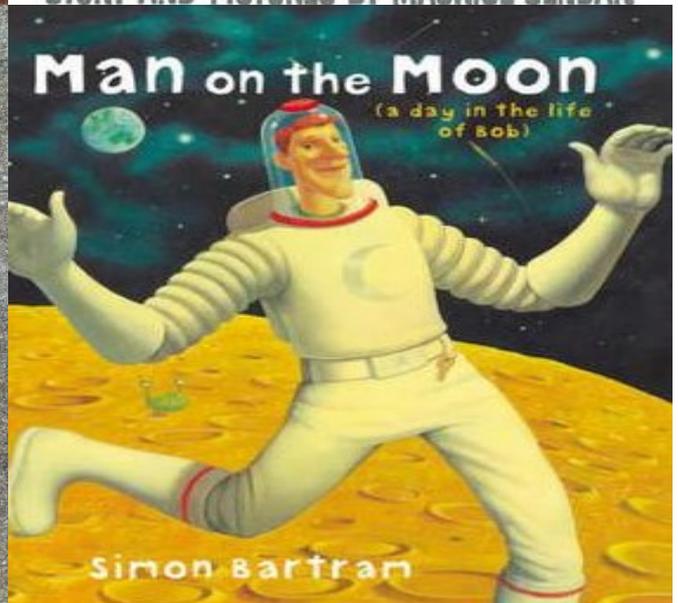
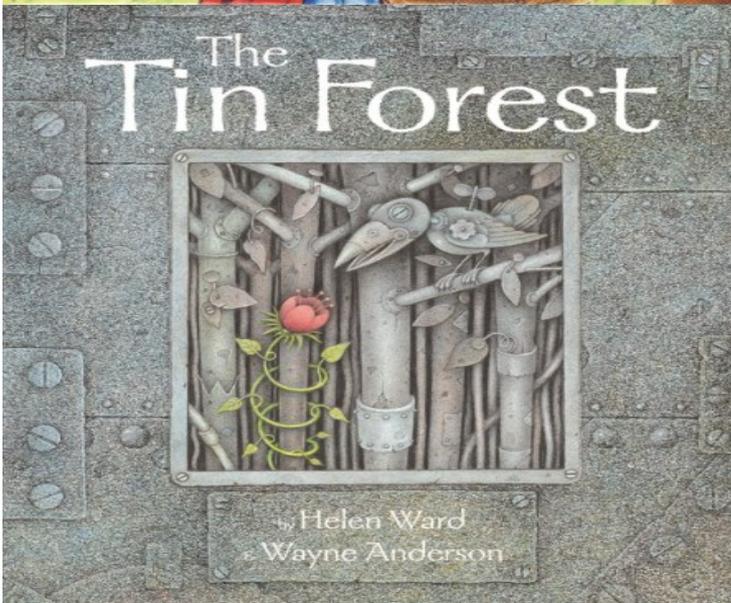
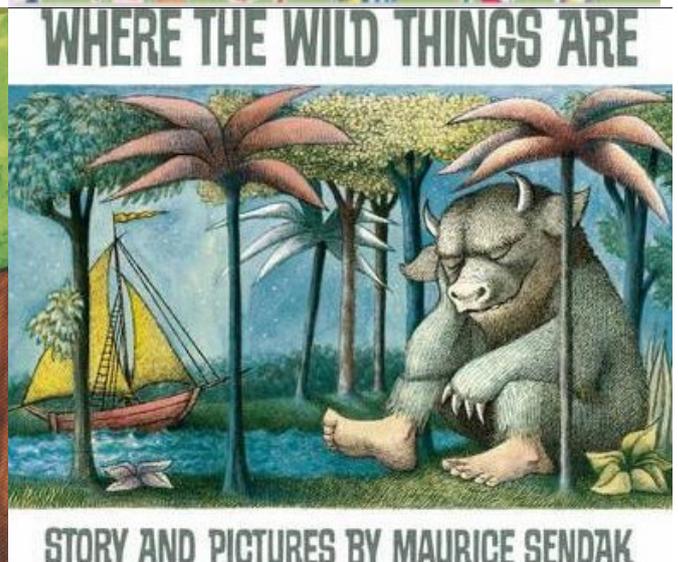
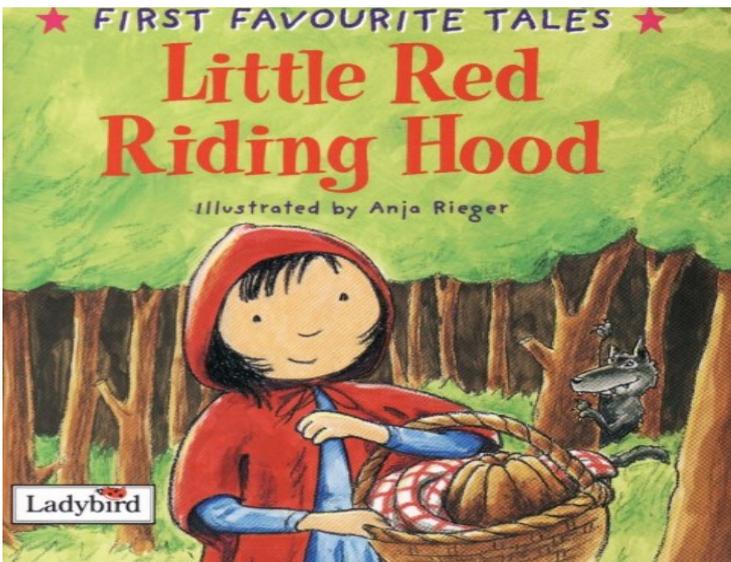
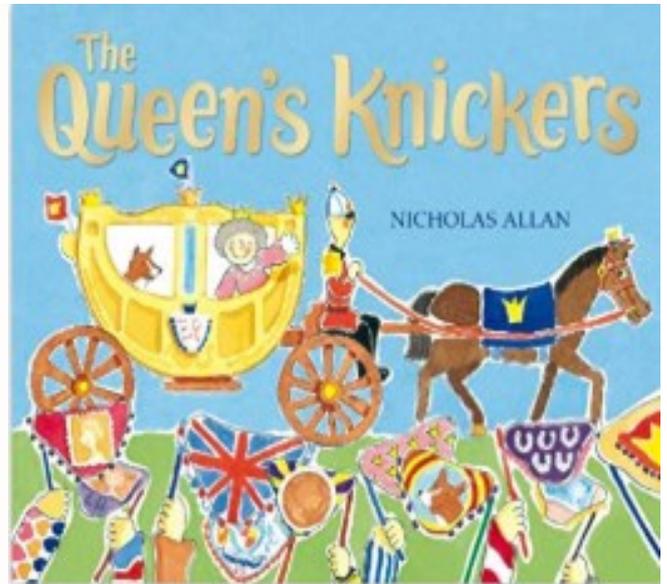
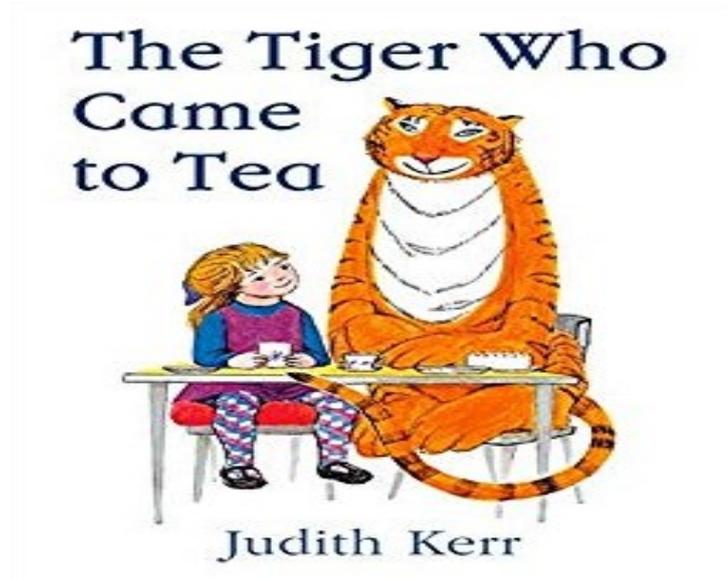




