctly on the line.</p>		<p>belong to which handwriting ‘families’ (i.e letters that are formed in similar ways) and to practise these.</p>	
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Continuous objectives

Year group	Objectives
<p>Year 1</p>	<ul style="list-style-type: none"> • Discuss what they have written with a teacher or other pupils. • Read aloud their writing loud enough to be heard by their peers and the teacher. • Write simple sentences dictated by the teacher including spellings and punctuation taught. • Understand, through demonstration, the skills and processes essential to writing: that is , thinking aloud as they collect ideas, drafting, and re-reading to check their meaning is clear. • Use drama and role play to provide opportunities for pupils to develop and order their ideas through playing roles and improvising scenes in various settings.

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Spoken Language

Pupils should be taught to:

- listen and respond appropriately to adults and their peers
- ask relevant questions to extend their understanding and knowledge
- use relevant strategies to build their vocabulary
- articulate and justify answers, arguments and opinions
- give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings
- maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments
- use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas
- speak audibly and fluently with an increasing command of Standard English
- participate in discussions, presentations, performances, role play, improvisations and debates
- gain, maintain and monitor the interest of the listener(s)
- consider and evaluate different viewpoints, attending to and building on the contributions of others
- select and use appropriate registers for effective communication.