

Southrop Curriculum Overview English Key Stage 1

YEAR 1 AND 2: CYCLE 1 - 2021/2022

English Unit and Texts	Composition	Grammar	Punctuation	Spelling	Handwriting
<p>Stories with familiar settings Tiger who came to tea by Judith Kerr.</p> <p>Instruction Writing How to wash a Woolly Mammoth by Michelle Robinson and Kate Hindley.</p> <p>Traditional Poems Heres the ladies knives and forks, Arabian Nights, A Sailor went to Sea, Sea, Sea, Row, row, row your boat.</p> <p>Postcards and Letters Dear Teacher by Amy Husband and John Patrick McHennessy by John Burningham Dear Greenpeace</p> <p>Fables and Traditional tales - The Little Red Hen / Aesop’s Fables</p> <p>Songs and Repetitive Poems Wings by Pie Corbett, See me walking by Clive Webster, The Magic Box by Kit Wright, London’s Burning, Riding down to Boxland by Michael Rosen</p> <p>Stories - Settings TheTinForest The Whales’ Song.</p> <p>Favourite Poems Windy Nights / The Tyger / Jabberwocky</p> <p>Recounts / Biographies Farmer Duck by M Waddell / Can’t you sleep Little Bear? Famous people.</p> <p>Adventure Stories Flat Stanley by Jeff Brown</p> <p>Information Texts Harry and the Bucketful of Dinosaurs by I Whybrow</p> <p>Poetry Protecting the planet / Dinosaurs and all that rubbish M. Foreman/ Roslyn Brewster – Princess Bee /Jed’s really useful poem by Ragnhild Scamell</p>	<p>Year 1 write sentences by: - 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. -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>Year 2 Develop positive attitudes towards and stamina for writing by: - Writing narratives about personal experiences and those of others (real and fictional) - Write about real events, recording these simply and clearly. - Write effectively and coherently for different purposes, drawing on their reading to inform the vocabulary and grammar of their writing.</p> <p>Consider what I am going to write before beginning by: -Planning or saying out loud what I am going to write about, including ideas and/or key words, including new vocabulary. - Make simple additions and revisions and proof reading correction to their own writing. - Evaluating their writing with the teacher and other pupils. -Re-reading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verb in the continuous form. -Proofreading to check for errors in spelling, grammar and punctuation. -Read aloud what they have written with appropriate intonation.</p>	<ul style="list-style-type: none"> • Form simple sentences and compound sentences • Form Nouns • Vowels and Consonants • Demarcating sentences • Forming Nouns using –ness • Punctuating Sentences • Adjectives • Compound words • Adjectives with –er and –est • Subordination • Statements and Exclamations • Noun phrases • Homophones • Forming adjectives using –ful and –less • Questions and commands • Sentence writing • Verbs • Singular and plural • Adverbs with –ly • Commas in lists • Changing adjectives into adverbs • Word classes • Coordination • Apostrophes for Possession • Past and Present Tense • Recapping Pronouns • Forming nouns –er • Progressive tense • Apostrophes for Contractions • Uplevelling Sentences 	<ul style="list-style-type: none"> • Use full stops • Use capital letters for the most sentences • Use question marks for questions (what, where, when, why, how?) • Start to use exclamation marks to show excitement • Use the punctuation taught at KS1 mostly correctly. 	<ul style="list-style-type: none"> -Segment spoken words into sounds before choosing graphemes to represent the sounds -Spell common exception words -Write words with adjacent consonants - Spell compound words - Divide words into syllables - Spell words containing each of the 40+ phonemes already taught - Spell the days of the week - Make recognisable attempts at spelling words not known using my phonics knowledge - Apply simple spelling rules - Spell words with plurals (s and es) - Write from memory simple sentences dictated by the teacher. - Add suffixes to spell most words correctly in their writing. - Learning new ways of spelling phonemes for which 1 or more spellings are already known, and learn some words with each spelling, including a few common homophones - Learning to spell compound words - Spell some words in the contracted form using the apostrophe - Use the possessive apostrophe (singular nouns) 	<ul style="list-style-type: none"> - 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. - Form lower case letters of the correct size relative to one another. - Start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined. - Write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters. - Use spacing between words that reflects the size of the letters. <p>Curly Caterpillar Letters C, a, o, q, g, d, e, s, f.</p> <p>Ladder Letters L, l, j, t, u, y.</p> <p>Robot Letters R, m, n, h, b, k, p.</p> <p>Zigzag monster letters V, w, x, z.</p>

