ALTRINCHAM CE AIDED PRIMARY SCHOOL

ACE English Curriculum
Robins: Reception/Year 1

Autumn

Class novel and core texts:

Drawing Club: *Room on the Broom, The Three Little Pigs, Not Now, Bernard, The Leaf Thief, Mr Benn, Funnybones*

Diversity texts: *So Much, The Big Book of Families, Through the Eyes of Me, Amazing, Two Homes*

Year 1 core texts: *The Twits, The Owl Who Was Afraid of the Dark, The Colour Monster, The Queen's Hat, Handa's Surprise, The Tiger Who Came to Tea, The Whale Who Wanted More, Polar Bear, Polar Bear, What Do You Hear?, Toys and Games*



Class novel and core texts:

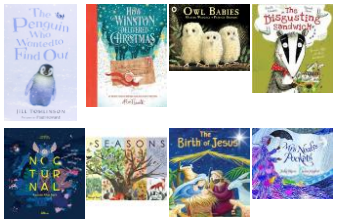
Drawing Club: *Pumpkin Soup, Leo & the Octopus, Paper Chase, The Koala Who Could, The Story of the Little Mole, The Snowman, The Christmas Pine*

Repetition: *We're Going on a Bear Hunt, Little Rabbit Foo Foo, Brown Bear, Brown Bear, The Little Red Hen, Oi Frog!*

Non-fiction: *Tree Seasons, Autumn and Winter*

Diversity texts: *Lulu's First Day, Maisie's Scrapbook, Loud, Susan Laughs, My Pirate Mums*

Year 1 core texts: *The Penguin Who Wanted to Find Out, How Winston Delivered Christmas, Owl Babies, The Disgusting Sandwich, Nocturnal: Animals After Dark, Seasons, The Birth of Jesus, Mrs Noah's Pockets*



Spring

Class novel and core texts:

Drawing Club: *Whatever Next!, Aliens Love Underpants, How to Catch a Star, Man on the Moon, Goodnight Spaceman*

Traditional tales: *Hansel and Gretel, Goldilocks and the Three Bears, Chicken Licken, Puss in Boots, The Three Billy Goats Gruff*

Diversity texts: *Baby Goes to Market, Hats of Faith, A Friend for Henry, What Happened to You?, Love Makes a Family*

Year 1 core texts: *Flat Stanley, The Hodgeheg, The True Story of the 3 Little Pigs!, The Three Little Wolves and the Big Bad Pig, Little Red Riding Hood, Inside the Villains*



Class novel and core texts:

Drawing Club: *Golden Domes and Silver Lanterns, The Very Hungry Caterpillar, Superworm, What the Ladybird Heard, Peter Rabbit*

Traditional tales: *The Three Little Pigs, Jack and the Beanstalk, Little Red Riding Hood, The Ugly Duckling, The Gingerbread Man*

Diversity texts: *Full, Full, Full of Love, The Jasmine Sneeze, We're All Wonders, It's OK to Be Different, The Girl with Two Dads*

Year 1 core texts: *Einstein the Penguin, Anna Hibiscus, Beegu, I Am Neil Armstrong, I Am Amelia Earhart, Space Tortoise, Who Were the Wright Brothers?, The Way Back Home*



Plus World Book Day whole-school text - changes annually.

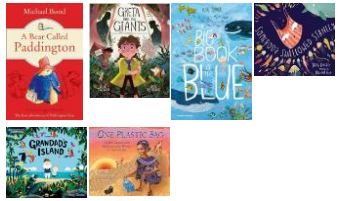
Summer

Class novel and core texts:

Drawing Club: *Monkey Puzzle, Rumble in the Jungle, Meerkat Mail, We're Going on a Lion Hunt*

Diversity texts: *Jabari Jumps, We Are All Welcome, Incredible You, Don't Call Me Special, Our Class Is a Family*

