

Growing together to achieve international success

## YEAR 1 ANNUAL PLANNING - ENGLISH

Topics to be covered	Vocabulary, grammar and punctuation	Spelling	Comprehension	Composition	Anthology
9 <sup>th</sup> September – 25 <sup>th</sup> October	Adding –s  Adding es  Adding ending to root words (-ing)  Adding ending to root words (-ed)	Adding s to make a plural  Adding es to make a plural  Adding (-ing) to a root word  Adding (-ed) to a root word	Key stories	Stories with familiar settings	Story structure  Adventure stories
4 <sup>th</sup> November – 20 <sup>th</sup> December	Adding ending to root words (-er)  Adding ending to root words (-est)  Adding the prefix – un	Adding (-er) to a root word  Adding (-er) and (-est) to adjectives  Adding the prefix – un	Fairy Stories	Fairy Stories	Fairy tales x2  Magical characters
8 <sup>th</sup> January – 14 <sup>th</sup> February	Building sentences  Building more complex sentences  Building sentences using “and”  Building more complex sentences using “and”	Spelling ff, ll, ss and zz  Spelling ck after a short vowel  Spelling nk	Traditional Tales	Fantasy Stories	Traditional tales  Imaginary worlds
25 <sup>th</sup> February – 4 <sup>th</sup> April	Leaving spaces between words  Using a capital letter and a full stop  Using a question mark	Spelling words with two syllables  Spelling the “ch” sound “tch”  Spelling words that end in a “v” sound	Rhymes and poems x2	Poetry: The senses  Poetry: Patterns  Poetry: My favourite	Rhymes and poems x3

22 <sup>nd</sup> April – 23 <sup>rd</sup> May	Using an exclamation mark  Using a capital letter for names of people  Using a capital letter for names of places  Using a capital letter for days of the week	Spelling –ph  Spelling –wh  Spelling the days of the week	Rhymes and poems  Reading instructions	Poetry: My favourite  Instructions and explanations	Rhymes and poems x2  Instructions Letters
2 <sup>nd</sup> June – 6 <sup>th</sup> July	Using a capital letter for “I”  Punctuating sentences  Punctuation review	Spelling words ending in –y  Spelling words with –k  Spelling compound words	Reading reports  Reading recounts	Writing simple reports  Writing simple recounts  Review all	Reports  Recounts  Information texts x2

### YEAR ONE, YEAR OVERVIEW, ENGLISH

Language structure	Standard English	Vocabulary/ language structure	Punctuation	Subordinate clause word list
Nouns Verbs Adjectives Connectives Pronouns Prepositions Articles Statements Questions Commands Phrases	Tense agreement Subject-verb agreement Double negatives Use of I and me Contractions	Word meaning Vocabulary content Concision and precisions in vocabulary Synonyms Antonyms Word groups / families Prefixes Suffixes Singular and plural	Capital letters Full stops Question marks Exclamation marks Finger spaces	<b>Coordination</b> and

Year group	Word structure	Sentence structure	Text structure	Punctuation	Vocabulary
1	Formation of nouns using suffixes such as –ing, –ed  Use of the suffixes –er and –est to form comparisons of adjectives and adverbs	Coordination using “and” Expanded noun phrases for description and specification (e.g. the blue butterfly, plain flour, the man in the moon)	Correct choice and consistent use of present tense and past tense throughout writing.  Use of the continuous form of verbs in the present	Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences.	Verb tense (past, present) adjective noun suffix

		Sentences with different forms: statement, question, exclamation.	and past tense to mark actions in progress (e.g. she is drumming, he was shouting).		
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## **2. CONTENTS**

- Read easily, fluently and with good understanding.
- Develop the habit of reading widely and often, for both pleasure and information.
- Acquire a wide range of vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language.
- Appreciate our rich and varied literary heritage.
- Write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences.
- Use discussion in order to learn; they should be able to elaborate and explain clearly their understanding of ideas.
- Being competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debates.

## **3. ASSESSMENT CRITERIA**

Reading skills 25%

Oral skills 25 %

Writing skills 25 %

Listening skills 25%

## **4. ASSESSMENT TOOLS**

READING AND WRITING	ORAL AND LISTENING
Various classroom tasks.	Individual and collective questions
Varying activities to evaluate each student (textbook/ photocopiable worksheets/ written tests).	Dialogue
Group work	Oral presentations
Interactive ICT activities.	Oral test
Collins workbooks	

## **5. METHODOLOGY**

Communicative and active methodology along with class participation and demonstration. It is known that, for the learning process to take place, there are a few factors that should never be forgotten in the way we

teach our students:

- Motivating and caring about your students' interests. A motivated child is a child that learns.
- Awakening your students' curiosity by letting them experience the language to communicate with others.
- Treating them as individuals and respecting the way they learn and their learning pace. Each child is different. Religion, culture, sex and opinions should be respected and accepted.

Taking these into account, we have the key to guide our students through a **meaningful learning context**, therefore all lesson plans should be structured around the following aspects:

- Linguistic and communicative aspects
- Cultural and sociocultural aspects (not just English, but the children's backgrounds as well)
- Cross-curricular aspects

It is important to give students a more **active and communicative role in their own learning process**. We as teachers should mediate and facilitate the learning. We should let them be the centre of their own learning and let them learn through experience, working on their own findings, and finally give them learning situations to work on their communicative skills at an early age. When teaching a language, we should present students with accessible "hands-on" projects, tangible and known things for them **to get engaged in the learning process**, with a focus on fluency at first rather than on accuracy, as a comprehensive knowledge of the language comes with practice and time. Yet it is important to take into consideration what type of students we are dealing with - what is good for one group of students might not work for another.

## **6. LEARNING STRATEGIES AND TOOLS**

- Textbooks: there are four, one-hour lessons of English per week at Key Stage 1 in year 1. They are set out as follows: Day 1: Spelling, Day 2: Vocabulary, grammar and punctuation, Day 3: Comprehension, Day 4: Alternating composition, anthology, reading – book reviews, class reader and develop pleasure for reading.
- Every day we go through a session of phonics, as this school year phase 5 and 6 phonics have to be mastered.
- Individual reading with the teacher every three weeks.
- We will be working in assembly to do our daily routines: morning song, date and weather.
- We will be using manipulatives as well as online games and interactive videos.
- We will have a loan system and book exchange every week.
- We will be taking spelling tests from one week to the next.