

## Curriculum Coverage – Year 1

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2												
<p>SPAG</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th colspan="2" style="background-color: #e0e0e0;">Year 1: Detail of content to be introduced (statutory requirement)</th> </tr> </thead> <tbody> <tr> <td style="width: 10%;"><b>Word</b></td> <td>Regular plural noun suffixes –s or –es [for example, <i>dog, dogs; wish, wishes</i>], including the effects of these suffixes on the meaning of the noun  Suffixes that can be added to verbs where no change is needed in the spelling of root words (e.g. <i>helping, helped, helper</i>)  How the prefix <i>un-</i> changes the meaning of verbs and adjectives [negation, for example, <i>unkind, or undoing: untie the boat</i>]</td> </tr> <tr> <td><b>Sentence</b></td> <td>How words can combine to make sentences Joining words and joining clauses using <i>and</i></td> </tr> <tr> <td><b>Text</b></td> <td>Sequencing sentences to form short narratives</td> </tr> <tr> <td><b>Punctuation</b></td> <td>Separation of words with spaces Introduction to capital letters, full stops, question marks and exclamation marks to demarcate sentences Capital letters for names and for the personal pronoun <i>I</i></td> </tr> <tr> <td><b>Terminology for pupils</b></td> <td>letter, capital letter word, singular, plural sentence punctuation, full stop, question mark, exclamation mark</td> </tr> </tbody> </table>	Year 1: Detail of content to be introduced (statutory requirement)		<b>Word</b>	Regular plural noun suffixes –s or –es [for example, <i>dog, dogs; wish, wishes</i> ], including the effects of these suffixes on the meaning of the noun  Suffixes that can be added to verbs where no change is needed in the spelling of root words (e.g. <i>helping, helped, helper</i> )  How the prefix <i>un-</i> changes the meaning of verbs and adjectives [negation, for example, <i>unkind, or undoing: untie the boat</i> ]	<b>Sentence</b>	How words can combine to make sentences Joining words and joining clauses using <i>and</i>	<b>Text</b>	Sequencing sentences to form short narratives	<b>Punctuation</b>	Separation of words with spaces Introduction to capital letters, full stops, question marks and exclamation marks to demarcate sentences Capital letters for names and for the personal pronoun <i>I</i>	<b>Terminology for pupils</b>	letter, capital letter word, singular, plural sentence punctuation, full stop, question mark, exclamation mark	<p style="background-color: #90ee90;">Funnybones, Alan Ahlberg</p> <p><b>Narrative 1</b> Retell a simple story with predictable phrases eg. repetition of key phrases</p> <p><b>Transform for GDS</b> Add additional detail joining sentences using 'and'</p> <p>Punctuation:</p> <ul style="list-style-type: none"> <li>Begin to use capital letters and full stops to demarcate sentences.</li> <li>Capital letter for names.</li> </ul> <p>Grammar:</p> <ul style="list-style-type: none"> <li>separation of words with spaces</li> <li>How words combine to make sentences. (Sentences need to make sense)</li> <li>Begin to sequence sentences to form short narratives.</li> </ul>	<p style="background-color: #90ee90;">The Smartest Giant in Town, Julia Donaldson</p> <p><b>Narrative 2</b> Tell a basic 3- part story about a central character</p> <p><b>Transform for GDS</b> Add additional character description</p> <p>Punctuation:</p> <ul style="list-style-type: none"> <li>Begin to use capital letters and full stops to demarcate sentences.</li> <li>Capital letter for names.</li> <li>Introduction of ? within reading and modelled to children in writing.</li> <li>Introduction of ! Within reading and modelled to the children in writing.</li> </ul> <p>Grammar:</p> <ul style="list-style-type: none"> <li>separation of words with spaces</li> <li>How words combine to make sentences. (Sentences need to make sense)</li> <li>To sequence sentences to form short narratives.</li> </ul>	<p style="background-color: #90ee90;">Arlo, Catherine Rayner</p> <p><b>Narrative 3</b> Plan and tell a three-part story with basic ideas sequenced and story language adopted.</p> <p><b>Transform for GDS</b> Focus on a descriptive setting perhaps of Paddington's bathroom when it floods as he bathes</p> <p>Punctuation:</p> <ul style="list-style-type: none"> <li>Write sentences mostly demarcated by capital letters and full stops.</li> <li>Capital letter for the personal pronoun <i>I</i>.</li> <li>To begin to experiment using ! to demarcate sentences.</li> </ul> <p>Grammar:</p> <ul style="list-style-type: none"> <li>separation of words with spaces</li> <li>Begin to sequence sentences to form short narratives signalling time. (first, next, after etc)</li> <li>To maintain past tense.