Year 1 core texts: *A Bear Called Paddington, Greta and the Giants, The Big Book of the Blue, Somebody Swallowed Stanley, Grandad's Island, One Plastic Bag*



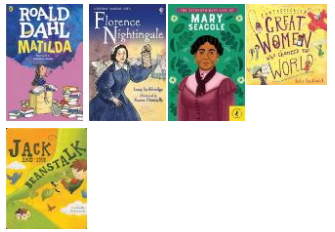
Class novel and core texts:

Drawing Club: *The Naughty Bus, Lost and Found, The Lighthouse Keeper's Lunch, Clean Up, Somebody Swallowed Stanley*

Classic authors: *The Very Hungry Caterpillar, The Tiger Who Came to Tea, Owl Babies, Burglar Bill, Guess How Much I Love You*

Diversity texts: *Mommy Saying, Shu Lin's Grandpa, What Makes Me a Me?, Millie Gets Her Super Ears, More People to Love Me*

Year 1 core texts: *Matilda, Florence Nightingale, Mary Seacole, Fantastically Great Women Who Changed the World, Jack and the Beanstalk*



Poetry: **<u>Autumn 1:</u>** **Reception:** *Mary Had a Little Lamb*; *Heads, Shoulders, Knees and Toes*; *Five Little Speckled Frogs* **Year 1:** *What Is Pink?* by Christina Rossetti; *Ning Nang Nong* by Spike Milligan **<u>Autumn 2:</u>** **Reception:** *Firework Night* by Enid Blyton; *'Twas the Night Before Christmas* **Year 1:** *Strict* by Michael Rosen; *The Day I Fell Down the Toilet* by Steve Turner	**Poetry:** **<u>Spring 1:</u>** **Reception:** *Five Little Men in a Flying Saucer*; *Twinkle, Twinkle, Little Star* **Year 1:** *Caterpillar Cake* by Matt Goodfellow; *Keep Growing* by Daniel Thompson **<u>Spring 2:</u>** **Reception:** *Miss Polly Had a Dolly*; *Ten Green Bottles* **Year 1:** *Mainly About Aliens* by Ruth Awolola; *The Dinosaur Rap* by John Foster	**Poetry:** **<u>Summer 1:</u>** **Reception:** *There Was an Old Lady Who Swallowed a Fly*; *I Wish I Was a Pirate*; *Chocolate Cake*; *The Owl and the Pussy-Cat*; *Boogie Woogie Buggy* **Year 1:** *The Snail and the Whale* by Julia Donaldson; *Magic Box* by Kit Wright **<u>Summer 2:</u>** **Reception:** *Noah's Ark* (the animals went in two by two) **Year 1:** *Rang-tan* by James Sellick; *What's in a Poem?* by Joshua Seigal
Writing tasks: **<u>Autumn 1:</u>** **Reception:** Give meaning to marks and begin to develop correct letter formation. Write initial sounds in words and attempt to record ideas through drawing and emergent writing. Compose simple captions with support. Writing activities: making marks and adding meaning in provision; writing their name; writing their letters correctly in provision. **Year 1:** Form letters correctly; write labels and captions; write simple sentences; use capital letters, finger spaces and full stops. Writing tasks: Non-fiction: feeling sentences; animal riddles. Fiction: retell of *Handa's Surprise*; description of a tiger; *The Queen's Hat* innovation. **<u>Autumn 2:</u>** **Reception:** Write some recognisable letters, forming many correctly. Hear and write initial and some final sounds in words. Writing activities: writing CVC words; writing a label; writing a list for Advent. **Year 1:** Write simple sentences independently; join ideas with 'and'; write short descriptions and simple narratives. Writing tasks: Poetry: Bonfire Night poem; seasons poem. Non-fiction: non-chronological report on nocturnal animals; instructions; the birth of Jesus. Fiction: letter.	**Writing tasks:** **<u>Spring 1:</u>** **Reception:** Write a growing range of recognisable letters with increasing accuracy. Spell simple CVC words by identifying and recording sounds. Write short captions independently. Writing activities: drawing a story map with a beginning, middle and end; writing a short phrase that links to their learning in provision; writing a wish for Lunar New Year; writing instructions for pancakes. **Year 1:** Write short narratives and recounts; use sequencing words; improve sentence structure. Writing tasks: Fiction: narrative from another character's perspective; story innovation. Non-fiction: non-chronological report on dinosaurs. **<u>Spring 2:</u>** **Reception:** Form most letters correctly and use known phonemes to spell words. Write simple phrases that can be read by others. Writing activities: writing a card for Eid; writing a sentence about the Easter story; writing instructions for growing a flower. **Year 1:** Write for different purposes; develop descriptions; include relevant vocabulary and detail. Writing tasks: Non-fiction: trip recount; Easter recount; biography; fact file on planets. Fiction: postcard; narrative with a plot continuation. <u>World Book Day</u> writing; changes each year, inspired by our whole-school text	**Writing tasks:** **<u>Summer 1:</u>** **Reception:** Write recognisable letters that are mostly correctly formed. Spell words using taught phonemes and digraphs. Write simple sentences using finger spaces and some punctuation. Writing activities: writing a sentence linked to a story; writing a descriptive sentence about Africa. **Year 1:** Write longer pieces with a clear beginning, middle and end; improve vocabulary and detail. Writing tasks: Non-fiction: letter about plastic use and recycling; recipe for a better world. Poetry: riddle. Fiction: narrative from a different character's perspective, inspired by *Grandad's Island*. **<u>Summer 2:</u>** **Reception:** Write recognisable letters, most of which are correctly formed. Spell words by identifying sounds in them and representing the sounds with a letter or letters. Write simple phrases and sentences that can be read by others. Writing activities: writing a story (three sentences); writing a letter. **Year 1:** Write independently for different purposes; organise ideas; edit and improve writing. Writing tasks: Non-fiction: instructions for planting; biography of Florence Nightingale. Fiction: narrative with a plot twist, inspired by *The Bear and the Piano*.

