



Subject: English Topic: A Big City Adventure year group: 1 Term: Spring 1

National Curriculum Objectives

Transcription - spell:

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

- ♣ Using the prefix un-

Handwriting:

- ♣ form all lower-case letters in the correct direction, starting and finishing in the right place
- ♣ form capital letters

Composition write sentences by:

- ♣ 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

Grammar and Punctuation - develop their understanding of the concepts by:

- ♣ leaving spaces between words
- ♣ joining words and joining clauses using 'and'
- ♣ 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'

Prior Learning

In the Autumn term, children practised writing sentences using phase 4 phonics. They included capital letters and full stops.

Children began to learn phase 5 phonics

They retold stories by writing a sequence of sentences.

They described characters and settings from familiar stories using simple adjectives

Future Learning

In Spring 2 children will write narratives with a beginning, middle and end to retell stories.

They will use adjectives, include those with the suffix -er and -est to describe characters.

They will identify the features of letters, and plan and write a letter to a character.

Key Questions

What will you write?

How many words are in your sentence?

Can you use your segmenting fingers?

What sort of sentence is it?
What punctuation do you need?

What will you write next?

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 5. They will practise applying their phase 5 phonics and use these spellings in dictated sentences and in their own compositions. In dictated sentences, spelling will be accurate, but in own compositions, some words will be spelt in a phonetically plausible way, even if not always correctly. They will practise their letter formation (handwriting).

Grammar & Punctuation: Children will practise writing dictated sentences and their own compositions using full stops and capital letters. They will leave spaces between words. They will also use the conjunction 'and' to join ideas. Children will practise using the prefix un- to words. Using the suffix -ed for the past tense. In their recount, children will use the capital 'I' for their personal pronoun.

Vocabulary: Children will learn new words and their meanings to use in writing. They will use story vocabulary to help them retell stories.

Composition: Children will begin saying their ideas out loud. They will practice orally joining ideas using 'and'. They will write their own sentences after composing them orally. They will retell stories and write a recount of a real event.

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: Children will have opportunities to plan what to write - organizing ideas before writing and collecting vocabulary to help them write character descriptions and retell stories.

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, full stops or question marks? 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. Does that sound right? Is there a better word you could use here?

Sequence of lessons

1. Character Description - Beegu – Alexis Deacon

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 add the prefix un- to words To write a character description with simple adjectives. To use 'and' to join ideas.

Write words with the prefix un- added to change the meaning. Write dictated sentences include words with the prefix un-. Use the conjunction 'and' to join ideas together. Write a description of Beegu – How does she look. How does she feel at different parts of the story and why? Orally discuss ideas.

Disciplinary knowledge Plan what to write – collect useful vocabulary to describe how Beegu looks and feels – include some words with the prefix un-. Read own writing back to check that it has capital letters, full stops, careful spelling. Are there any better words they could use?

2-3. Narrative retell – Beegu by Alexis Deacon (plan and write beginning, middle and end)

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 plan what to write. To be able to sequence sentences to write a narrative. To write in the past tense using -ed

Substantive knowledge

Use capital letters and full stops. Some dictated sentences using phase 5 sounds plus own compositions. Use phonics carefully to spell words. Write dictated sentences in the past tense using -ed. Orally retell the story using images to support. Write beginning, middle and end of the story separately. Include 'and'. Have images to support with the retell.

Disciplinary knowledge Plan what to write – collect story vocabulary to match with main images from the story. Read own work back and check for mistakes/missing words/spelling errors. Read work to others to see if they can improve any sentences by adding or changing vocabulary.

4. Character Descriptions – The Eyebrows of Doom!

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 plan what to write. To use adjectives to describe. To use the prefix un-

Substantive knowledge

Use phonics carefully to spell words. Describe the naughty things the eyebrows did in the story. Recap prefix un- and use in description. Use capital letters and full stops. Some dictated sentences using phase 5 sounds plus own compositions. Use the conjunction 'and' to join ideas.

Disciplinary knowledge

Plan what to write by choosing favourite parts of the story and collecting vocabulary to describe the bad things the eyebrows did – Have images to support. Read own work back and check for mistakes/missing words/spelling errors. Read works to others to see if they can improve any sentences by adding or changing vocabulary.

5 Recounts – what are the features?

Sticky Knowledge

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

Intent: To identify the features of a recount. To plan what to write.

Substantive Knowledge

Read some simple recounts and identify the features (past tense, in chronological order, 'I' capitals for personal pronoun. Sequence images and orally retell simple recounts. Dictated sentences in the past tense using the suffix -ed using verbs that might be helpful for next week.

Disciplinary Knowledge

Collect useful vocabulary (weddings – link to RE)

6 Recount of a real event (Role play wedding)

Sticky Knowledge

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

Intent : To write a recount. To write in the past tense

Substantive Knowledge

Orally recount the role-play wedding using images to support. Write a sequence of sentences in chronological order. Add the suffix -ed to verbs. Write in the past tense with some consistency (not switching between tenses). Write some dictated sentences and some own compositions. Spell carefully using known phonics. Spell tricky words carefully.

