





# Coplestone English Curriculum

## Year 1

### Writing

#### Writing composition taught in every unit

Write sentences by:

- 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
- Discuss what they have written with the teacher or other pupils

Develop positive attitudes towards writing

Develop stamina for writing

Make simple additions, revisions and corrections to their own writing by:

- Reading aloud their writing clearly enough to be heard by their peers and the teacher

#### Handwriting & Presentation

Across the year, pupils will be taught to:

- Sit correctly at a table, holding a pencil comfortably and correctly
- Begin to form lower-case letters in the correct direction, starting and finishing in the right place
- Form capital letters
- Form digits 0-9
- Understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and to practise these.
- Left-handed pupils will receive specific teaching to meet their needs



# Copplesstone English Curriculum

## Year 1

Writing			
Term	Autumn	Spring	Summer
<p><b>Writing:</b> <b>Grammar &amp; Punctuation</b></p>	<p><b>You Choose</b></p> <ul style="list-style-type: none"> <li>Sequence sentences</li> <li>Begin to punctuate sentences using a capital letter and a full stop</li> <li>Leave space between words</li> </ul> <p><b>The High Street</b></p> <ul style="list-style-type: none"> <li>Sequencing sentences to form short narratives</li> <li>Re-reading what they have written to check that it makes sense</li> <li>Leaving spaces between words</li> <li>Beginning to punctuate sentences using a capital letter and a full stop or exclamation mark</li> <li>Using a capital letter for names of people</li> <li>Read aloud their writing clearly enough to be heard by their peers and the teacher</li> </ul> <p><b>Oi Frog!</b></p> <ul style="list-style-type: none"> <li>Sequencing sentences to form short narratives</li> <li>Beginning to punctuate sentences using a capital letter and a full stop or exclamation mark</li> <li>Leaving spaces between words</li> <li>Joining words and joining clauses using and</li> <li>Understanding how words can combine to make sentences</li> <li>Read aloud their writing clearly enough to be heard by their peers and the teacher</li> </ul>	<p><b>Little Red Riding Hood</b></p> <ul style="list-style-type: none"> <li>Sequencing sentences to form short narratives</li> <li>Re-reading what they have written to check that it makes sense</li> <li>Leaving spaces between words</li> <li>Joining words and joining sentences using 'and'</li> <li>Beginning to punctuate sentences using a capital letter and a full stop</li> <li>Using a capital letter for names of people</li> </ul> <p><b>Augustus and his Smile</b></p> <ul style="list-style-type: none"> <li>Sequencing sentences to form short narratives</li> <li>Joining words and joining clauses using 'and'</li> <li>Beginning to punctuate sentences using a capital letter and a full stop or exclamation mark</li> <li>Using a capital letter for names of people</li> <li>Read aloud their writing clearly enough to be heard by their peers and the teacher</li> </ul>	<p><b>Knights</b></p> <ul style="list-style-type: none"> <li>Leaving spaces between words</li> <li>Sequence sentences to form short narratives and non-fiction texts</li> <li>Beginning to punctuate sentences using a capital letter and a full stop</li> <li>Re-reading what they have written to check that it makes sense</li> <li>Joining words and joining sentences using 'and'</li> </ul> <p><b>Naughty bus</b></p> <ul style="list-style-type: none"> <li>Beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark</li> <li>Using a capital letter for names of people, places, days of the week and the personal pronoun I</li> <li>Discuss what they have written with the teacher or other pupils</li> </ul> <p><b>How to Hide a Lion at School</b></p> <ul style="list-style-type: none"> <li>Sequencing sentences to form short narratives</li> <li>Re-reading what they have written to check that it makes sense</li> <li>Joining words and joining clauses using 'and'</li> <li>Beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark</li> </ul>



