



Summer Term 2024

Year 1 English

Week	Topic	Learning Objectives	Activities/Resources/Links	Assessment / Outcomes
1	Recounts	<ol style="list-style-type: none">To listen, respond and recount an experience.To write a recount of a personal experience in sequence using time connectives as sentence starters and demarcate sentences correctly with capital letters and full stops.To continue to develop comprehension skills.	<p><u>1.Speaking/Listening</u> Input/Paired work - talking partners to discuss the highlights of their holiday including answering questions such as: 'What was the best food you ate? Who did you meet up with?' etc. Each pupil is then to relay what their partner said to the class.</p> <p><u>2.Writing/Grammar</u> Independent Work - Write a recount of their holiday highlights using time connectives, capital letters, commas, full stops and adjectives where appropriate. Share writing with a partner.</p> <p><u>3.Reading/Comprehension</u> 1:1 reading and answering questions about the text with an adult.</p>	<ol style="list-style-type: none">Recount what their partner told them orally to the class.Write independently in sentences. Share holiday recounts with a partner and assess work together by spotting any amendments that could be made.Demonstrate an understanding of the phonics learned to decode new words and answer questions about the text.
2	Traditional Tales - 'The Three Little Pigs' and others.	<ol style="list-style-type: none">To learn what elements make up a traditional tale and to be able to identify the beginning, middle and end of a traditional tale.To learn the basic rules for adding 'ing' and 'ed' to a root word (verb).	<p><u>1.Reading/Comprehension</u> Input - Share the story of a The Three Little Pigs. Explain why it is known as a traditional tale and identify the different elements of a traditional tale that can be found in this story and the beginning, middle and end of the story. Brainstorm other traditional tales that the children have been told. Independent Work -Children to create a pictorial mind map of four traditional tales they have been told or heard and be able to explain which elements of a traditional tale they contain.</p> <p><u>2.Spelling/Phonics</u> Input - Discuss the difference between the past and present tense. Explain what a suffix is and how you need to use different</p>	<ol style="list-style-type: none">Identify some traditional tales.Successfully apply these rules in structured sentence work.



		<p>3. To learn to spell words using the vowel digraph 'ar'</p> <p>4. To continue to develop comprehension skills.</p> <p>5. To continue learning the correct letter formation of both upper-case and lower- case letters.</p>	<p>rules when adding the suffix 'ing' or 'ed' to a root verb. This can change the meaning of a verb into something that is happening continuously e.g 'I am jumping', 'I was jumping' or I jumped.</p> <p>Play the phonics games: http://www.phonicsplay.co.uk/member-only/TumblingTumbleweeds.html http://www.phonicsplay.co.uk/member-only/pastTensePenguin.html</p> <p>Independent Work - Practise applying two of the rules 'Do nothing and just add 'ing' or 'ed' and 'Double the consonant and add 'ing' or 'ed' to given verbs. (Differentiated)</p> <p>3.Spelling/Phonics Input - https://www.twinkl.co.uk/resource/tp-l-207-planit-y1-term-2a-w2-ar-spelling-pack Independent work – differentiated word work and sentence level work.</p> <p>4.Reading/Comprehension I:I reading and answering questions about the text with an adult.</p> <p>5.Handwriting Input – Penpals fine motor and gross motor warm ups Independent work - handwriting practise following the Penpals scheme.</p>	<p>3. To be able to spell words such as car, jar, park, shark.</p> <p>4. Demonstrate an understanding of the phonics learned to decode new words and answer questions about the text.</p> <p>5. Evidence of letters being formed correctly in independent work.</p>
3	Traditional Tales – 'Jack and the Beanstalk' and 'Jim and the Beanstalk'	<p>1. To revise what an adjective is.</p>	<p>1.Writing/Grammar Input - To listen to the story of Jack and the Beanstalk. Discuss the land Jack found at the top of the beanstalk and brainstorm adjectives to describe it. Independent Work – Draw and label a picture of a land they would like to find at the top of a beanstalk and label it using appropriate adjectives. Extension –Make a moving picture of Jack and the Beanstalk.</p>	<p>1. Label picture using appropriate adjectives of size, shape and colour.</p>