</li> </ul>	<p style="background-color: #90ee90;">Paddington, Michael Bond</p> <p><b>Narrative 4</b> Retell a familiar story in 3 parts. Include accurate sentence punctuation.</p> <p><b>Transform for GDS</b> Write own version of the story recounting the information in sequence – then, next, after etc.</p> <p>Punctuation:</p> <ul style="list-style-type: none"> <li>Write sentences mostly demarcated by capital letters and full stops.</li> <li>Capital letter for the personal pronoun <i>I</i>.</li> <li>To begin to experiment using ! to demarcate sentences.</li> <li>To begin to experiment using ? To demarcate sentences.</li> </ul> <p>Grammar:</p> <ul style="list-style-type: none"> <li>separation of words with spaces</li> <li>Begin to sequence sentences to form short narratives signalling time. (first, next, after etc)</li> <li>To maintain past tense.</li> </ul>	<p style="background-color: #90ee90;">The Owl Who Was Afraid Of The Dark, Jill Tonlinson</p> <p><b>Narrative 5</b> Write a complete simple story in three parts based on their own experiences or linked to a topic. Include accurate sentence punctuation.</p> <p><b>Transform for GDS</b> Include some of the patterns and language of familiar stories eg. repeating same words and phrases three times – “run, run as fast as you can”</p> <p>Punctuation:</p> <ul style="list-style-type: none"> <li>To use capital letters, full stops and some exclamation and question marks to demarcate sentences.</li> </ul> <p>Grammar:</p> <ul style="list-style-type: none"> <li>separation of words with spaces</li> <li>To re-read what has been written and check for sense.</li> <li>To join words and clauses using 'and'</li> </ul>	<p style="background-color: #90ee90;">The Barnabus Project, The Fan Brothers</p> <p><b>Narrative 6</b> Write a story which includes strong characterisation eg. good or bad character, kind and gentle, clever, wise. Include accurate sentence punctuation.</p> <p><b>Transform for GDS</b> Change the character to have the opposite traits to the first draft with a focus on comparative and superlative adjectives eg <b>Grandad could say it was fine to collect the squirrel and then the squirrel might turn nasty, chew a hole in the bag, eat a packed lunch etc</b></p> <p>Punctuation:</p> <ul style="list-style-type: none"> <li>To use capital letters, full stops and some exclamation and question marks to demarcate sentences.</li> </ul> <p>Grammar:</p>
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	<p><b>Recount 1</b> Write sentences to match pictures, or sequences of pictures, illustrating an event.</p> <p><b>Transform for GDS</b> Structure writing by ordering sequence of events with use of words like first, next, after, when. Join clauses by using the conjunction 'and'.</p> <p>Punctuation:</p> <ul style="list-style-type: none"> <li>Begin to use capital letters and full stops to demarcate sentences.</li> <li>Capital letter for names.</li> </ul> <p>Grammar:</p> <ul style="list-style-type: none"> <li>separation of words with spaces</li> <li>How words combine to make sentences.</li> </ul>	<p><b>Instructions 1-revisited</b> Write simple instructions about something they know well including imperative verbs, precise language and commands.</p> <p><b>Transform for GDS</b> Expand by including more instructional features eg. a list of equipment, numbered lists, bullet points.</p> <p>Punctuation:</p> <ul style="list-style-type: none"> <li>Begin to use capital letters and full stops to demarcate sentences.</li> <li>Capital letter for names.</li> <li>Introduction of ? within reading and modelled to children in writing.</li> </ul>	<p><b>Report 1</b> Describe something or someone with consistent use of tense (past or present depending on the report).</p> <p><b>Transform for GDS</b> Expand sentences with conjunction 'and' use capital letters for proper nouns. Include new vocabulary from reading and research. Include an opening statement</p> <p>Punctuation:</p> <ul style="list-style-type: none"> <li>Write sentences mostly demarcated by capital letters and full stops.</li> <li>Capital letter for the personal pronoun I.</li> <li>To begin to experiment using</li> </ul>	<p><b>Recount 2</b> Write a simple first-person recount linked to topic or personal experience, incorporating at least three events in order, whilst maintaining past tense.</p> <p><b>Transform for GDS</b> Expand by using simple descriptive language to add detail</p> <p>Punctuation:</p> <ul style="list-style-type: none"> <li>Write sentences mostly demarcated by capital letters and full stops.</li> <li>Capital letter for the personal pronoun I.</li> <li>To begin to experiment using ! to demarcate sentences.</li> <li>To begin to experiment using ? To demarcate sentences.</li> </ul> <p>Grammar:</p>	<p><b>Instructions 2</b> Write instructions with some expansion about something they know well including imperative verbs. Include accurate sentence punctuation.