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YEAR 1 AND 2: CYCLE 2 – 2022/2023

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<p>Autumn 1 Topic – Under the Sea Stories with repetitive language : Tiddler by Julia Donaldson</p> <p>Information Texts : Labels, lists, captions and features of information texts: The great white man eating shark by Margaret Mahy</p> <p>Descriptive Writing: Not Quite Narwhal by Jessie Sima</p> <p>Poems linked with 'Under the Sea' topic: Commotion in the Ocean Giles Andreae</p> <p>Autumn 2 Topic – Blast off to Space! Recounts and Short Narratives : Man on the Moon by Simon Bartram</p> <p>Persuasive Writing: Beegu by Alexis Deacon</p> <p>Letter writing: Harvey Slumfenburger Christmas Present by John Burningham</p> <p>Adventure Stories: Mog's Christmas by Judith Kerr</p> <p>Spring 1 Topic – Wild Africa Repetitive patterns: Handa's Surprise / Handa's Hen by Eileen Browne, Bringing the Rain to the Kapiti Plain by Verna Aardema, We all went on a safari by Laurie Krebs</p> <p>Traditional Tales from other cultures: Anansi the spider by Gerald McDermott</p> <p>Performance Poetry – Song of the Animal World, traditional poem</p> <p>Spring 2 Topic – We are Britain Playscript: Midsummer's Night Dream by William Shakespeare</p> <p>Fiction: The Magic Finger by Roald Dahl</p> <p>Author study: Beatrix Potter book collection</p> <p>Instructions – Prepare afternoon</p> <p>Summer 1 Topic – Turrets and Tiaras Report Writing : The Queen's Knickers by Nicholas Aallan</p> <p>Fantasy Stories including descriptive writing: Dragons tell me a dragon Jackie Morris</p> <p>Fairytales featuring Castles: Rapunzel, Igloo Books</p> <p>Non-fiction Chronological Texts: Castles – life in a castle</p> <p>Summer 2 Topic – Percy in the Park Information texts – creating booklets: Park animals Percy the Park Keeper Collection by Nick Butterworth and a range of Non Fiction books on parks and animals</p> <p>Nature Poetry: Nut Tree, What do you do on a Nature Walk</p> <p>Diary Entry : Meerkat Mail by Emily Gravett followed by Diary entry of trip to Pittville Park</p>	<p>Year 1 Plan and write sentences by: - 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. -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>Year 2 Develop positive attitudes towards and stamina for writing by: - Writing narratives about personal experiences and those of others (real and fictional) - Write about real events, recording these simply and clearly. - Write effectively and coherently for different purposes, drawing on their reading to inform the vocabulary and grammar of their writing.</p> <p>Make simple additions and revisions and proof reading correction to their own writing. - Evaluating their writing with the teacher and other pupils. -Re-reading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verb in the continuous form. -Proofreading to check for errors in spelling, grammar and punctuation. -Read aloud what they have written with appropriate intonation.</p>	<ul style="list-style-type: none"> • Form simple sentences and compound sentences • Form Nouns • Vowels and Consonants • Demarcating sentences • Forming Nouns using –ness • Punctuating Sentences • Adjectives • Compound words • Adjectives with –er and –est • Subordination • Statements and Exclamations • Noun phrases • Homophones • Forming adjectives using –ful and –less • Questions and commands • Sentence writing • Verbs • Singular and plural • Adverbs with –ly • Commas in lists • Changing adjectives into adverbs • Word classes • Coordination • Apostrophes for Possession • Past and Present Tense • Recapping Pronouns • Forming nouns –er • Progressive tense • Apostrophes for Contractions • Uplevelling Sentences 	<p>Use full stops</p> <ul style="list-style-type: none"> • Use capital letters for the most sentences • Use question marks for questions (what, where, when, why, how?) • Start to use exclamation marks to show excitement • Use the punctuation taught at KS1 mostly correctly. 	<ul style="list-style-type: none"> -Segment spoken words into sounds before choosing graphemes to represent the sounds -Spell common exception words -Write words with adjacent consonants - 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Form lower case letters of the correct size relative to one another. - Start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined. - Write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters. - Use spacing between words that reflects the size of the letters. <p>Curly Caterpillar Letters C, a, o, q, g, d, e, s, f.</p> <p>Ladder Letters L, l, j, t, u, y.</p> <p>Robot Letters R, m, n, h, b, k, p.</p> <p>Zigzag monster letters V, w, x, z.</p>