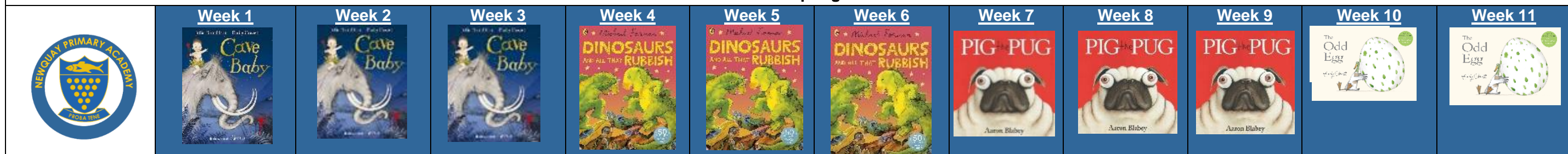


Year 1-Spring



<p>Grammar and Punctuation</p>	<p>Suffixes that can be added to verbs where no change is needed in the spelling of root words. (e.g. helping, helped, helper) How words can combine to make sentences Joining words and joining clauses using and Sequencing sentences to form short narratives. Separation of words with spaces. Introduction to capital letters, full stops, question marks and exclamation marks to demarcate sentences. Expanded noun phrases for description and specification [for example, the blue butterfly, plain flour, the man in the moon] Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences. Capital letters for names and the personal pronoun 'I'.</p> <p>Write sentences by: Saying out loud what they are going to write about. Composing a sentence orally before writing it. Sequencing sentences to form short narratives. Re-reading what they have written to check that it makes sense. Discuss what they have written with the teacher or other pupils.</p> <p>Develop positive attitudes towards and stamina for writing by: Writing narratives about personal experiences and those of others (real and fictional). Writing about real events. Writing for different purposes. Writing down ideas and/or key words, including new vocabulary. Evaluating their writing with the teacher and other pupils.</p>	<p>Suffixes that can be added to verbs where no change is needed in the spelling of root words. (e.g. helping, helped, helper) How words can combine to make sentences. Joining words and joining clauses using and Sequencing sentences to form short narratives. Introduction to capital letters, full stops, question marks and exclamation marks to demarcate sentences. Apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns [for example, the girl's name].</p> <p>Write sentences by: Saying out loud what they are going to write about Composing a sentence orally before writing it Sequencing sentences to form short narratives. Discussing what they have written with the teacher or other pupils.</p>	<p>Leaving spaces between words Joining words and joining clauses using 'and' Co-ordination (using or, and, but) Introduction to capital letters, full stops, question marks and exclamation marks to demarcate sentences. Using a capital letter for names of people and the personal pronoun 'I'.</p> <p>Write sentences by: Saying out loud what they are going to write about Composing a sentence orally before writing it Sequencing sentences to form short narratives. Re-reading what they have written to check that it makes sense. Discussing what they have written with the teacher or other pupil.</p>	<p>How the prefix un- changes the meaning of verbs and adjectives</p> <ul style="list-style-type: none"> • How words can combine to make sentences • Joining words and joining clauses using and • Sequencing sentences to form short narratives • Separation of words with spaces • Introduction to capital letters, full stops, question marks and exclamation marks to demarcate sentences • Apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns [for example, the girl's name] <p>Write sentences by:</p> <ul style="list-style-type: none"> • Saying out loud what they are going to write about. • Composing a sentence orally before writing it. • Sequencing sentences to form short narratives. • Re-reading what they have written to check that it makes sense. • Discuss what they have written with the teacher or other pupils. • Read aloud their writing clearly enough to be heard by their peers and the teacher.
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<p>Handwriting</p>	<p>Letter Formation-</p> <ul style="list-style-type: none"> •sit correctly at a table, holding a pencil comfortably and correctly begin to form lower-case letters in the correct direction, starting and finishing in the right place. • form capital letters • form digits 0-9 • understand which letters belong to which handwriting 'families' and to practice these.
