



*Newfield Park  
Primary School*

Year 1

English long-term planning

## English Modules – Year 1

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Autumn term			Spring term				Summer term		
<b>Narrative</b>	Stories with predictable phrasing (6 weeks or 2+2+2 weeks)		Book focus	Contemporary fiction – stories reflecting children’s own experience (4 weeks or 2+2 weeks)		Book focus	Traditional Tales – Fairy tales (6 weeks or 2+2+2 weeks)		Book focus
Suggested outcomes	Write simple sentences using patterned language, words and phrases taken from familiar stories. Linked to topic where possible		(1 or 2 weeks) One written outcome linked to fiction / non-fiction topic being done this term. The topic should focus on the joy of reading and explore the book / author. Objectives may vary  Where possible, this should link to topic currently being taught.	Write a series of sentences to retell events based on personal experience. Link to recounts from Autumn term		(1 or 2 weeks) One written outcome linked to fiction / non-fiction topic being done this term. The topic should focus on the joy of reading and explore the book / author. Objectives may vary  Where possible, this should link to topic currently being taught	Write a re-telling of a traditional story focusing on sentence construction and use of basic adjectives		(1 or 2 weeks) One written outcome linked to fiction / non-fiction topic being done this term. The topic should focus on the joy of reading and explore the book / author. Objectives may vary  Where possible, this should link to topic currently being taught
<b>Non-fiction</b>	Labels, lists and captions (1 week)	Recounts (2 weeks or 1+1 week)		Reports (2 weeks)	Instructions (2 weeks)		Reports (2 weeks)	Explanations (2 weeks)	
Suggested outcomes	Write labels and sentences for an in-class exhibition/museum display. Add labels and lists to topic/science displays	Write simple first person recounts based on personal experience, using adverbs of time to aid sequencing		A non-chronological report with series of sentences to describe. Written in a specific order	Following an experience (topic), write up the instructions for a simple recipe.		A non-chronological report with series of sentences to describe. Written in a specific order	Draw pictures to illustrate a simple process and prepare sentences to support explanation.	
<b>Poetry / Grammar</b>	Vocabulary building (1 week) (see VGP)	Structure – rhyming couplets (1 week)	Vocabulary building (1 week) (see VGP)	Structure – rhyming couplets (1 week)	Vocabulary building (1 week) (see VGP)	Poetry focus – based on one poet (1 week)			
<b>Whole-school writing ass.</b>	Fiction	Fiction		Fiction	Non-fiction		Fiction	Non-fiction	

Vocabulary, grammar and punctuation – Year 1

	Autumn term	Spring term	Summer term
<b>Word level</b>	Regular plural noun suffixes –s or –es (for example, dog, dogs, wish, wishes) Use of adjectives to describe objects and people Basic understanding of verbs	Suffixes can be added to verbs where no change is needed in the spelling of root words e.g help to helping or help to helper.	How the prefix 'un' changes the meaning of verbs and adjectives for negation e.g. kind to unkind.
<b>Sentence level</b>	How words can be combined to make sentences and phrases	Joining words and joining clauses using 'and'	Extending joining of words and clauses using connectives other than 'and'
<b>Text level</b>	Sequencing sentences to form short narratives Depending on appropriateness, creating short lists	Sequencing sentences to form short narratives Depending on appropriateness, creating short lists	Adding sentences together to create basic paragraphs
<b>Punctuation</b>	Separation of words with spaces Capital letters for names and for the personal pronoun /	Introduction to question marks, explanation marks	Embedding of capital letters, full stops, question marks and exclamation marks. Commas as part of a list
<b>Key Vocabulary (shared with children where appropriate)</b>	Letter, word, capital letter, sentence, noun, adjective	Letter, word, capital letter, sentence, adjective, noun, verb, full stop, question mark, exclamation mark	Letter, word, capital letter, sentence, adjective, noun, verb, full stop, question mark, exclamation mark, singular, plural, pronoun

Helpful websites:

<http://www.literacyshed.com/the-ks1-shed.html>

<http://www.bbc.co.uk/bitesize/ks1/literacy/>

<http://www.topmarks.co.uk/interactive.aspx?cat=40>

<http://www.atschool.co.uk/keystage1-ks1/english.asp>

<http://resources.woodlands-junior.kent.sch.uk/interactive/literacy.html>

<http://www.ictgames.com/literacy.html>

<https://www.tes.co.uk/ks1-english-primary-teaching-resources/>

# Vocabulary, Grammar and Punctuation

Word Structure	Sentence Structure	Text Structure	Punctuation	Terminology for Pupils
Regular <b>plural noun suffixes</b> –s or –es [for example, <i>dog, dogs; wish, wishes</i> ], including the effects of these suffixes on the meaning of the noun	How <b>words</b> can combine to make <b>sentences</b>	Sequencing <b>sentences</b> to form short narratives	Separation of <b>words</b> with spaces	letter, capital letter, word, singular, plural, sentence, punctuation, full stop, question mark, exclamation mark
<b>Suffixes</b> that can be added to <b>verbs</b> where no change is needed in the spelling of root words (e.g. helping, <i>helped, helper</i> )	Joining <b>words</b> and joining <b>clauses</b> using and	Correct choice and consistent use of <b>present tense</b> and <b>past tense</b> throughout writing	Introduction to capital letters, full stops, question marks and exclamation marks to demarcate <b>sentences</b>	
How the <b>prefix un-</b> changes the meaning of <b>verbs</b> and <b>adjectives</b> [negation, for example, unkind, or <i>undoing: untie the boat</i> ]	Expanded <b>noun phrases</b> for description and specification [for example, <i>the blue butterfly, plain flour, the man in the moon</i> ]	Use of the <b>progressive</b> form of <b>verbs</b> in the <b>present</b> and <b>past tense</b> to mark actions in progress [for example, <i>she is drumming, he was shouting</i> ]	Capital letters for names and for the personal <b>pronoun I</b>	noun, noun phrase, statement, question, exclamation, command, compound, suffix, adjective, adverb, verb, tense (past, present), apostrophe, comma
Formation of <b>nouns</b> using <b>suffixes</b> such as –ness, –er and by compounding [for example, whiteboard, superman]	How the grammatical patterns in a <b>sentence</b> indicate its function as a statement, question, exclamation or command	Introduction to paragraphs as a way to group related material	Use of capital letters, full stops, question marks and exclamation marks to demarcate <b>sentences</b>	preposition conjunction, word family, prefix, clause, subordinate clause, direct speech, consonant, consonant letter vowel, vowel letter, inverted commas (or 'speech marks')
Formation of <b>adjectives</b> using <b>suffixes</b> such as –ful, –less (A fuller list of <b>suffixes</b> can be found in the spelling appendix.)	Expressing time, place and cause using <b>conjunctions</b> [for example, <i>when, before, after, while, so, because</i> ], <b>adverbs</b> [for example, <i>then, next, soon, therefore</i> ], or <b>prepositions</b> [for example, <i>before, after, during, in, because of</i> ]	Headings and sub-headings to aid presentation	Commas to separate items in a list	
Use of the <b>suffixes</b> –er, –est in <b>adjectives</b> and the use of –ly in Standard English to turn adjectives into <b>adverbs</b>	Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases (e.g. <i>the teacher</i> expanded to: <i>the strict maths teacher with curly hair</i> )	Use of the <b>present perfect</b> form of <b>verbs</b> instead of the simple past [for example, <i>He has gone out to play contrasted with He went out to play</i> ]	<b>Apostrophes</b> to mark where letters are missing in spelling and to mark singular possession in nouns [for example, <i>the girl's name</i> ]	determiner, pronoun, possessive pronoun, adverbial
Formation of <b>nouns</b> using a range of <b>prefixes</b> [for example <i>super-, anti-, auto-</i> ]	<b>Fronted adverbials</b> [for example, <i>Later that day, I heard the bad news.</i> ]	Use of paragraphs to organise ideas around a theme	Introduction to inverted commas to <b>punctuate</b> direct speech	