# Copplesstone English Curriculum

## Year 1

	<p><b>Dear Santa</b></p> <ul style="list-style-type: none"><li>• Sequencing sentences to form short narratives</li><li>• Re-reading what they have written to check that it makes sense</li><li>• Leaving spaces between words</li><li>• Joining words and joining clauses using 'and'</li><li>• Beginning to punctuate sentences using a capital letter and a full stop or exclamation mark</li><li>• Using a capital letter for names of people, and the personal pronoun 'I'</li></ul>	<p><b>Reptiles</b></p> <ul style="list-style-type: none"><li>• Sequence sentences to form short narratives and non-fiction texts</li><li>• Join words and join sentences using 'and'</li><li>• Begin to punctuate sentences with a capital letter and a full stop or exclamation mark</li></ul> <p><b>Higglety Pigglety Pop!</b></p> <ul style="list-style-type: none"><li>• Sequencing sentences to form short narratives</li><li>• Beginning to punctuate sentences using a capital letter and a full stop or exclamation mark</li><li>• Leaving spaces between words</li><li>• Joining words and joining clauses using and</li><li>• Understanding how words can combine to make sentences</li><li>• Read aloud their writing clearly enough to be heard by their peers and the teacher</li></ul>	<p><b>Zim Zam Zoom</b></p> <ul style="list-style-type: none"><li>• Sequencing sentences to form short narratives</li><li>• Re-reading what they have written to check that it makes sense</li><li>• Joining words and joining clauses using 'and'</li><li>• Beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark</li></ul> <p><b>The Train Ride</b></p> <ul style="list-style-type: none"><li>• Sequence sentences to form short narratives</li><li>• Re-read what they have written to check it makes sense</li><li>• Begin to punctuate sentences using a capital letter and question mark</li><li>• Use a capital letter for the personal pronoun I</li><li>• Read aloud their writing clearly enough to be heard by their peers and the teacher</li></ul>
--	---	--	---



# Copplesstone English Curriculum

## Year 1

Reading		
Autumn	Spring	Summer
<p><b>The High Street</b></p> <ul style="list-style-type: none"> <li>Being encouraged to link what they read or hear read to their own experiences</li> <li>Becoming very familiar with key stories, fairy stories and traditional tales, re-telling them and considering their particular characteristics</li> <li>Recognising and joining in with predictable phrases</li> <li>Predicting what might happen on the basis of what has been read so far</li> </ul> <p><b>Dear Santa</b></p> <ul style="list-style-type: none"> <li>Explaining clearly their understanding of what is read to them</li> <li>Discussing word meanings, linking new meanings to those already known</li> <li>Predicting what might happen on the basis of what has been read so far</li> <li>Being encouraged to link what they read or hear read to their own experiences</li> </ul>	<p><b>Little Red Riding Hood</b></p> <ul style="list-style-type: none"> <li>Develop pleasure in reading, motivation to read, vocabulary</li> <li>Listening to and discussing a wide range of stories at a level beyond that at which they can read independently</li> <li>Being encouraged to link what they read or hear read to their own experiences</li> <li>Becoming very familiar with fairy stories and retelling them and considering their particular characteristics</li> <li>Recognising and joining in with predictable phrases</li> <li>Understand both the books they can already read accurately and fluently and those they listen to by drawing on what they already know or on background information and vocabulary provided by the teacher</li> </ul> <p><b>Augustus and His Smile</b></p> <ul style="list-style-type: none"> <li>Develop pleasure in reading</li> <li>link what they read or hear read to their own experiences</li> <li>Discuss word meanings, linking new meanings to words they already know</li> <li>Understand books they can read accurately and those read to them, by drawing on what they already know or on background information and vocabulary provided by the teacher</li> </ul>	<p><b>Knights</b></p> <ul style="list-style-type: none"> <li>Listening to and discussing a wide range of stories at a level beyond that at which they can read independently</li> <li>Discuss word meanings, linking new meanings to those already known</li> <li>Understand both the books they can already read accurately and fluently and those they listen to by drawing on what they already know or on background information</li> <li>Explain clearly their understanding of what is read to them</li> <li>Participate in discussion about what is read to them, taking turns and listening to what others say</li> </ul> <p><b>Naughty bus</b></p> <ul style="list-style-type: none"> <li>Listen to and discuss a wide range of poems and stories</li> <li>Link what they read to their own experiences</li> <li>Recognise and join in with predictable phrases</li> <li>Discuss word meanings</li> <li>Discuss the significance of title and events</li> <li>Predict what might happen</li> <li>Explain clearly their understanding of what is read to them</li> </ul>



