



Year 1 English Scheme of Work

Summer 1 – Dinosaur planet							
Genre	Week	National Curriculum	Link to English Planning tools	Lesson Overview	Writing focus	Punctuation and grammar	Spelling
News report	1	Pupils should be taught to: <ul style="list-style-type: none"> - listen and respond appropriately to adults and their peers - ask relevant questions to extend their understanding and knowledge - use relevant strategies to build their vocabulary participate in discussions, presentations, performances, role play, improvisations and debates	1 – Hook and cold task 2- Analyse model text 3- Talk for writing 4 – Model (Headline and opening paragraph)	1 – Ch ‘dig up’ bones. Discuss what they could be. Read model text. Go through success criteria. Cold task – biggest dinosaur ever found. 2 – Look for conjunctions, suffixes, and genre features in model text. 3 – Ch go on egg hunt and find dinosaur eggs around school. Ch record who, what, where, when, and quotes. 4 – Alliteration for catchy headline. Who, what, where, when, why in opening.	To be able to discuss and identify the features of a news report	Identify compound sentences using connectives (coordinating conjunctions), complex sentences: Use of ‘who’ (relative clause), simple connectives, suffixes and specific genre features in the model text	The sounds /f/, /l/, /s/, /z/ and /k/ spelt ff, ll, ss, zz and ck The /f/, /l/, /s/, /z/ and /k/ sounds are usually spelt as ff, ll, ss, zz and ck if they come straight after a single vowel letter in short words. Exceptions: if, pal, us, bus, yes. off, well, miss, buzz, back
News report	2	Write sentences by: <ul style="list-style-type: none"> - saying out loud what they are going to write about - composing a sentence orally before writing it - re-reading what 	5-Model (Giving more information and quotes) 6- Model (Ending) 7-Edit and improve/ peer assessment 8-Plan hot task 9-Write hot task	5 – Develop ideas and include quotes. 6 – Final paragraph to conclude. 7 – Check work against success criteria. Peer assesses. 8 – Plan hot task –	To be able to plan and write a news report with support and independently	Consolidate EYFS list <u>Sentence construction</u> Simple connectives: and or but so	The sounds /f/, /l/, /s/, /z/ and /k/ spelt ff, ll, ss, zz and ck The /f/, /l/, /s/, /z/ and /k/ sounds are usually spelt as ff, ll, ss, zz and ck if they come



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		<p>they have written to check that it makes sense</p> <p>Discuss what they have written with the teacher or other pupils</p> <p>Read aloud their writing clearly enough to be heard by their peers and the teacher.</p> <p>Develop their understanding of the concepts set out in English Appendix 2 by:</p> <ul style="list-style-type: none"> - leaving spaces between words - joining words and joining clauses using and - beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark - using a capital letter for names of people, places, the days of the week, 	<p>Scientist has disappeared. All that was found was his journal. Ch record who, what, where, when, and quotes.</p> <p>9 – Look at success criteria. Write hot task – news report about disappearance of scientist.</p>		<p>because so that then that while when where</p> <p>Also as openers: While... When... Where...</p> <p>Compound sentences using connectives (coordinating conjunctions) and/or/ but/so e.g.</p> <p><i>The children played on the swings</i> and <i>slid down the slide.</i> <i>Spiders can be small</i> or <i>they can be large.</i> <i>Charlie hid</i> but <i>Sally found him.</i> <i>It was raining</i> so <i>they put on their coats.</i></p> <p>Complex sentences: Use of 'who' (relative clause) e.g.</p>	<p>straight after a single vowel letter in short words. Exceptions: if, pal, us, bus, yes. off, well, miss, buzz, back</p>
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		and the personal pronoun 'I'				<p><i>Once upon a time there was a little old woman who lived in a forest.</i></p> <p><i>There are many children who like to eat ice cream.</i></p> <p>Word structure/ language Precise, clear language to give information e.g. <i>First, switch on the red</i> <i>Next, wait for the green light to flash...</i></p> <p>Suffixes that can be added to verbs (e.g. helping, helped, helper)</p> <p>Punctuation Introduce: Capital Letters: Capital letter for names Capital letter for the personal pronoun I</p> <p>Full stops</p>	
Non-chronological report	3	Pupils should be taught to: - listen and respond	1 – Hook and Cold task 2 - Analyse model	1 – Look at pictures of dinosaurs Discuss what children know	To be able to discuss and	Identify statements, Simple connective, embellished	-tch The /tʃ/ sound is usually spelt as tch if it



