**Year 1**

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| **Grammar- word** | • Use plural noun suffixes -s and -es  • Add suffixes to verbs where no change is needed to the root  • Change the meaning of verbs and adjectives by adding prefix un | | | | | |
| **Grammar- sentence** | • Combine words to make sentences  • Leave spaces between words  • Join words and clauses using and  • Sequence sentences to form short narratives | | | | | |
| **Grammar -Punctuation** | • Use a capital letter for names of people, places, the days of the week, and the personal pronoun ‘I’  • Punctuate sentences using a capital letter and a full stop, question mark or exclamation mark | | | | | |
| **Writing - Composition** | • Write sentences:  • Say out loud what is going to be written about  • Compose a sentence orally before writing it  • Sequence sentences to form short narratives  • Re-read and check sense  • Discuss what has been written with the teacher or other pupils  • Read writing aloud clearly enough to be heard by peers and the teacher | | | | | |
| **Fine Motor Skills** | • Effective tripod grip is maintained when undertaking any mark making including: writing, drawing and painting. | | | | | |
| **Handwriting**  Requires frequent and discrete direct teaching. | • Understand families of ascenders and descenders.  • Consistently form digits 0-9 starting from the top.  • Form capital letters from the top and use to accurately write first name and surname.  • Most letters sit on the line correctly. | | | | | |
| **Terminology children MUST know by the end of Year 1**: Word, sentence, letter, capital letter, full stop, punctuation, singular, plural, question mark, exclamation mark. | | | | | | |
| Tier 2 vocabulary examples | similar  individual  proceed  appropriate  impact | abandon  detect  random  role  involve | previous  interact  cooperate  select  identical | site  justify  ensure  prior  conflict | guarantee  persist  expand  definite  maintain | duration  require  section  injure  priority |

