



Subject: English Topic: Let's go! year group: 1 Term: Autumn 1

National Curriculum Objectives

Transcription

spell:

- ♣ words containing the phonemes already taught.
- ♣ common exception words.

Handwriting:

- ♣ 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

Composition

- ♣ write sentences by:
- ♣ saying out loud what they are going to write about
- ♣ composing a sentence orally before writing it

Grammar and Punctuation

develop their understanding of the concepts by:

- ♣ leaving spaces between words
- ♣ beginning to punctuate sentences using a capital letter and a full stop.

Prior Learning

In EYFS: Children learnt phase 2, phase 3, and phase 4 short vowels phonics. They learnt how to apply these in words and simple captions and sentences in phonics lessons and in Drawing Club.

They learnt how to form letters correctly, starting in the right place, although some children will still need support with this.

Children practised saying their ideas out loud and using their phoneme fingers to help with spelling.

Future Learning

In Year one:

Using capital letters and full stops more accurately.
Forming letters in letter families, knowing where to start and end letters. Ensuring descenders and ascenders are clear. Writing on the line with more consistency
Saying ideas out loud and holding a sentence in their head.
Sequencing sentences to form short narratives.

In Year two: learning new ways of spelling phonemes for which one or more spellings are already known, and learn some words with each spelling, including a few common homophones.

Punctuating sentences with capital letters, full stops, question marks and exclamation marks.

Key Questions

What could we write?

What sounds can you hear in that word? Can you see your segmenting fingers?

What is the first sound?
Where is that on the Phonics mat?

What does that letter look like? How do we form that letter?

What does the capital look like?

Substantive Knowledge - In KS1 writing, **substantive knowledge** is the "what"—the facts and technical skills like spelling, handwriting, grammar, and text structure (e.g. using capitals, full stops, conjunctions)

Transcriptional Skills: Children will practise spelling common exception words from phases 2,3 and 4. They will practise applying their phase 2, 3 and 4 (short vowel) phonics and begin to use these spellings in dictated sentences. They will practise their letter formation (handwriting).

Grammar & Punctuation: Children will practise writing dictated sentences using full stops and capital letters. They will write their own sentences, spelling carefully and punctuating them. Children will know that they don't just put a full stop at the end of a line, but at the end of a sentence.

Vocabulary: Children will learn new word and their meanings to use in writing. They will learn new vocabulary that links to the books they look at.

Composition: Children will begin saying their ideas out loud and holding a sentence in their head.

Disciplinary Knowledge - *Disciplinary knowledge* is the "how"—It is the ability to plan, evaluate and edit text and apply substantive knowledge, and apply skills for specific purposes, audiences, and genres, turning technical skills into purposeful writing.

Planning and Drafting: Organizing ideas before writing, such as collecting useful vocabulary before writing.

Editing and Evaluating: (All with adult discussion and support). Re-reading work to check it makes sense. improving vocabulary choices, and correcting spelling errors/missing punctuation. Have they remembered capital letters and full stops? Is that word spelt correctly? Can they spell tricky words correctly?

Compositional Choices: Combining words and sentences in various ways to create effects, such as choosing describing words to improve a sentence.

Sequence of lessons (start first full week)

1.Red Riding Hood

Sticky Knowledge

- Letter formation (Use LW program)
- Recent spelling linked to recent phonics
- Spelling day of the week or tricky word

Intent: To be able to write a list

Substantive knowledge

Composing - saying our ideas out loud – What would YOU put in the basket for gran?

Using segmenting fingers to find sounds in words (phase 2,3 and 4 short vowel). Finding the GPCs on the sound mats in classroom and on individual mats.

Formation of letters.

Where to write on the page.

Disciplinary knowledge

Making choices about which words to use (which things to put in basket). Are there any words that would be even better?
Fixing any spelling. Fixing any letter formation.