# Coplestone English Curriculum

## Year 1

	<p><b>Reptiles</b></p> <ul style="list-style-type: none"><li>• Listen to and discuss a wide range of non-fiction</li><li>• Discuss word meanings, linking new meanings to those already known</li><li>• Participate in discussion about what is read to them, taking turns and listening to what others say</li></ul> <p><b>Higglety Pigglety Pop!</b></p> <ul style="list-style-type: none"><li>• Recognising and joining in with predictable phrases</li><li>• Learning to appreciate rhymes and poems, and to recite some by heart</li><li>• Drawing on what they already know or on background information and vocabulary provided by the teacher</li><li>• Apply phonic knowledge and skills as the route to decoding words</li><li>• Read accurately by blending sounds in unfamiliar words containing GPCs that have been taught</li></ul>	<p><b>How to Hide a Lion at School</b></p> <ul style="list-style-type: none"><li>• Link what they read or hear read to their own experiences</li><li>• Discuss word meanings, linking new meanings to those already known</li><li>• Predicting what might happen on the basis of what has been read so far</li></ul> <p><b>Zim Zam Zoom</b></p> <ul style="list-style-type: none"><li>• Recognising and joining in with predictable phrases</li><li>• Discussing word meanings, linking new meanings to those already known</li><li>• Listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently</li><li>• Learning to appreciate rhymes and poems, and to recite some by heart</li><li>• Being encouraged to link what they read or hear read to their own experiences</li><li>• Participate in discussion about what is read to them, taking turns and listening to what others say</li></ul> <p><b>The Train Ride</b></p> <ul style="list-style-type: none"><li>• Listen to and discuss a wide range of poems and stories</li><li>• Link what they read to their own experiences</li><li>• Recognise and join in with predictable phrases</li><li>• Discuss word meanings</li><li>• Discuss the significance of title and events</li><li>• Predict what might happen</li><li>• Explain clearly their understanding of what is read to them</li></ul>
--	---	---



# Coplestone English Curriculum

## Year 1

Guided Reading sessions	
<b>Decoding:</b>	<ul style="list-style-type: none"><li>• Apply phonic knowledge and skills to decode words:<ul style="list-style-type: none"><li>- Blend accurately and speedily using known graphemes</li><li>- Re-read with fluency and confidence</li><li>- Read accurately</li><li>- Recognise when a word does not make sense</li></ul></li><li>• Read common exception words accurately</li></ul>
<b>Comprehension: Inference, Prediction, Clarifying, Questioning, Summarising:</b>	<ul style="list-style-type: none"><li>• In texts read to them and simple texts read themselves, make inferences on the basis of what is being said and done</li><li>• With support can link own experiences to what they read.</li><li>• Make predictions about reading:<ul style="list-style-type: none"><li>- from a title and front cover of a book.</li><li>- on the basis of what has been read so far</li></ul></li><li>• Discuss word meanings, making links to known vocabulary</li><li>• Raise simple questions about texts they read and that are read to them</li><li>• Answer simple, information retrieval questions about texts</li><li>• Link title to key events in a text</li></ul>
<b>Prosody: Language for Effect:</b>	<ul style="list-style-type: none"><li>• Recognise and join in with predictable phrases</li></ul>
<b>Themes and Conventions:</b>	<ul style="list-style-type: none"><li>• Retell familiar stories and rhymes and talk about their key features</li></ul>
<b>Reading for Pleasure:</b>	<ul style="list-style-type: none"><li>• Participate actively in listening and sharing a wide range of books</li><li>• Choose to read</li></ul>