Year 1

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| Autumn Term | | Spring Term | | Summer Term | |
| Lost and Found by Oliver Jeffers (Fiction) | Nibbles by Emma Yarlett (Non-fiction) | The Lion Inside by Rachel Bright (Fiction) | The Curious Case of the Missing Mammoth by Ellie Hattie (Fiction)  A great Big Cuddle by Michael Rosen | Toys in Space by Mini Grey (Fiction) | Goldilocks and just the one bear by Leigh Hodgkinson (Fiction) |
| **Additional texts:**  linked to theme  Penguins (Usborne) by Emily Bone  Zoo-ology by Joelle Jolivet Lost and Found DVD | **Additional Texts:**  Goldilocks and The Three Bears By Emma Chichester Clark  Little Red Riding Hood and Jack And The Beanstalk Texts  The Gruffalo by Julia Donaldson | **Additional Texts:**  How to be a Lion By Ed Vere  The Tiger Who Came to Tea By Judith Kerr  Mog The Forgetful Cat By Judith Kerr | **Additional Texts:**  Lost in The Toy Museum by David Lucas  Woolly Mammoth by Mick Manning  How To Wash A Woolly Mammoth By Michelle Robinson and Kate Hindley | **Additional Texts:**  Space Dog By Mini Grey It Was a Dark and Stormy Night By Janet And Allan Ahlberg  One True Bear By Ted Dewan | **Additional Texts:**  Goldilocks and the Three Bears by Emma Chichester Clark  Me and You by Anthony Browne  Old bear stories by Jane Hissey  Dogger by Shirley Hughes |
| **Outcome**  Fiction: write an adventure story  **Greater Depth**  Change the setting and characters of the story | **Outcome**  Recount: write a diary entry based on Nibbles’ adventures  **Greater Depth**  Add a new adventure based on a previously read text | **Outcome**  Fiction: write a journey story  **Greater Depth**  Change both animals in the story | **Outcome**  Fiction: write an adventure story with a change of character  **Greater Depth**  Change the setting of the story | **Outcome**  Fiction: write a fantasy story changing the characters  **Greater Depth**  Change the settings of the story  **Extension:** Instructions | **Outcome**  Fiction: write a traditional story with a new character  **Greater Depth**  Change the character/ setting  **Extension:** Non-chron. report |
| **Prior Learning (Gateway Keys)**  Break down speech into words. Link sounds to letters. Make phonetically plausible attempts at words. Write some irregular common words | **Prior Learning (Gateway Keys)**  Make phonetically plausible attempts at words (ELG 10). Compose a sentence orally before writing it. Combine words to make sentences. Use capital letters for names of people and the personal pronoun ‘I’. Leave spaces between words. Begin to use capital letters and full stops. | **Prior Learning (Gateway Keys)** Compose a sentence orally before writing it. Join words using and. Use plural noun suffixes –s and -es. Punctuate sentences using a capital letter and a full stop. Use capital letters for names of people. Leave spaces between words | **Prior Learning (Gateway Keys)** Punctuate sentences using a capital letters and a full stop, some question marks and exclamation marks. Use ‘and’ between words and some clauses. Some accurate use of the prefix un. Some accurate use of suffixes (where no change is needed to the root of the word) e.g. - ed, -ing, -er, - est . Leave spaces between words. | **Prior Learning (Gateway Keys)**  Join words and clauses using and. Punctuate sentences using a capital letter and a full stop, question mark or exclamation mark. Add suffixes to verbs where no change is needed to the root e.g –ed , -er, -ing, -est. | **Prior Learning (Gateway Keys)** Join words and clauses using and. Punctuate sentences using a capital letter and a full stop, question mark or exclamation mark. Add suffixes to verbs where no change is needed to the root e.g –ed, -er, -ing, -est. Change the meaning of verbs and adjectives by adding the prefix un. |
| **Word**  Throughout each unit of *Pathways to Write* there will be opportunities to teach and apply word skills:  Spell words containing each of the 40+ phonemes already taught and spell common exception words | | | | | |
| **Word** | **Word**  Use plural noun suffixes -s and -es | **Word**  Add suffixes where no change is needed to the root of the word e.g. -ed, -ing, -er, -est  Some accurate use of the prefix un- | **Word**  Add suffixes where no change is needed to the root of the word e.g. -ed, -ing, -er, -est | **Word**  Add suffixes where no change is needed to the root of the word e.g. -ed, -ing, -er, -est  Change the meaning of verbs/ adjectives by adding prefix un- |  |
| **Sentence**  Combine words to make sentences | **Sentence**  Join words using *and* | **Sentence**  Join words and clauses using *and* | **Sentence**  Join words and clauses using *and* | **Sentence**  Join words and clauses using *and* | **Sentence**  Join words and clauses using *and*  Use simple description |
| **Text**  Sequence sentences to form short narratives | **Text**  Sequence sentences (link ideas or events by pronoun) | **Text** | **Text** | **Text** | **Text**  Sequence sentences to form short narratives (link ideas or events by pronouns) |
| **Punctuation**  Leave spaces between words Begin to use capital letters and full stops Use a capital letter for names of people and the personal pronoun ‘I’ | **Punctuation**  Punctuate sentences using a capital letter and a full stop  Use capital letters for names of people and places | **Punctuation**  Punctuate sentences using a capital letter and a full stop, some question marks and exclamation marks | **Punctuation**  Punctuate sentences using a capital letter and a full stop, question mark or exclamation mark | **Punctuation**  Punctuate sentences using a capital letter and a full stop, question mark or exclamation mark | **Punctuation**  Use capital letter for names of people and places  Punctuate sentences using a capital letter, full stop, question mark or exclamation mark |
| **Vocabulary**:  Worried, difficult, realised wondered, idea, wherever, spoil(ed) exactly ,group, around admittedly, comfortable mattered chaotic, unpredictable, gasped. | **Vocabulary:**  Nibble, chomp, curious, rascal, critter, adventure, nab, cottage, hullabaloo, crate, forest, beanstalk, goose, atlas, mountain, tambourine | **Vocabulary:**  Ignore, forgotten, toothsome, tough, mighty, weeniest, feast, slumber, whimper, foe, pack, sand, rock, lion, mouse, paw, lane, mane, week | **Vocabulary:**  Peep, gasp, toot, thunderous, mutter, tramp, struck, unusual wild, statue, midnight,mammoth museum exhibition/exhibits underwater, portrait, carnivore, extinct endangered | **Vocabulary:**  grew, quiet, scared resourceful, clever, helpful, thoughtful, beam, probe, float, summer, spaceship, medal, dawn, reptile, antennae, sphere, streamers | **Vocabulary:**  Lolloping, nip (into) peeked, pleasant, frothy, nodded off, pottering, familiar, penny, dropped, plonked, bear, wood, minute, twigs, leaves, cactus, duvet |
| **Feature keys**  Use some story language Include and describe a new animal character  Include and describe the setting (new setting for greater depth)  Write simple sentences in sequence.  Include a beginning, middle and end | **Feature keys**  Some simple description 1st person (based on own experiences)  Begin to link events using and events in order  Past tense | **Feature keys**  Use some story language Include and describe new characters  Include and describe the setting  Write simple sentences in sequence (link ideas with pronouns)  Include a beginning, middle and end | **Feature keys**  Use some story language Include and describe a character  Include and describe the setting (new setting for greater depth)  Write simple sentences in sequence  Include a beginning, middle and end | **Feature keys**  Use some story language Include and describe characters  Include and describe the setting  Write simple sentences in sequence  Include a beginning, middle and end | **Feature keys**  Story language  Simple description for character and setting Sequence of events Include a beginning, middle and end  Past tense |