2. Red Riding Hood

Sticky Knowledge

- Letter formation (Use LW program)
- Recent spelling linked to recent phonics
- Spelling day of the week or tricky word

Intent: To be able to write simple sentences

Substantive knowledge

Composing – what COULD we write to go with this picture?

Sharing sentences.

Dictated sentences – repeat and support to hold the sentence in their head. **Own sentences** to go with a picture
Count the words in the sentence. Segmenting each word and finding on the phonics mats (classroom and individual) {Phase 2, 3 and 4 short vowel}. Finding any tricky words on mats and in classroom. Formation of letters. Where to write on the page.

Disciplinary knowledge

Fixing any spelling. Fixing any letter formation. Can any of them read their work back?

3. The Shopping Basket

Sticky Knowledge

- Letter formation (Use LW program)
- Recent spelling linked to recent phonics
- Spelling day of the week or tricky word

Intent: To be able to write a list

To be able to write simple sentences

Substantive knowledge

Composing - saying our ideas out loud – What would YOU put on the list for the shop?

Using segmenting fingers to find sounds in words. Finding the GPCs on the sound mats. Formation of letters. Where to write on the page.

Composing – what COULD we write to go with this picture? **Dictated sentences** – repeat and support to hold the sentence in their head. Count the words in the sentence. **Own sentences** to go with a picture. Segmenting each word and finding on the phonics mats (phase 2,3 and 4 short vowel) . Finding any tricky words on mats and in classroom. Formation of letters. Where to write on the page.

Disciplinary knowledge

Fixing any spelling. Fixing any letter formation. Can any of them read their work back?

4. The shopping basket

Sticky Knowledge

- Letter formation (Use LW program)
- Recent spelling linked to recent phonics
- Spelling day of the week or tricky word

Intent: To be able to write a list

To be able to write simple sentences

Substantive knowledge

Composing - saying our ideas out loud – What would YOU put on the list for the shop?

Using segmenting fingers to find sounds in words. Finding the GPCs on the sound mats (phase 2,3 and 4 short vowels)
Formation of letters. Where to write on the page.

Composing – what COULD we write to go with this picture?

Dictated sentences – repeat and support to hold the sentence in their head. **Own sentences** to go with a picture
Count the words in the sentence.

Segmenting each word and finding on the phonics mats.

Finding any tricky words on mats and in classroom.

Formation of letters. Where to write on the page.

Disciplinary knowledge

Fixing any spelling. Fixing any letter formation. Can any of them read their work back?

5. The Tiger who came to tea

Sticky Knowledge

- Letter formation (Use LW program)
- Recent spelling linked to recent phonics
- Spelling day of the week or tricky word

Intent: To be able to write a list

To be able to write simple sentences

Substantive knowledge

Composing - saying our ideas out loud – What might mum have to go and buy now the tiger has been? What if we added more than one? Adding 's'

Using segmenting fingers to find sounds in words. Finding the GPCs on the sound mats (phase 2,3 and 4 short vowels plus suffix 's' for plurals (drinks, snacks, buns, tins etc) . Formation of letters. Where to write on the page.

Composing – what COULD we write to go with this picture?

Dictated sentences – repeat and support to hold the sentence in their head. Count the words in the sentence.

Segmenting each word and finding on the phonics mats.

Finding any tricky words on mats and in classroom.

Formation of letters. Where to write on the page.

Disciplinary knowledge

Fixing any spelling. Fixing any letter formation. Can any of them read their work back?

6. The Tiger who came to tea

Sticky Knowledge

- Letter formation (Use LW program)
- Recent spelling linked to recent phonics
- Spelling day of the week or tricky word

Intent: To be able to write a list

To be able to write simple sentences

Substantive knowledge

Composing – what COULD we write to go with this picture?

Dictated sentences – repeat and support to hold the sentence in their head.

Count the words in the sentence.

Segmenting each word and finding on the phonics mats.

Are any of the words plural? (chips, snacks, lamps, lights, drinks etc) Finding any tricky words on mats and in classroom. Formation of letters. Where to write on the page.