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		<p>appropriately to adults and their peers</p> <ul style="list-style-type: none"> - ask relevant questions to extend their understanding and knowledge - use relevant strategies to build their vocabulary <p>participate in discussions, presentations, performances, role play, improvisations and debates</p>	<p>text</p> <p>3 - Analyse model text</p> <p>4 - Talk for writing</p> <p>5 – Talk for writing</p>	<p>about them. Go through success criteria. Cold task – make a fact sheet about dinosaurs.</p> <p>2 – Read model text. Look at presentation features: title, opening sentence, subheadings, pictures, captions.</p> <p>3 – Read model text. Look at grammar: statements, questions, connectives, adjectives, plurals.</p> <p>4 – Look at tricky words and strategies for decoding meaning.</p> <p>5 – Poster presentation using information from model text. Ch present to class.</p>	<p>identify the features of a Non-chronological report</p>	<p>simple sentences, using adjective, determiners, regular plural noun suffixes and Alan Peat sentences in model text.</p>	<p>comes straight after a single vowel letter. Exceptions: rich, which, much, such. catch, fetch, kitchen, notch, hutch</p>
Non-chronological report	4	<p>Write sentences by:</p> <ul style="list-style-type: none"> - saying out loud what they are going to write about - composing a sentence orally before writing it -re-reading what they have written 	<p>6 - Planning (Research)</p> <p>7 – Planning (Success sheet 2)</p> <p>8 – Modelling (Title and general statement)</p> <p>9 - Modelling (Key facts – subheadings)</p> <p>10 - Modelling (Key</p>	<p>6 – Use fact sheets to answer questions on carnivorous dinosaurs.</p> <p>7 – Record ideas for sections and pictures/ captions in report template.</p> <p>8 – Model opening sentence. Ch create</p>	<p>To be able to plan and write a non-chronological report with some support</p>	<p>Consolidate EYFS list</p> <p><u>Sentence construction</u></p> <p>Introduce:</p> <p>Types of sentences:</p> <p>Statements</p> <p>Simple connectives:</p> <p>and</p> <p>or</p> <p>but</p>	<p>The /v/ sound at the end of words English words hardly ever end with the letter v, so if a word ends with a /v/ sound, the letter e usually needs to be added after</p>



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		<p>to check that it makes sense</p> <p>Develop their understanding of the concepts set out in English Appendix 2 by:</p> <ul style="list-style-type: none"> -leaving spaces between words - joining words and joining clauses using and -beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark -using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I' 	<p>facts – subheadings)</p>	<p>own title and general statement.</p> <p>9 – Choose first subheading. Demonstrate how to pick out key info and form new sentences.</p> <p>10 – Choose next subheading. Demonstrate how to pick out key info and form new sentences.</p>		<p>so because so that</p> <p>-‘ly’ openers: Fortunately,...Unfortunately, Sadly...</p> <p>Embellished simple sentences using adjectives e.g. <i>The giant had an enormous beard.</i> <i>Red squirrels enjoy eating delicious nuts.</i></p> <p><u>Word structure/ language</u></p> <p>Determiners: the a my your an this that his her their some all lots of many more those these</p> <p>Precise, clear language to give information e.g. <i>First, switch on the red</i> <i>Next, wait for the green light to flash...</i></p> <p>Regular plural noun suffixes –s or –es (e.g. dog, dogs; wish,</p>	<p>the ‘v’. have, live, give</p>
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						<p>wishes)</p> <p><u>Punctuation</u> Introduce: Capital Letters: Capital letter for names Capital letter for the personal pronoun I</p> <p>Bullet points Full stops</p>	
Non-chronological report	5	<p>Write sentences by:</p> <ul style="list-style-type: none"> - saying out loud what they are going to write about - composing a sentence orally before writing it - re-reading what they have written to check that it makes sense <p>Develop their understanding of the concepts set out in English Appendix 2 by:</p> <ul style="list-style-type: none"> -leaving spaces 	<p>11 - Modelling (Conclusion) 12 – Edit and improve / peer assessment 13 – Plan hot task (research) 14 – Plan hot task (success sheet 2) 15 – Write hot task</p>	<p>11 – Demo how to summarise points. Ch write concluding sentences. 12 – Check work against success criteria. Peer assesses. 13 – Ch research omnivorous dinosaurs using fact sheets and/or ipads. Answer questions. 14 – Make notes of ideas for each section in template. 15 – Look at success criteria. Write hot task</p>	<p>To be able to plan and write a non-chronological report independently</p>	<p>Consolidate EYFS list</p> <p><u>Sentence construction</u> Introduce: Types of sentences: Statements Simple connectives: and or but so because so that -‘ly’ openers: Fortunately,...Unfortunately, Sadly...</p>	<p>Adding the endings –ing, –ed and –er to verbs where no change is needed to the root word –ing and –er always add an extra syllable to the word and –ed sometimes does. The past tense of some verbs may sound as if it ends in /ɪd/ (extra syllable), /d/ or /t/ (no extra syllable), but all</p>



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	<ul style="list-style-type: none">between words- joining words and joining clauses using and- beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark- using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'		<p>– report about omnivorous dinosaurs.</p>		<p>Embellished simple sentences using adjectives e.g. <i>The giant had an enormous beard.</i> <i>Red squirrels enjoy eating delicious nuts.</i></p> <p>Compound sentences using connectives (coordinating conjunctions) and/or/ but/so e.g. <i>The children played on the swings</i> and <i>slid down the slide.</i> <i>Spiders can be small or they can be large.</i> <i>Charlie hid but Sally found him.</i> <i>It was raining so they put on their coats.</i></p> <p><u>Word structure/ language</u> Determiners: the a my your an this that his her their some all lots of many more those these</p>	<p>these endings are spelt –ed. If the verb ends in two consonant letters (the same or different), the ending is simply added on. hunting, hunted, hunter, buzzing, buzzed, buzzer, jumping, jumped, jumper</p>
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						<p>Precise, clear language to give information e.g. <i>First, switch on the red</i> <i>Next, wait for the green light to flash...</i></p> <p>Regular plural noun suffixes –s or –es (e.g. dog, dogs; wish, wishes)</p> <p><u>Punctuation</u> Introduce: Capital Letters: Capital letter for names Capital letter for the personal pronoun I</p> <p>Bullet points Full stops</p>	
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