Use of the <b>forms</b> a or an according to whether the next word begins with a <b>consonant</b> or a <b>vowel</b> [for example, <i>a rock, an open box</i> ]	<b>Relative clauses</b> beginning with <i>who, which, where, when, whose, that</i> , or an omitted relative pronoun	Appropriate choice of <b>pronoun</b> or <b>noun</b> within and across <b>sentences</b> to aid <b>cohesion</b> and avoid repetition	Use of inverted commas and other <b>punctuation</b> to indicate direct speech [for example, a comma after the reporting clause; end punctuation within inverted commas: <i>The conductor shouted, "Sit down!"</i> ]	modal verb, relative pronoun, relative clause, parenthesis, bracket, dash, cohesion, ambiguity
<b>Word families</b> based on common <b>words</b> , showing how words are related in form and meaning [for example, <i>solve, solution, solver, dissolve, insoluble</i> ]	Indicating degrees of possibility using <b>adverbs</b> [for example, <i>perhaps, surely</i> ] or <b>modal verbs</b> [for example, <i>might, should, will, must</i> ]	Devices to build <b>cohesion</b> within a paragraph (e.g. <i>then, after that, this, firstly</i> )	<b>Apostrophes</b> to mark <b>plural</b> possession [for example, <i>the girl's name, the girls' names</i> ]	subject, object, active, passive, synonym, antonym, ellipsis, hyphen, colon, semi-colon, bullet points
The grammatical difference between <b>plural</b> and <b>possessive -s</b>	Use of the <b>passive</b> to affect the presentation of information in a <b>sentence</b> [for example, <i>I broke the window in the greenhouse</i> versus <i>The window in the greenhouse was broken (by me)</i> ].	Linking ideas across paragraphs using <b>adverbials</b> of time [for example, <i>later</i> ], place [for example, <i>nearby</i> ] and number [for example, <i>secondly</i> ] or tense choices	Use of commas after <b>fronted adverbials</b>	
Standard English forms for <b>verb inflections</b> instead of local spoken forms (e.g. <i>we were</i> instead of <i>we was</i> , or <i>I did</i> instead of <i>I done</i> )	The difference between structures typical of informal speech and structures appropriate for formal speech and writing [for example, the use of question tags: <i>He's your friend, isn't he?</i> , or the use of <b>subjunctive</b> forms such as <i>If I were</i> or <i>Were they</i> to come in some very formal writing	Linking ideas across paragraphs using a wider range of <b>cohesive devices</b> : repetition of a <b>word</b> or phrase, grammatical connections [for example, the use of <b>adverbials</b> such as <i>on the other hand, in contrast, or as a consequence</i> ], and <b>ellipsis</b>	Use of brackets, dashes or commas to indicate parenthesis	Key: Year 1  Year 2  Year 3  Year 4  Year 5  Year 6 
Converting <b>nouns</b> or <b>adjectives</b> into <b>verbs</b> using <b>suffixes</b> [for example, <i>-ate, -ise, -ify</i> ]		Layout devices, such as headings, sub-headings, columns, bullets, or tables, to	Use of commas to clarify meaning or avoid ambiguity	
<b>Verb prefixes</b> (e.g. <i>dis-, de-, mis-, over- and re-</i> )			Use of the semi-colon, colon and dash to mark the boundary between independent <b>clauses</b> [for example, <i>It's raining; I'm fed up</i> ]	
The difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing [for example, <i>find out – discover; ask for – request; go in – enter</i> ]			Use of the colon to introduce a list and use of semi-colons within lists	
How words are related by meaning as synonyms and antonyms [for example, <i>big, large, little</i> ].			<b>Punctuation</b> of bullet points to list information	
			How hyphens can be used to avoid ambiguity [for example, <i>man eating shark</i> versus <i>man-eating shark, or recover</i> versus <i>re-cover</i> ]	