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<p>Read, Write Inc</p>	<p>Read Write Inc. for all pupils 9am-10am</p>
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Class reading books	Reading for Pleasure											
Writing outcomes	Outcomes: Labels and captions, informal letters Main outcome: narrative retelling			Outcomes: Letters, setting descriptions, instructions, narrative (retelling), pamphlets, posters Main outcome: Pamphlet			Outcomes: Character comparisons, shared poem, own version narratives, letters in role Main outcome: 'How to' guide.			Outcomes: Thought and speech bubbles, diary entry, letter, certificate Main outcome: Egg-spotter's guide (non-fiction report).		
Writing Sequence	<p>Lesson 1. To tell stories and describe incidents from their own experience in an audible voice.</p> <p>Lesson 2. To use capital letters and full stops in a sentence.</p> <p>Lesson 3. To write noun Phrases.</p> <p>Lesson 4. To use simple adjectives to expand nouns (e.g. shape, colour, size).</p>	<p>Lesson 1. To sequence key events in a known story.</p> <p>Lesson 2. To understand that a sentence needs a capital letter and a full stop.</p> <p>Lesson 3. To begin to use exclamation marks.</p> <p>Lesson 4. To join sentences with and.</p>	<p>Lesson 1. To create a narrative and retell a known story by joining sentences.</p> <p>Lesson 2. I can plan a narrative.</p> <p>Lesson 3. I can write my own 'Sorry' letter.</p> <p>Lesson 4. I can evaluate my writing with a partner.</p>	<p>Lesson 1. To explore the themes of a story through discussion. To make a prediction about story outcomes.</p> <p>Lesson 2. To use adjectives to describe a setting.</p> <p>Lesson 3. To use the conjunctions to create comparative sentences.</p> <p>Lesson 4. To write simile sentences.</p>	<p>Lesson 1. To write commands to give instructions.</p> <p>Lesson 2. To create a poster giving a warning.</p> <p>Lesson 3. To retell the main events in the story using sequencing words.</p> <p>Lesson 4. To discuss the significance of the events in a story.</p>	<p>Lesson 1. To give a series of commands.</p> <p>Lesson 2. To use the suffix -er to write a pamphlet.</p> <p>Lesson 3. To use the present progressive tense to write statements.</p> <p>Lesson 4. I can plan and write an introduction to my pamphlet.</p>	<p>Lesson 1. To correctly punctuate a question with a question mark.</p> <p>Lesson 2. To be able to read and write words prefixed with 'un'.</p> <p>Lesson 3. To identify vowel digraphs which have been taught and the sounds which they represent.</p> <p>Lesson 4. I can find out facts from information books.</p>	<p>Lesson 1. To say out loud what they are going to write about. To compose a sentence orally before writing it.</p> <p>Lesson 2. To sequence sentences to form short narratives.</p> <p>Lesson 3. To sequence sentences to form short narratives.</p> <p>Lesson 4. To use expanded noun phrases for description and specification.</p>	<p>Lesson 1. To be able to plan for a piece of non-fiction writing.</p> <p>Lesson 2. To use expanded noun phrases for description and specification.</p> <p>Lesson 3. To be able to read and spell words with the suffix -ing.</p> <p>Lesson 4. To be able to use prepositions accurately and to be able to read and spell the common exception words 'could', and 'should'.</p>	<p>Lesson 1. To use noun phrases to describe.</p> <p>Lesson 2. To use full stops, question marks and exclamation marks.</p> <p>Lesson 3. To use adjectives to describe a characters' feelings.</p> <p>Lesson 4. To use contractions to give advice.</p>	<p>Lesson 1. To write statements in role as a character To spell words with the 'un' prefix.</p> <p>Lesson 2. To use the possessive apostrophe.</p> <p>Lesson 3. I can create words using phonic patterns.</p> <p>Lesson 4. I can plan and write my Egg Spotter's Guide.</p>	