		<p>2. To revise long vowel phonemes using split vowel digraphs and to learn the rule for adding the suffix 'ing' and 'ed' to a split vowel digraph word.</p> <p>3. To learn to spell words beginning with wh and ph.</p> <p>4. To continue to develop comprehension skills</p> <p>5. To continue learning the correct letter formation of both upper-case and lower- case letters.</p>	<p>2.Spelling/Phonics Input – Play http://www.phonicsplay.co.uk/member-only/TumblingTumbleweeds.html and http://www.phonicsplay.co.uk/member-only/pastTensePenguin.html.to learn the third rule for adding 'ing' or 'ed' to a split digraph word - 'Drop the 'e' and add 'ing' or 'ed'. Independent Work – Practise applying the rule - 'Drop the 'e' and add 'ing' or 'ed'. (Differentiated)</p> <p>3.Spelling/Phonics Input – quick read PowerPoints https://www.twinkl.co.uk/resource/t-l-1228-phase-5-quick-read-powerpoint-wh https://www.twinkl.co.uk/resource/t-l-1229-phase-5-quick-read-powerpoint-ph</p> <p>Independent work – differentiated word work and sentence level work.</p> <p>4.Reading/Comprehension I:I reading and answering questions about the text with an adult.</p> <p>5.Handwriting Input – Penpals fine motor and gross motor warm ups. Independent work - handwriting practise following the Penpals scheme.</p>	<p>2. Successfully apply the rules in structured sentence work.</p> <p>3. To be able to spell words beginning with wh and ph.</p> <p>4. Demonstrate an understanding of the phonics learned to decode new words and answer questions about the text.</p> <p>5. Evidence of letters and joins being formed correctly.</p>
4	Traditional Tales – 'Jack and the Beanstalk' and 'Jim and the Beanstalk'	<p>1. To write a character profile using adjectives to describe what the giant looks like and what his personality is like and learn to use evidence from the text to support writing.</p>	<p>1.Writing/Grammar/Comprehension Input - Read 'Jim and the Beanstalk' and discuss what type of story book it is and compare it to 'Jack and the Beanstalk'. Hot seat the giant from 'Jim and the Beanstalk'. Independent Work - Create a mind map to compare the characteristics of giant at the beginning and end of the story 'Jim and the Beanstalk'. Use the mind map to write a character profile of the giant from 'Jim and the Beanstalk' and include evidence</p>	<p>1. Use adjectives such as sad, happy etc. to describe a person's personality. Give an opinion and a justification for that opinion.</p>



		<p>2. To be able to use adjectives to describe nouns.</p> <p>3. To learn the rules for making a singular word into a plural by adding the suffix 's' or 'es'.</p> <p>4. To continue learning the correct letter formation of both upper-case and lower- case letters.</p>	<p>from the text to support writing e.g. 'The giant is sad.</p> <p><u>2.Writing/Grammar</u> Input - Look at different pictorial representations/drawings of giants from a variety of published books. Independent Work - Draw their own giant character that they can use in their own story and use adjective + noun to describe the giant's characteristics and observable features and place label around the picture.</p> <p><u>3.Spelling/Phonics</u> Input – Introduce the terms singular noun and plural noun and revise what a 'suffix' is. Look at the most common suffixes for plurals 's' and 'es'. Give concrete examples e.g. One flower, two flowers or one bus, two buses. Discuss the rule for adding 'es' if a word ends in 'ch', 's', 'x', 'z' or 's'. Play the phonics game: http://www.phonicsplay.co.uk/member-only/PondLifePlurals.html and discuss the other rules 'change f to v and add es as in hoof and hooves' or 'change y for i and add es as in cherry and cherries' or 'do something else as in tooth and teeth'. Independent Work – complete differentiated word or sentence work by changing a singular noun to a plural noun by adding the suffix 's' or 'es'. Apply these rules to root words.</p> <p><u>4.Handwriting</u> Input – Penpals fine motor and gross motor warm ups Independent work - handwriting practise following the Penpals scheme.</p>	<p>2. Evidence of adjectives describing a noun.</p> <p>3. Rules applied correctly in structured word or sentence work.</p> <p>4. Evidence of letters being formed correctly in independent work.</p>
5	Traditional Tales – 'Jack and the Beanstalk' and 'Jim and the Beanstalk'	<p>1. To be able to plan a story using a planning sheet with a beginning, middle and end.</p> <p>2. To be able to write an original story based on the traditional story 'Jim/Jack</p>	<p><u>1.Writing Grammar</u> Independent Work - Plan a story based on 'Jim and the Beanstalk' or 'Jack and the Beanstalk' using pictures and then follow their own plan to tell a partner their story.</p> <p><u>2.Writing/Grammar</u> Independent Work - Write an original story by following their own story plan focusing on:</p>	<p>1. A story plan containing ideas from a studied text and some ideas of their own.</p> <p>2. A written sequence of ideas to form a story demarcated with capital letters and full stops.</p>