</p> <p><b>Transform for GDS</b> Expand by including more instructional features eg. a list of equipment numbered lists. Sentence structure to include commas in a list.</p> <p>Punctuation:</p> <ul style="list-style-type: none"> <li>To use capital letters, full stops and some exclamation and question marks to demarcate sentences.</li> </ul> <p>Grammar:</p>	<p><b>Report 2</b> Assemble information about a topic, writing accurately demarcated sentences to describe different aspects of the subject.</p> <p><b>Transform for GDS</b> Basic sequencing of ideas under simple sub-headings to form a report. Use vocabulary collected from research, reading and cross-curricular learning.</p> <p>Punctuation:</p> <ul style="list-style-type: none"> <li>To use capital letters, full stops and some exclamation and question marks to demarcate sentences.</li> </ul>

	<p>(Sentences need to make sense)</p> <ul style="list-style-type: none"> <li>Begin to sequence sentences to form short narratives.</li> </ul> <p>Spelling:</p> <p><b>Red</b> RWI Level I the my for</p> <p><b>Green</b> RWI Level of he she</p> <p><b>Common exception words</b> a is has his put by</p> <p><b>RWI set 2</b> sound words ay Ee Igh Ow Oo Oo(u)</p> <p>RWI additional sounds Ck</p> <p><b>Additional from NC</b> Nk Ff Ll Zz Ss</p>	<ul style="list-style-type: none"> <li>Introduction of ! Within reading and modelled to the children in writing.</li> </ul> <p>Grammar:</p> <ul style="list-style-type: none"> <li>separation of words with spaces</li> <li>How words combine to make sentences. (Sentences need to make sense)</li> <li>To sequence sentences to form short narratives.</li> </ul> <p>Spelling: <b>Purple</b> RWI Level to me you</p> <p><b>Common exception words</b> Do today push pull full says</p> <p><b>RWI set 2</b> sound words Ar Or Ir Air Ou Oy</p> <p><b>Additional from NC</b> Tch Ve</p>	<p>! to demarcate sentences.</p> <p>Grammar:</p> <ul style="list-style-type: none"> <li>separation of words with spaces</li> <li>Begin to sequence sentences to form short narratives signalling time. (first, next, after etc)</li> <li>To maintain past tense.</li> </ul> <p>Spelling: <b>Pink</b> RWI Level All so be they</p> <p><b>Common exception words</b> Me we no go</p> <p><b>RWI set 3</b> sound words Ea Oi a-e i-e o-e u-e e-e</p> <p><b>Additional from NC</b> Words ending in 'y' very, happy, funny, party, family</p>	<ul style="list-style-type: none"> <li>separation of words with spaces</li> <li>Begin to sequence sentences to form short narratives signalling time. (first, next, after etc)</li> <li>To maintain past tense.</li> </ul> <p>Spelling: <b>Orange</b> RWI Level Some come what want her</p> <p>Common exception words Your ask</p> <p>RWI set 3 sound words Aw Are Ur Er Ow Ai</p> <p><b>Additional from NC</b> 2 syllable words e.g. Pocket, rabbit, carrot, thunder, sunset etc</p> <p>Ore more score before wore shore</p>	<ul style="list-style-type: none"> <li>separation of words with spaces</li> <li>To re-read what has been written and check for sense.</li> <li>To join words and clauses using 'and'</li> <li>To use simple past and present verbs mostly correctly.</li> </ul> <p>Spelling: Adding 'ing' 'er' 'est' and 'ed' to verbs where no change is needed in the root word.</p> <p>Spelling: <b>Yellow</b> RWI Level Said are you</p> <p>Common exception words House Our</p> <p>RWI set 3 sound words Oa Ew Ire Ear Ure Wh</p> <p><b>Additional from NC</b> Ea (e) head bread meant instead read</p> <p>Oe toe goes</p>	<p>Grammar:</p> <ul style="list-style-type: none"> <li>separation of words with spaces</li> <li>To re-read what has been written and check for sense.</li> <li>To join words and clauses using 'and'</li> <li>To use simple past and present verbs mostly correctly.</li> </ul> <p>Spelling:</p> <ul style="list-style-type: none"> <li>How the prefix 'un' changes the meaning of verbs/adjectives.</li> <li>Regular plural noun suffixes s or es added including the effects of these suffixes on the meaning of the noun.</li> </ul> <p>Spelling: <b>Yellow</b> RWI Level I've there watch</p> <p><b>Common exception words</b> School once friend here Where Was Were one (Blue level RWI spelling) Love (Read in grey RWI level)</p> <p><b>RWI set 3</b> sound words Ph Au</p>
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					le (ee) chief field thief	le Kn Ue  <b>Additional from NC</b> Compound words e.g. football playground farmyard bedroom blackberry