Disciplinary knowledge

Fixing any spelling. Fixing any letter formation. Can any of them read their work back?

Knowledge organiser

- **Segmenting fingers** used by children to support with spelling. Adults should model this.
- Children use the **phoneme mats** to identify the GPCs they need before spelling words. They should use the Tricky word mats to help identify those before spelling. Adults should model this.
- Children write **dictated sentences** in every writing lesson. These will use GPCs and tricky words already taught. Children who then write their own independent sentences should use the phoneme mats and tricky word mats to help them with their spelling.
- Children will be supported to hold a sentence in their head.
- Children often struggle hearing plurals in words. Many EAL children do not use plurals in the same way in their home language. Lot of modelling of simple plurals with the suffix 's' (link to reading books.)

This term in phonics we are teaching Reception summer 2 (Phase 4 with long vowels) prior to moving onto the Y1 programme of study (due to stop and secure) Writing should be from a point of security using phase 2, 3 and 4 short vowels.

Red Riding Hood – Traditional tale

We will write a list of things to give to gran. We will write dictated sentences to go with the story. We will write dictated sentences to describe the wolf. Children will write their own sentences.

Phase 2 words	Phase 3 words	Phase 4 (short vowel)	
path, basket, bag,	Woods, long, food,	gran, grass, snack, drink, milk, forest	



Suggestions for **dictated sentences** (add your own ideas within the phonics we have learnt. She went down the path.

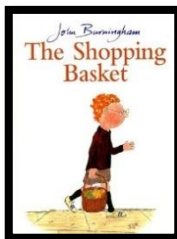
She went in the forest. She went past the grass. She went to see her gran. Her gran was ill. She put it in her bag. She put it in her basket. She took the food to gran. Her has big/sharp teeth. He has big ears. He has big feet. He has a long tail. His teeth are sharp. He is cross. He looks

The Shopping basket – John Burningham

We will write a note from mum with lists of things you might get from the shop (food and any other items they would like to get)

We will write dictated sentences to retell parts of the story. Children will write their own sentences.

Phase 2 words	Phase 3 words	Phase 4 (short vowel)
bag, mum, shop, get, gap, dog, eggs, hug, pig, fat, pink, basket, back	Down, railings, goat, took, near	List, crisps, tent, street, went, pinch, cross



Suggestions for **dictated sentences** (add your own ideas within the phonics we have learnt,)

Go to the shop. Mum said go to the shop for me. Pop to the shop for me. He went up the road. He went down the street. He took his basket. He took his bag to the shop. Look at the list said mum. Let me have the basket. I will pinch the food. Mum said I need some eggs. There was a little pink pig near the railings. The goat was cross. I need some food said the dog. Put in some eggs. Put in some buns. Add some pans. Get some jars of jam.

The Tiger who came to Tea – Judith Kerr

We will write lists of things mum needs to go and buy after the Tiger ate and drank everything. This could be foods and equipment (pans, dish, jug etc)

They will write dictated sentences to retell parts of the story. Children will write their own sentences.

Phase 2 words	Phase 3 words	Phase 4 (short vowel)
sat, sit, mum, dad, peckish, bun, dish, pot, jug, pan, tins, bath, tap, shop, chips, with, bun, bap, fish,	down, chair, morning, food, cooking, coat, dark, lights, road	went, snack, just, left, drink, milk, street, lamps



Suggestions for **dictated sentences** (add your own ideas within the phonics we have learnt,)

He sat down on a chair. He felt peckish. Mum was cooking. He had all the **buns** on the dish. He had all the drink in the jug. He took all the food in the **tins**. He can have some **buns**. He drank the milk. He had all the food and all the drink. He took the **snacks** and left. She can not get a bath. We need to go to the shop. In the morning mum went to the shop. Dad said we can go and get some food. She put on her red coat. They went down the road to get some food. She had fish and **chips**. They went out in the night. The street **lamps** went on. The **lights** were on in the dark.