

Year One

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Handwriting	Sit correctly at a table, holding a pencil comfortably and correctly. I form the digits 0-9 correctly.		I form lower-case letters in the correct direction, starting and finishing in the right place. Begin to understand which letters belong to which handwriting 'families' and start to practice these.		I name the letters of the alphabet in order. I form capital letters. Understand which letters belong to which handwriting 'families' and practice these.	
Phonics and Spelling	Spell words containing each of the 40+ phonemes already taught. Spell common exception words.	Spell unknown words using phonemes (phonetically plausible attempts: yoo, rayn, sed). Spell the days of the week.	Spell words that use suffixes for plurals or third persona (e.g. adding s/es, : box, fox, fix, pencil, pen). Begin to write simple dictated sentences from memory.	Use the suffixes -ing, -ed, -er and -est where no change is needed in the spelling of the root word. Use the prefix un-.	Write from memory simple dictated sentences including words that use the GPCs and common exception words taught so far.	Name the letters of the alphabet in order. Use letter names to distinguish between alternative spellings with the same sound.
Punctuation	Leave spaces between words.	Use a capital letter for the start of a sentence.	Use a full stop accurately.	Begin to use other punctuation such as exclamation and question marks.	Use capital letters for the names of people, places, days of the week and the personal pronoun 'I'.	Revise key concepts.
Grammar	Know how words combine to make sentences.	Make sure that word choices are relevant to the context and use	Use 'and' to join ideas within a sentence.	Begin to use adjectives to add details to sentences.	Attempt to use other conjunctions.	Know and use the terminology: letter, capital letter, word,

	Use the personal pronoun 'I'.	word banks to support this.				<p>singular, plural, sentence, punctuation, full stop, question mark and exclamation mark.</p> <p>Know the term noun to describe people, places and objects.</p>
Composition	Compose a sentence orally before writing it down.		<p>Plan writing by verbalising ideas about what to write.</p> <p>Read writing aloud so that it can be checked for sense.</p> <p>Read aloud writing clearly enough to heard by peers and the teacher.</p> <p>Discuss writing with the teacher or other pupils.</p>	<p>Sequence sentences to form short narratives (beginning/middle/end).</p> <p>Use sequenced sentences in chronological order to recount an event or experience (may use basic adverbial e.g. first, then, next).</p>		
Genre	<ul style="list-style-type: none"> Autobiographies Non-chronological reports Riddles 		<ul style="list-style-type: none"> Information posters Directions Narratives 		<ul style="list-style-type: none"> List poems Diaries Letters 	
Whole Text Structure	<ul style="list-style-type: none"> Sequence ideas to form a short and simple narrative* (oral and written) based on a known story, sometimes using a pictorial story map as a guide. Sequence ideas to recount a real experience. Write a title. Write to the simple purpose of the task, relating content to that purpose. Use the adult's model to write a non-rhyming poem e.g. as a 'list' of ideas inspired by the given context (such as fireworks/sweets/toys/autumn/gardens). 					

<p>Authorial Effect</p>	<p>A Year One writer will communicate with the reader in meaningful ways by:</p> <ul style="list-style-type: none"> • speaking out loud what they are going to write about; • sometimes using an exclamation mark to amuse, interest or scare the reader; • sometimes providing more detail about a noun by describing it; • using a title to inform; • using vocabulary they know to support the context of their writing, including some appropriate adjectives and verbs e.g. shiny, old, happy, ran, took, jumping; • playing with words in simple poems e.g. <i>Pop Bang Whizz!</i> 		
<p>Stimuli</p>	<p style="text-align: center;"><u>Childhood (History)</u></p> <p><u>Linked Text:</u> Wilfrid Gordon McDonald Partridge</p>	<p style="text-align: center;"><u>Bright Lights, Big City (Geography)</u></p> <p><u>Linked Text:</u> Topsy and Tim Visit London</p>	<p style="text-align: center;"><u>School Days (History)</u></p> <p><u>Linked Text:</u> Whiffy Wilson: The Wolf Who Wouldn't Go To School</p>
<p>Vocabulary</p>	<ul style="list-style-type: none"> • letter • capital letter • word • singular • plural • sentence • punctuation • full stop • prefix • suffix • question mark • exclamation mark • noun 		