Teacher assessment support against termly milestones	<p><b>If a pupil is On-track against comparative milestones towards Expected Standard (EXS) they will be a T (x)</b></p> <ul style="list-style-type: none"> <li>Use predictable and repeated phrases in own writing drawn from reading and role-play</li> <li>Describe a character using simple adjectives</li> <li>Write sentences to match pictures, or sequences of pictures, illustrating an event</li> <li>Write simple instructions in order with some imperative verbs</li> <li>Write sentences sometimes demarcated accurately with full stops</li> <li>Begin to separate words with spaces</li> <li>Begin to use capital letters for the beginning of sentences and for names</li> <li>Use their set 1, 2 and 3 phonic knowledge to write words in ways which match their spoken sounds, some being spelt correctly and others being phonetically plausible</li> <li>Makes phonetically plausible attempts to spell words that have not been learnt</li> </ul>	<p><b>If a pupil is On-track against comparative milestones towards Expected Standard (EXS) they will be a T +</b></p> <ul style="list-style-type: none"> <li>Use traditional story language</li> <li>Structure story into three parts</li> <li>Describe a setting, something or someone with some appropriate adjectives</li> <li>Write in first person using capital letter for "I"</li> <li>Write sentences mostly demarcated by full stops and capital letters</li> <li>Experiment with exclamation marks</li> <li>Write in sequence using words to signal time e.g. first, next, then, after</li> <li>Maintain past tense</li> <li>Spell most common exception words taught so far</li> <li>Form most lower case letters in the correct direction, starting and finishing in the right place.</li> <li>Form lower-case letters of the correct size relative to one another in some of their writing</li> </ul> <p><b>If a pupil is On-track against comparative milestones towards Greater Depth (GD) they will be an EXS</b></p> <ul style="list-style-type: none"> <li>Independently choose to expand ideas and sentences using "and"</li> </ul>	<p><b>If a pupil is On-track against end of year Expected Standard (EXS) they will be an EXS</b></p> <ul style="list-style-type: none"> <li>Write sentences by: sequencing sentences to form short narratives; and re-reading what has been written to check it makes sense.</li> <li>Structure writing using some features of the given form</li> <li>Write instructions with some expansion about something they know well including imperative verbs.</li> <li>Assemble information about a topic, describing different aspects of the subject.</li> <li>Use the conjunction "and"</li> <li>Use descriptive language with some use of comparative and superlative adjectives</li> <li>Spell words containing each of the 40+ phonemes taught</li> <li>Use simple past and present verbs mostly accurately</li> <li>Use capital letters, full stops and some exclamation marks and question marks to demarcate sentences</li> <li>Use spaces between words</li> </ul>			

	<ul style="list-style-type: none"> <li>Form many lower case letters in the correct direction, starting and finishing in the right place</li> </ul> <p><b>If a pupil is On-track against comparative milestones towards Greater Depth (GD) they will be a T+</b></p> <ul style="list-style-type: none"> <li>Independently structure writing by ordering sequence of events with use of words like first, next, after, when.</li> <li>Join clauses by using the conjunction 'and'.</li> <li>Make careful choices of adjectives.</li> <li>Distinguish between a statement and a command</li> <li>Expand by including more instructional features e.g. numbered points</li> </ul>	<ul style="list-style-type: none"> <li>Independently choose to add detail using a variety of adjectives</li> <li>Independently choose to use and apply vocabulary gathered from reading.</li> <li>Consider the reader when making vocabulary choices</li> <li>Read own writing to check it makes sense</li> <li>Make simple edits and corrections to own writing after discussion with the teacher</li> </ul>	<ul style="list-style-type: none"> <li>Form letters correctly and confidently with most letters accurate in shape and size including capital letters and digits</li> <li>Use features of standard English</li> </ul> <p><b>If a pupil is consistently working above expected outcomes at the end of year, Greater Depth (GD) they will be a GD</b></p> <ul style="list-style-type: none"> <li>Independently simply structure own writing based on the given form and choose to use some patterns and language of familiar stories</li> <li>Always think about reader as they write, making precise choices</li> <li>Choose to expand ideas with simple conjunctions and descriptive language</li> <li>Consistently use the full range of punctuation taught by the end of Year 1 mostly accurately</li> <li>Add the suffixes -ing, -ed, -er to spell many words correctly</li> <li>Evaluate the impact of writing on the reader</li> <li>Articulate own success criteria</li> </ul>
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