		and the Beanstalk’.	<ul style="list-style-type: none">• capital letters• full stops• using phonics to spell unknown words• using different sentence starters• using adjectives and interesting words.• checking own work to ensure it makes sense <p>3.Spelling/Phonics Input – Revise terminology ‘phoneme’ and ‘grapheme’. To learn and practise applying the rules for spelling words containing ‘oi’ and ‘oy’ for words of one syllable and longer words. One syllable words – best guess is ‘oi’ in the middle of a word e.g. choice and coin and ‘oy’ at the end of a word e.g. pupil. For longer words – ‘oi’ in the middle of a syllable e.g. avoid and ‘oy’ at the end of a word or before a vowel e.g. annoy or loyal. Independent work - differentiated word work and sentence level work.</p> <p>4.Reading/Comprehension I:I reading and answering questions about the text with an adult. Independent work – differentiated reading comprehension activities.</p> <p>5.Handwriting Input – Penpals fine motor and gross motor warm ups Independent work - handwriting practise following the Penpals scheme.</p>	<p>3. To learn to spell words containing ‘oi’ and ‘oy’</p> <p>4. To continue to develop comprehension skills.</p> <p>5. To continue learning the correct letter formation of both upper-case and lower- case letters.</p> <p>3. Apply graphemes ‘oi’ and ‘oy’ correctly to words given in dictated sentences.</p> <p>4. Demonstrate an understanding of the phonics learned to decode new words and answer questions about the text.</p> <p>5. Evidence of letters being formed correctly in independent work.</p>
6	Traditional Tales – ‘How the Rabbit Stole the Fire’ by Joanna Troughton	1. To be able to sequence a series of events and join two sentences together using the conjunction ‘but’.	<p>1.Writing/Grammar Input - Read the story ‘How the Rabbit Stole the Fire’ and discuss the actions of Rabbit and what sort of traditional story character he is (a trickster). Paired Work – write down the order of the animals that helped Rabbit in his quest for stealing the fire. Independent Work – write how according to this tale, the fire changed each animal and made them look like they do today using ‘but’ to join two sentences together e.g. ‘Rabbit gave Crow the</p>	1. To remember a sequence of events and explain how the fire changed each animal in a full sentence using the conjunction ‘but’ in a sentence.



		<ol style="list-style-type: none">2. To revise how to write a letter, remembering to use capital letters for proper nouns.3. To learn the modification of a vowel sound when combined with an 'r'.4. To continue to develop comprehension skills.5. To continue learning the correct letter formation of both upper-case and lower- case letters.	<p>fire but the smoke turned his feathers black.'</p> <p><u>1.Writing/Grammar</u> Input - Re-read the story 'How the Rabbit Stole the Fire' and discuss whether Rabbit had any justification for stealing the fire. Independent Work – take on the character of Rabbit and write a sorry letter to the Sky People for stealing the fire and explain why.</p> <p><u>3.Spelling/Phonics</u> Input - To be able to spell words using 'ir', 'ur' and 'er' (both stressed as in 'term', unstressed as in 'under') Independent Work - differentiated word work and sentence level work.</p> <p><u>4.Reading/Comprehension</u> 1:1 reading and answering questions about the text with an adult. Independent work – differentiated reading comprehension activities.</p> <p><u>5.Handwriting</u> Input – Penpals fine motor and gross motor warm ups Independent work - handwriting practise following the Penpals scheme.</p>	<ol style="list-style-type: none">2. A written 'sorry' letter set out correctly.3. Apply the graphemes 'ir', 'ur' and 'er' correctly to words given in dictated sentences.4. Demonstrate an understanding of the phonics learned to decode new words and answer questions about the text.5. Evidence of letters being formed correctly in independent work.
8	Recounts - Traditional Tales – 'Anansi the Spider, a tale from the Ashanti' by Gerald McDermott and 'Anansi and the Magic Stick' by Eric A. Kimmel	<ol style="list-style-type: none">1. To listen, respond and recount an experience.2. To write a recount of a personal experience in sequence using time connectives as sentence starters, adjectives to describe places, 'and' to join sentences and demarcate sentences correctly with capital letters and full stops.	<p><u>1.Speaking/Listening</u> Input/Paired work - talking partners to discuss the highlights of their holiday including answering questions such as: 'Who did you meet up with?' etc. Each pupil is then to relay what their partner said to the class.</p> <p><u>2.Writing/Grammar</u> Independent Work - Write a recount of their holiday highlights in sequence using time connectives, capital letters, full stops, adjectives and conjunctions appropriately. Share writing with a partner.</p>	<ol style="list-style-type: none">1. Recount what their partner told them orally to the class.2. A piece of independent writing which makes sense and contains adjectives, time connectives, clauses joined with 'and' capital letters and full stops.