Spelling and phonics: **Autumn 1:** **Reception:** Baseline assessment, Phase 1 consolidation, introduce Phase 2 grapheme-phoneme correspondences. **Year 1:** Assess and revisit Phase 4 knowledge. Introduce Phase 5 graphemes and alternative pronunciations. Apply in reading and spelling. **Autumn 2:** **Reception:** Complete Phase 2 and begin Phase 3. **Year 1:** Continue Phase 5. Develop knowledge of alternative spellings for known phonemes. Increase fluency in blending and decoding.	**Spelling and phonics:** **Spring 1:** **Reception:** Phase 3 and introduction to adjacent consonants. **Year 1:** Continue Phase 5 progression. Read and spell words with a wider range of graphemes and alternative spellings. **Spring 2:** **Reception:** Consolidate Phase 3, develop blending and segmenting fluency. **Year 1:** Complete core Phase 5 content. Develop automatic recognition of common exception words and increase reading fluency.	**Spelling and phonics:** **Summer 1:** **Reception:** Phase 4 and application in reading and writing. **Year 1:** Consolidate Phases 3, 4 and 5. Prepare pupils for the Phonics Screening Check through revision and targeted support. **Summer 2:** **Reception:** Consolidation, fluency, reading with increasing confidence, transition to Year 1. **Year 1:** Extend and apply phonics knowledge in reading and writing. Focus on fluency, prosody, spelling patterns and transition to Year 2 reading expectations.
Punctuation and grammar: **Autumn 1:** **Year 1:** Capital letters, full stops, finger spaces; sentence/non-sentence; singular/plural. **Autumn 2:** **Year 1:** Joining words and clauses using 'and'; regular plural nouns; introduce question marks and exclamation marks.	**Punctuation and grammar:** **Spring 1:** **Reception:** Begin to use finger spaces correctly; begin to write a short sentence. **Year 1:** Use adjectives; regular past tense '-ed'; sentence joining; question forms. **Spring 2:** **Reception:** Know that sentences end with a full stop and begin to use one; show an awareness of capital letters. **Year 1:** Use present and past tense consistently; introduce 'because', 'but' and 'so'; use punctuation more independently.	**Punctuation and grammar:** **Summer 1:** **Reception:** Begin to form capital letters and use them in writing; use a full stop correctly. **Year 1:** Consistent tense; expanded noun phrases; conjunctions; punctuation. **Summer 2:** **Reception:** Write sentences using a capital letter, full stop and finger space. **Year 1:** Apply grammar independently; use sentence structures for effect; consolidate Year 1 objectives.
Oracy/spoken language: **Autumn 1:** **Reception:** Listen carefully, follow instructions and develop confidence in conversations. Learn and use new vocabulary. **Year 1:** Listen carefully; take turns; respond to questions; speak clearly in familiar situations. **Autumn 2:** **Reception:** Develop attention and listening. Use new vocabulary in different contexts and talk about experiences in increasing detail. **Year 1:** Join in conversations; ask and answer questions; begin to explain ideas and experiences.	**Oracy/spoken language:** **Spring 1:** **Reception:** Use talk to organise thinking, solve problems and retell stories. Develop well-formed sentences and use connectives. **Year 1:** Explain ideas in more detail; use new vocabulary; listen and respond appropriately. **Spring 2:** **Reception:** Ask questions, describe observations and explain how and why things happen. Develop vocabulary through stories and non-fiction. **Year 1:** Participate confidently in group discussions; ask relevant questions; build on others' ideas.	**Oracy/spoken language:** **Summer 1:** **Reception:** Develop confident back-and-forth conversations. Use increasingly precise vocabulary to explain ideas and experiences. **Year 1:** Speak confidently to different audiences; explain and justify ideas; use increasingly precise vocabulary. **Summer 2:** **Reception:** Consolidate listening, speaking and vocabulary skills. Express ideas clearly and confidently in a range of contexts. **Year 1:** Sustain conversations; present ideas clearly; listen and respond thoughtfully.