Disciplinary Knowledge

Plan own recount using photos to support. Read own work back and check for mistakes in spelling, letter formation, and missing words. Can they improve their recount in any way? Have they used any subject specific vocabulary (weddings)?

Knowledge organiser

Beegu
Descriptive Words

How Could We Describe Beegu? alien, alone, cute, friendly, little, lost, sad, small, soft, yellow, young	How Could We Describe Space? big, black, cold, cosmic, dark, endless, mysterious, quiet, starry, vast
How Might Beegu Feel after Her Spaceship Crashed? afraid, frightened, hopeful, lonely, nervous, scared, shocked, upset, worried	What Are the Children Doing in the Playground? hugging, jumping, laughing, playing, running, sharing, skipping, smiling, talking, waving
How Might Beegu Feel When Her Parents Find Her? calm, glad, grateful, happy, pleased, relieved, thankful	How Could We Describe the Spaceship? broken, curved, fast, flying saucer, grey, metal, round, shiny, silver

Prefix -un

A prefix is a 'beginning' used at the start of a root word to turn it into another word.

zip	unzip	fair	unfair
well	unwell	certain	uncertain
fold	unfold	wrap	unwrap
pack	unpack	clear	unclear
even	uneven	healthy	unhealthy
kind	unkind	safe	unsafe
happy	unhappy	lucky	unlucky
cover	uncover		

Narrative Texts in year 1

- **Clear Sequence:** A beginning, middle, and end.
- **Chronological Order:** Events happen in time order.
- **Basic Characters:** Simple human or animal participants.
- **Familiar Settings:** Easily recognisable places, like a park or woods.
- **Simple Plot:** A basic problem that gets solved

Children will:

- Listen to each other's oral story ideas and ask relevant questions to find out more about each part of the sequence (to support with adding more detail/clarifying what happened)/
- Plan and write a retell a part of a familiar story, or use it as a format to help write their own.

Grammar Focus

- **Past Tense:** Stories are written in the past tense – ed
- Separation of words with spaces.
- Capital letters and full stops
- Capital letters for names and the personal pronoun 'I'

Story Vocabulary: Formulations like "Once upon a time", "The next day", or "Suddenly".

Simple Descriptions: Basic adjectives to describe colour, size, or feelings (e.g., "big bear", "sad girl").

Cohesion: Joining words and joining clauses using 'and' and 'but'.

Character descriptions in year 1

Children will:

- Listen to each other's oral descriptions of the characters, and ask relevant questions to find out more to support with adding more detail/clarifying. Plan and write a description of a character from a well known story.

Grammar Focus

- **Present tense:** descriptions can be written in past or present but we want to practise present using
- **Adjectives**, including those or beginning with the prefix un-
- Separation of words with spaces.
- Capital letters and full stops
- Capital letters for names.

Simple Descriptions: Basic adjectives to describe colour, size, or feelings (e.g., "big bear", "sad girl").

Cohesion: Joining words and joining clauses using 'and'

Recount Texts in Year 1

A recount describes incidents from their own experience in chronological order using basic sequencing words, for example, 'first', 'then', 'after that'. Children will:

- listen to other's oral recounts and ask relevant questions to find out more about the event being recounted (to support with adding detail/clarifying what happened)
- Read modelled recounts and begin to recognise generic structure, e.g. chronologically ordered sequence of events, use of time words like **first, next, after, when etc.**
- Answer simple 'when', 'who', 'where' comprehension questions about a simple recount.
- Write simple first-person recounts linked to personal experience, incorporating at least 3 chronological 'events' in order, maintaining past tense and consistent use of first person (I).

Grammar Focus

- Past tense – use of '-ed'
- Regular plural noun suffixes -s or es, including the effects of these suffixes on the meaning of the noun.
- Separation of words with spaces.
- Capital letters and full stops (sometimes include questions in the introduction)
- Joining words and joining clauses using 'and' and 'but'
- Capital letters for names and the personal pronoun 'I'

Features of a Narrative text Year 1

First → Next sequencing	beautiful little funny Adjectives
and because Conjunctions	Capital/lower case letters Full stops Handwriting (ascenders/descenders)
walked rushed	Once upon a time one day story language

Character Description – Year 1

adjectives to describe how they look. Adjectives	Capital/lower case letters Finger spaces Full stops
prefixes and suffixes un- -er -est -ing	Say how they act, how they are feeling, how they move.

Recount checklist year 1

First → Next sequencing	Past tense
adjectives Adjectives	'and' 'but' Conjunctions
Capital/lower case letters Full stops Finger spaces Handwriting (ascenders/descenders)	