		<p>3. To understand that different countries have different traditional stories and introduce the 'Anansi' stories.</p> <p>4. To read the story about Anansi, Tiger and Snake and identify the setting and characters and use adjectives to describe both and sequence events.</p> <p>5. To learn what a prefix is.</p> <p>6. To continue learning the correct letter formation of both upper-case and lower- case letters.</p>	<p><u>3.Writing/Grammar</u> Input - To read 'Anansi the Spider, a tale from the Ashanti' by Gerald McDermott and 'Anansi and the Magic Stick' and discuss what features of a traditional tale the latter includes. Brainstorm adjectives to describe Anansi the spider and discuss why these stories fit into the category of an original tale.</p> <p><u>4.Writing/Grammar</u> Input – Recount the story and describe Anansi's actions in this story explaining how this story fits into the category of traditional tales. (A trickster!) Independent Work - Sequence the story about Anansi, Tiger and Snake in words and pictures.</p> <p><u>5.Spelling/Phonics</u> Input - To learn the prefixes 'un' and 'dis' and apply this to a variety of verbs and adjective to change their meaning to the opposite of the root word. Play the game: http://www.phonicsplay.co.uk/member-only/magicalMatching.html Independent Work - differentiated word work and sentence level work applying the above prefixes to verbs in the form 'unlike and dislike'.</p> <p><u>6.Handwriting</u> Input – Penpals fine motor and gross motor warm ups Independent work - handwriting practise following the Penpals scheme.</p>	<p>3. Explain why Anansi stories fit into the category of traditional tales.</p> <p>4. Sequence a series of events in a story.</p> <p>5. Explain what a prefix is and how it is different from a suffix and how it changes the verb.</p> <p>6. Evidence of letters and joins being formed correctly.</p>
9	Poetry	<p>1. To understand that different rules are followed when writing poems from other forms of writing in the narrative form.</p> <p>2. To be able to follow a given structure to write a</p>	<p><u>1.Speaking/Listening</u> Input - Listen to a variety of poems and discuss their structure e.g. rhyming, repetitive etc. Learn a given poem.</p> <p><u>2.Writing/Grammar</u> Group work - Brainstorm all the things our fathers do for us.</p>	<p>1. Learn and recite from memory a simple poem or rhyme.</p> <p>2. A Father's Day poem following the given structure of repeating</p>



		<p>poem about their own Dad using capital letters, full stops and exclamation marks as appropriate.</p> <p>3. To learn the alternative graphemes for 'or'.</p> <p>4. To continue to develop comprehension skills.</p> <p>5. To continue learning the correct letter formation of both upper-case and lower- case letters.</p>	<p>Independent work – write a 'Thank you' poem for the inside of their Father's Day cards using repetition of 'Thank you Dad(dy) for ...' at the beginning of each sentence.</p> <p>3.Spelling/Phonics Input – To learn the graphemes 'or', 'au', 'ore', 'aw' and spell words containing these. Teach that there are no definite rules to follow but there are some good tips to follow.</p> <ul style="list-style-type: none"> • Never use 'au' at the end of a word, use 'aw' or 'ore' as in 'jaw' and 'shore'. • The grapheme 'aw' is often used before an 'n' or an 'l'. <p>Independent Work - differentiated word work and sentence level work.</p> <p>4.Reading/Comprehension I:I reading and answering questions about the text with an adult. Independent work – differentiated reading comprehension activities</p> <p>5.Handwriting Input – Penpals fine motor and gross motor warm ups Independent work - handwriting practise following the Penpals scheme.</p>	<p>'Thank you Dad' for each sentence.</p> <p>3. Give examples of words containing the 'or' phoneme and give alternative graphemes that can be used to represent this phoneme.</p> <p>4. Answer questions about a text in full sentences.</p> <p>5. Evidence of letters and joins being formed correctly.</p>
10	Grammar	<p>1. Revise what a verb is and understand the terms past and present tense and begin to use the verb 'to be' in the correct tense.</p>	<p>1.Writing/Grammar Input - Look at PPT with sentences to practise using the progressive form of verbs in the present and past tense to mark actions in progress.</p> <p>e.g. I am jumping. I was jumping. You are jumping. You were jumping. He is jumping. He was jumping. We are jumping. We were jumping. You are jumping. You were jumping. They are jumping. They were jumping</p> <p>Independent Work – Differentiated structured sentences with the verb to be missing and children need to make the correct</p>	<p>1. Use the verb 'To be' correctly in the past and present tenses.</p>