Oracy/performance/spoken language opportunities throughout the year:

- Daily 'Question of the day'
- Show and Tell opportunities
- Chatter time: informal peer discussion on a given topic
- Reading aloud: choral reading, echo reading, peer reading
- Developing storyteller voices when reading to each other or to the class
- Learning rhymes, poems and songs by heart, using call and response so that everyone can join in
- Retelling familiar stories, using story maps and beginning, middle and end; dramatising stories the children know well
- Performing poetry during poetry units, including a National Poetry Day class performance and World Book Day celebrations
- Christmas Nativity performance
- Class assembly

Whole Class Guided Reading & Home Learning:

- Children read in class every day as part of their Phonics Bug lesson
- Children have reading books matched to their current reading ability, which are changed weekly. Initially these continue with the Phonics Bug scheme until children reach Phase 5 phonics. They then progress onto the Oxford scheme, before finally moving to age-appropriate chapter books
- Children read decodable books, matched to the phonics they have been taught, so that they can read it fluently and with success
- Children visit the school library once a week and choose a book to take home
- It is our expectation that all children read at home for a minimum of 10 minutes a day and families complete the child's reading journal to reflect this
- Books and ideas are shared with parents so that stories, rhymes and songs are enjoyed together at home
- Designated story time every day: teachers prepare the story, re-read favourites, explore new vocabulary once a story is familiar and dramatise stories the children know well
- A core set of read-aloud stories and non-fiction, both traditional and modern and set in the UK and around the world, including the diversity texts above, so that all children see themselves and others in the books they hear
- Personal reading time in class and book votes in class
- Local library visits and author visits where possible
- Waterstones trip