



Year 1 English Scheme of Work

Spring 2 – Enchanted Woodland							
Genre	Week	National Curriculum	Link to English Planning tools	Lesson Overview	Writing focus	Punctuation and grammar	Spelling
Narrative	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 - Analyse model text 4 - Talk for writing 5 – Talk for writing	1. Hook -Object hunt in the classroom. (objects related to story). Discuss what they already know about narratives. Give them a stimulus to write cold task. 2. Ch to answer comprehension questions about the text. Look at tricky words and new vocabulary. 3. Ch to find the features of a narrative (5 parts, character description, setting description, coordination, adjectives) 4. Ch to act out the story. Create freeze frame. Show the freeze frames during the last 15 mins of lesson. – Ch to describe what is happening at that point of the story to the rest of the class. (Photographic evidence) 5. Hot seat – Ch to be	To discuss the features and vocabulary of a narrative text.	Identify coordination (or, and, but) in model text. (BOYS sentences) Identify adjectives in model text.	Adding s and es to words (plural of nouns and the third person singular of verbs)



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				split into groups. Pick a child to be one of the characters from the story. Ch in that group to write down a question they would like to ask them. Ch to ask and answer questions and then swap around.			
Narrative	2	<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 - sequencing sentences to form short narratives - re-reading what they have written to check that it makes sense <p>Discuss what they have written with the teacher or other pupils. Read aloud their writing clearly enough to be heard by their peers and the teacher. Pupils should be taught to:</p> <ul style="list-style-type: none"> - leave spaces between words - use joining words and joining clauses using and 	<p>6 - Planning 7 – Planning 8 – Modelling (Beginning) 9 - Modelling (Build up) 10 – Modelling (Problem)</p>	<p>6. Mind map plot points in Enchanted Wood stories. Think of alternative endings. Ch draw a picture of the climax of their story. 7. Ch complete a story map of their story. 8. Whole-class matching adjectives game. Choose the adjective appropriate to Enchanted Wood story. Ch use story openers and write sentences to describe the setting. 9. Ch join given clauses with 'but'. Ch use but in a sentence to introduce a problem. 10. Ch match problems in well-known stories to their titles. Ch draw a picture and write about what goes wrong in their story.</p>	<p>To be able to plan and write a narrative with support.</p>	<p><u>Punctuation</u> Capital letters for names</p> <p><u>Word Structure</u> Adjectives to describe: e.g. <i>The old house...</i> <i>The huge elephant</i></p> <p><u>Sentence Construction</u> Simple connectives: and or but so because</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>How the prefix un- changes the meaning of verbs and adjectives (negation, e.g. untie, unkind)</p>



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Narrative	3	<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 - sequencing sentences to form short narratives - re-reading what they have written to check that it makes sense <p>Discuss what they have written with the teacher or other pupils. Read aloud their writing clearly enough to be heard by their peers and the teacher. Pupils should be taught to:</p> <ul style="list-style-type: none"> - beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark 	<p>11 - Modelling (Resolution) 12 – Modelling (Ending) 13 – Edit and improving /peer assessment 14 – Plan hot task 15 – Write hot task</p>	<p>11. Ch match problems to solutions. Ch draw a picture and write sentences about how the problem is solved. 12. Ch group given endings into happy or sad endings. Ch draw their ending and draw a happy/sad face next to it. Write sentences to finish the story. 13. In pairs, Ch edit a given text looking for differentiated criteria. Work in pairs to read to each other. Use success criteria to assess each other's work. Ch edit their own work based on feedback. 14. Give Ch new stimulus to create story map. 15. Matching adjectives game linked to stimulus. Discuss features of a story. Read through success criteria. Hot task.</p>	<p>To be able to plan and write a narrative independently.</p>	<p><u>Punctuation</u></p> <p>Question marks Exclamation marks</p> <p><u>Word Structure</u> Adjectives to describe: e.g. <i>The old house...</i> <i>The huge elephant</i></p> <p><u>Sentence Construction</u> Simple connectives: and or but so because</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>Digraph ai</p>
Poems (Similes)	4	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> - listen and respond appropriately to adults and their peers - ask relevant questions to extend their 	<p>1 – Hook and Cold task 2 – Analyse model text 3 – Analyse model text 4 – Talk for writing</p>	<p>1. Ch group objects based on their characteristics and justify their choices. Talk about poems and rhymes that they know. Give stimulus</p>	<p>To discuss the features and vocabulary of poems containing similes To be able to recognise and orally rehearse a simile.</p>	<p>Identify capital letters, full stops, similes and adjectives in model text.</p>	<p>Digraph oi</p>



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		<p>understanding and knowledge</p> <ul style="list-style-type: none"> - use relevant strategies to build their vocabulary <p>participate in discussions, presentations, performances, role play, improvisations and debates</p>	5 – Talk for writing	<p>for cold task.</p> <ol style="list-style-type: none"> 2. Look at tricky words. Annotate model text. 3. Find favourite lines and read out loud. 4. Act out similes from the story. 5. Match objects to adjectives and use them to create similes. 			
Poems (Similes)	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 - sequencing sentences to form short narratives - re-reading what they have written to check that it makes sense <p>Discuss what they have written with the teacher or other pupils. Read aloud their writing clearly enough to be heard by their peers and the teacher.</p>	<p>6 – Talk for writing</p> <ol style="list-style-type: none"> 7- Planning 8- Planning 9- Modelling 10- Modelling 	<ol style="list-style-type: none"> 6. Simile man activity. 7. Think of similes to describe woods and things that live in woods. 8. Go over layout for the poems. 9. Ch choose similes for trees from a range of choices. Create simile poem for a tree. 10. Ch create a simile man for a fox. Write simile poem for a fox. 	To be able to write a poem using similes with some support.	<p><u>Punctuation</u> Capital letters and full stops</p> <p><u>Word Structure</u> Similes using ‘as’ e.g. <i>as tall as a house</i> <i>as red as a radish</i></p> <p><u>Sentence Construction</u> Embellished simple sentences using adjectives e.g. <i>The giant had an enormous beard.</i> <i>Red squirrels enjoy eating delicious nuts.</i></p>	Digraph ay
Poems (Similes)	6	<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 - sequencing sentences 	<ol style="list-style-type: none"> 11 – Modelling 12 – Modelling 13 – Edit and improve 14 – Plan hot task 15 - Write hot task 	<ol style="list-style-type: none"> 11. Ch think of adjectives to describe a bird. Use the adjectives to create similes. Write simile poem for a bird. 12. Ch draw a giant 	To be able to write a poem using similes independently	<p><u>Punctuation</u> Capital letters and full stops</p> <p><u>Word Structure</u> Similes using ‘as’ e.g. <i>as tall as a house</i></p>	Digraph oy



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to form short narratives

- re-reading what they have written to check that it makes sense

Discuss what they have written with the teacher or other pupils.
Read aloud their writing clearly enough to be heard by their peers and the teacher.

who lives in the wood.
Think of adjectives and similes, then write a simile poem.

13. Ch reread all of their simile poems and choose the one they think is best. Work with a partner to read work aloud and assess against differentiated criteria.

14. Read stories about the big bad wolf: Red Riding Hood, 3 Little Pigs. Ch think of adjectives and similes for the big bad wolf.

15. Read through success criteria. Hot task.

as red as a radish

Sentence Construction
Embellished simple sentences

using adjectives e.g.

*The giant had an enormous beard.
Red squirrels enjoy eating delicious nuts*