		<p>2. To learn what a compound word is and use compound words in sentences.</p> <p>3. To learn the alternative spellings of 's' as 'c' as in 'city' and 'j' as 'g' as in 'giant'.</p> <p>4. To continue to develop comprehension skills.</p> <p>5. To continue learning the correct letter formation of both upper-case and lower- case letters.</p>	<p>choice from am/was or are/were to make the sentence make sense.</p> <p><u>2.Spelling/Phonics/Writing/Grammar</u> Input – To learn the difference between 'simple words' as in 'cat', 'complex words' as in those with a prefix or suffix added to the root word as in jumping and 'compound words' which are made up from two simple words put together. Group work - to make compound words from two simple words. Then play the game: http://www.phonicsplay.co.uk/member-only/CompoundWords.html and identify the compound words in a piece of text. Independent Work - to make compound words from simple words and use compound words in their own sentence work remembering to use adjectives, conjunctions, capital letters and full stops as appropriate.</p> <p><u>3.Spelling/Phonics</u> Input - Phoneme spotting activity Independent work – differentiated word work and sentence level work.</p> <p><u>4.Reading/Comprehension</u> I:I reading and answering questions about the text with an adult. Independent work – differentiated reading comprehension activities.</p> <p><u>5.Handwriting</u> Input – Penpals fine motor and gross motor warm ups Independent work - handwriting practise following the Penpals scheme.</p>	<p>2. Give examples of compound words.</p> <p>3. Understand the different pronunciation of 'c' and 'g' and give examples.</p> <p>4. Answer questions about a text in full sentences.</p> <p>5. Evidence of letters and joins being formed correctly.</p>
11	Recounts	<p>1. To learn to join clauses together and extend sentences by using conjunctions.</p>	<p><u>1.Writing/Grammar</u> Input – Revise the term 'conjunction' and recap what it is. Discuss where conjunctions are used and ask for examples. Look at PPT and choose the correct conjunction from 'and', 'or', 'but' or 'because' to join two clauses together. Independent Work – Write a recount of the best memories of Year 1 using one or more of the conjunctions taught to join two</p>	<p>1. Evidence of one or more from 'and', 'or', 'but' or 'because' being used to extend sentences and join two clauses together and produce a written reflective recount of the year celebrating their own achievements.</p>



		<p>2. To learn the rules for adding the suffixes 'er' and 'est' to a word.</p> <p>3. To learn the alternative spellings of the 'air' phoneme and the alternative pronunciation of the 'ear' grapheme.</p>	<p>clauses together and explain choices.</p> <p>3.Spelling/Phonics Input – https://www.twinkl.co.uk/resource/t-l-53610-year-2-creating-adjectives-using-the-suffixes-er-and-est-warm-up-powerpoint Independent work - differentiated word work and sentence level work.</p> <p>4.Spelling/Phonics Input – Look at PPT containing words with the 'air' grapheme only. Discuss alternative spellings for a given phoneme. Look PPT containing words with alternative graphemes for the phoneme 'air' e.g. ear(Bear)/are(bare) and ear(hear). Independent Work - To complete differentiated dictation work by applying the above graphemes.</p>	<p>2. To be able to apply the rules taught.</p> <p>3. Give examples of words containing the 'air' phoneme and give alternative graphemes that can be used to represent this phoneme.</p>
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