# Copplesstone English Curriculum Year 1

Whole Class Read Aloud					
Autumn		Spring		Summer	
<ul style="list-style-type: none"> <li>• The Colour Monster - Anna Llenas</li> <li>• Daisy Eat Your Peas - Kes Gray and Nick Sharratt</li> <li>• Percy The Park Keeper - Nick Butterwoth</li> <li>• Beegu - Alexis Deacon</li> <li>• Cinnamon - Neil Gaiman</li> </ul>	<ul style="list-style-type: none"> <li>• Ruby's Worry - Tom Percival</li> <li>• Where the Wild Things Are - Maurice Sendak</li> <li>• Avocado Baby - John Burningham</li> <li>• Elmer - David McKee</li> <li>• African Tales - Gcina Mhlophe</li> </ul>	<ul style="list-style-type: none"> <li>• Lost and Found - Oliver Jeffers</li> <li>• Detective Dog - Julia Donaldson</li> <li>• Pearl Power - Mel Elliott</li> <li>• The Squirrels Who Squabbled - Rachel Bright</li> <li>• Funny Bones - Janet and Allan Ahlberg</li> </ul>	<ul style="list-style-type: none"> <li>• Cops and Robbers - Allan and Janet Ahlberg</li> <li>• Who's Afraid of the Big Bad Book? - Lauren Child</li> <li>• Not Now, Bernard - David McKee</li> <li>• The Emperor of Absurdia - Chris Riddell</li> <li>• You Can't Take an Elephant on the Bus - Patricia Cleveland-Peck</li> </ul>	<ul style="list-style-type: none"> <li>• The Day the Crayons Quit - Drew Daywalt and Oliver Jeffers</li> <li>• Room on the Broom - Julia Donaldson</li> <li>• On a Magical Do-Nothing Day - Beatrice Alemagna, translated from French by Jill Davis</li> <li>• The Dark - Lemony Snicket</li> <li>• Shine - Sarah Asuquo</li> </ul>	<ul style="list-style-type: none"> <li>• Fantastic Mr. Fox - Roald Dahl</li> <li>• I Can Only Draw Worms - Will Mabbitt</li> <li>• Super Worm - Julia Donaldson</li> <li>• It's Your World Now - Barry Falls</li> <li>• All are welcome - Alexandra Penfold</li> </ul>





# Coppelstone English Curriculum

## Year 1

Speaking & Listening		
Autumn	Spring	Summer
<p><b>You Choose</b></p> <ul style="list-style-type: none"> <li>Ask relevant questions to extend their understanding and knowledge</li> <li>Use relevant strategies to build their vocabulary</li> <li>Articulate and justify answers, arguments and opinions</li> <li>Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings</li> </ul> <p><b>The High Street</b></p> <ul style="list-style-type: none"> <li>respond appropriately to adults and their peers</li> <li>Ask relevant questions to extend their understanding and knowledge</li> <li>Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments</li> </ul> <p><b>Oi Frog!</b></p> <ul style="list-style-type: none"> <li>Recognising and joining in with predictable phrases</li> <li>Learning to appreciate rhymes and poems, and to recite some by heart</li> <li>Drawing on what they already know or on background information and vocabulary provided by the teacher</li> <li>Apply phonic knowledge and skills as the route to decoding words</li> <li>Read accurately by blending sounds in unfamiliar words containing GPCs that have been taught</li> </ul>	<p><b>Little Red Riding Hood</b></p> <ul style="list-style-type: none"> <li>Listen and respond appropriately to adults and their peers</li> <li>Ask relevant questions to extend their understanding and knowledge</li> <li>use relevant strategies to build their vocabulary</li> <li>Articulate and justify answers, arguments and opinions</li> <li>Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings</li> </ul> <p><b>Augustus and his Smile</b></p> <ul style="list-style-type: none"> <li>Ask relevant questions to extend their understanding and knowledge</li> <li>Use relevant strategies to build their vocabulary</li> <li>Articulate and justify answers, arguments and opinions</li> <li>Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings</li> </ul> <p><b>Reptiles</b></p> <ul style="list-style-type: none"> <li>Ask relevant questions to extend their understanding and knowledge</li> <li>Use relevant strategies to build their vocabulary</li> </ul>	<p><b>Knights</b></p> <ul style="list-style-type: none"> <li>Listen and respond appropriately to adults and their peers</li> <li>Ask relevant questions to extend their understanding and knowledge</li> <li>Use relevant strategies to build their vocabulary</li> <li>Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas</li> </ul> <p><b>Naughty bus</b></p> <ul style="list-style-type: none"> <li>Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments</li> </ul> <p><b>How to Hide a Lion at School</b></p> <ul style="list-style-type: none"> <li>Participate in discussions, presentations, performances, role play, improvisations and debates</li> </ul> <p><b>Zim Zam Zoom</b></p> <ul style="list-style-type: none"> <li>Participate in discussions, presentations, performances, role play, improvisations and debates</li> </ul>



# Coplestone English Curriculum

## Year 1

### Dear Santa

- Ask relevant questions to extend their understanding and knowledge
- Use relevant strategies to build their vocabulary

### Higglety Pigglety Pop!

- Pupils should be taught to select and use appropriate registers for effective communication

### The Train Ride

- Listen and respond appropriately to adults and peers
- Use relevant strategies to build their vocabulary
- Participate in discussions