

Year 1 – English – Spring 1 2017

Programme of Study	Activities	Success Criteria
<p>Say out loud what they are going to write about.</p> <p>Composing sentences orally before writing it.</p> <p>Sequencing sentences to form short narratives.</p>	<p>Recounts - Non-fiction</p> <p>News writing</p> <p>Sentence branches.</p> <p>Report writing.</p>	<p>I join in whole class reading.</p> <p>I can listen and talk about what I heard.</p> <p>I know practising my idea aloud before I write it will help me.</p>
<p>Composing sentences orally before writing it.</p> <p>Recognise and join in with predictable phrases.</p> <p>Learn to appreciate rhymes and poems and to recite some by heart.</p> <p>Discuss new word meanings.</p>	<p>The Great Nursery Rhyme Disaster & Repeating patterns - Poetry - Pattern and Rhyme</p> <p>Listen to and read poems and rhymes.</p> <p>Find and highlight examples of pattern and punctuation.</p> <p>Explore rhyme.</p>	<p>I try to show what a text means by the way I perform.</p> <p>I am adventurous with the words I use and try to make my writing interesting.</p> <p>I know it is important to make sure that my work is interesting to read.</p> <p>I am able to describe a pattern in a text.</p>
<p>become very familiar with key stories, fairy stories and traditional tales,</p> <p>retelling them and considering their particular characteristics</p> <p>Sequencing sentences to form short narratives.</p> <p>Use joining words.</p> <p>Discuss the significance of the title and events.</p> <p>Make inferences and participate in discussion.</p>	<p>Traditional Tales - Fiction</p> <p>Recognise and discuss main characters.</p> <p>Make puppets.</p> <p>Recognise, discuss and create familiar settings.</p> <p>Role-play main events in familiar stories.</p> <p>Sequence and plot main events - story mountains/ story maps.</p>	<p>I join in whole class reading.</p> <p>I am able to retell a familiar story and identify the main points.</p> <p>I can talk about the main characters, setting and event.</p> <p>I can listen and talk about what I heard.</p> <p>I can pretend to be someone/thing else in different places or times.</p>

<p>Name the letters of the alphabet in order.</p>	<p>The Alphabet - Non fiction - dictionary skills</p> <p>Page finding using index and contents.</p> <p>Using the dictionary and dictionary games and activities.</p> <p>Sorting into alphabetical order.</p>	<p>I can recognise fiction and non-fiction.</p> <p>I know each letter has a sound and a name.</p> <p>I know the dictionary can help you spell a word and that it goes in alphabetical order.</p> <p>I know if letters are near the beg, mid and end of the dictionary.</p>
<p>Say out loud what they are going to write about. Composing sentences orally before writing it.</p> <p>Sequencing sentences to form short narratives.</p> <p>Use joining words.</p> <p>Discuss the significance of the title and events.</p> <p>Make inferences and participate in discussion.</p>	<p>Tales from other cultures - Fiction</p> <p>Recognise and discuss main characters, settings and events.</p> <p>Sequence main events from a familiar story.</p> <p>Retell the main events in a story using story language.</p> <p>Make changes to characters and events.</p>	<p>I read as clearly as possible to my teachers and to others in my group.</p> <p>I can discuss characters thoughts and feelings.</p> <p>I can act out different roles.</p> <p>I know a story needs a beginning, middle and end</p> <p>I can pretend to be someone/thing else in different places or times.</p> <p>I am able to retell a familiar story and identify the main points.</p>
<p>Composing sentences orally before writing it.</p> <p>Recognise and join in with predictable phrases.</p> <p>Learn to appreciate rhymes and poems and to recite some by heart.</p> <p>Discuss new word meanings.</p>	<p>Pattern and rhyme - Poetry</p> <p>Listen to and read poems.</p> <p>Use Native American stories as a starting point for poetry.</p> <p>Make a bank of describing words 'adjectives'.</p> <p>Write a poem describing the sun or moon.</p>	<p>I read as clearly as possible to my teachers and to others in my group.</p> <p>I can recognise repeating language and discuss the effect.</p> <p>I can describe colour, size and make comparisons when I am describing something.</p> <p>I can think about the five senses when I am describing something.</p>