Year 1 Novel Study Curriculum



Writing styles

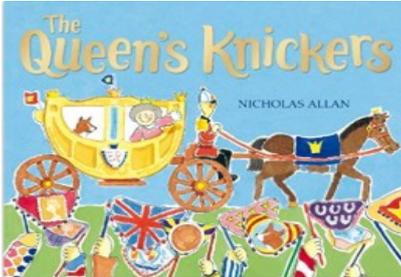
The Tiger Who Came to Tea



Judith Kerr

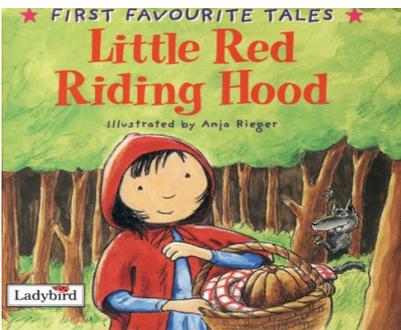
Autumn 1 Text Types Covered:

Information text (forms class book)
Character (animal) description
Prediction (sentences)
Instructions/List writing
Story writing



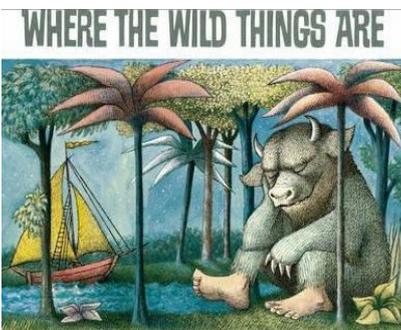
Autumn 2 Text Types Covered:

Story writing (using because)
Fact File (on the queen)
Poetry (fast poem)
Recount (a queen's day)
Story writing (adventure)



Spring 1 Text Types Covered:

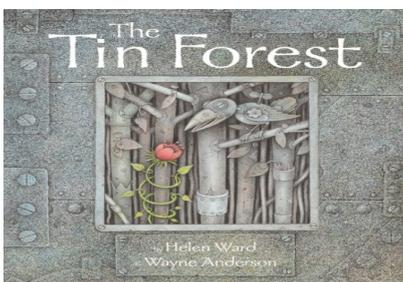
Character description (people)
Poems (repeated patterns)
Fact File (wolves—new layouts)
Instructions/List writing
Story writing (beginning)
Story writing (their own ending)



Spring 2 Text Types Covered:

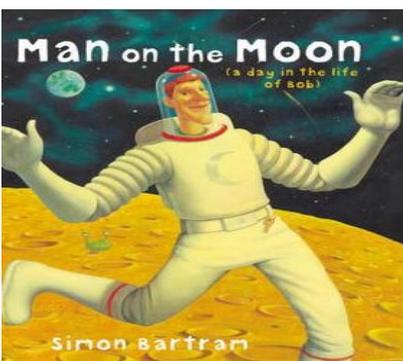
Character description (own wild thing)
Setting description (bedroom/fantasy place)
Persuasive letter
Command writing (wild rumpus)
Recount (Max's cooking)
Letter to mum (apology)

STORY AND PICTURES BY MAURICE SENDAK



Summer 1 Text Types Covered:

Setting description (damaged environment)
Instructions (planting seeds)
Fact files (exotic creatures)
Setting comparison (dark and light forest)
Story (set in a damaged environment)



Summer 2 Text Types Covered:

Character description (non-fiction 'what he does')
Setting description (moon)
Postcard (from the moon)
Persuasive writing (come to the moon)
Recount (trip/mud maid text—real experiences)
Letter (complaint about space tourists)
Information text (Neil Armstrong)
Persuasive (apply to be an astronaut)
Story (a day in the life of.....)

Reading Coverage

As taken from the National Curriculum	In summarised form	Primary coverage
• speedily read all 40+ letters/groups for 40+ phonemes	Speedily read all basic phoneme/graphemes	RWI
• read accurately by blending taught GPC	Read accurately by blending known GPCs	RWI
• read common exception words	Read common exception words	RWI
• read common suffixes (-s, -es, -ing, -ed, etc.)	Read common suffixes	RWI
• read multisyllable words containing taught GPCs	Read multisyllable words containing known GPCs	RWI
• read contractions and understanding use of apostrophe	Read contractions and understand use of apostrophe	RWI
*becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics	Retell familiar stories and traditional tales	All - Tiger + Spr 1 - Little Red
*recognising and joining in with predictable phrases	Recognise and join in with predictable phrases	All novels
*learning to appreciate rhymes and poems, and to recite some by heart	Recite some poetry by heart	Aut 2 QK + Spr 1 Little Red
*drawing on what they already know or on background information and vocabulary provided by the teacher	Understand texts based on prior knowledge or provided information	All novels+ RWI
*checking that the text makes sense to them as they read and correcting inaccurate reading	Correct inaccurate reading by check for sense	RWI and all novels
*discussing the significance of the title and events	Discuss the significance of title and events	RWI and all novels
*making inferences on the basis of what is being said and done	Make inferences on the basis of what is said and done	RWI and all novels
*predicting what might happen on the basis of what has been read so far	Make predictions based on reading so far	RWI and all novels
*explain clearly their understanding of what is read to them	Explain clearly understanding of what is read to them	RWI and all novels

Writing Coverage

As taken from the National Curriculum	In summarised form	Primary Coverage
<ul style="list-style-type: none"> spell words containing each of the 40+ phonemes taught 	Spell words using the standard phonemes	RWI + all novels + weekly spellings
<ul style="list-style-type: none"> spell common exception words 	Spell common exception words	RWI + all novels + weekly spellings
<ul style="list-style-type: none"> spell the days of the week 	Spell the days of the week	weekly spellings
<ul style="list-style-type: none"> name the letters of the alphabet in order 	Name the letters of the alphabet in order	Grammar + RWI
<ul style="list-style-type: none"> using the spelling rule for adding -s or -es as the plural marker for nouns and the third person singular marker for verbs 	Understand spelling rules for adding 's'	RWI + all novels + weekly spellings
<ul style="list-style-type: none"> using -ing, -ed, -er and -est where no change is needed in the spelling of root words 	Use suffixes -ing, -ed, -er and -est	RWI + all novels + weekly spellings
<ul style="list-style-type: none"> sit correctly at a table, holding a pencil comfortably and correctly 	Sit and hold writing implement correctly	RWI + all novels
<ul style="list-style-type: none"> begin to form lower-case letters in the correct direction, starting and finishing in the right place 	Begin to form lower-case letters correctly	Handwriting + all writing times
<ul style="list-style-type: none"> form capital letters 	Form capital letters	Handwriting + all writing times
<ul style="list-style-type: none"> form digits 0-9 	Form digits 0-9	Maths lessons
<ul style="list-style-type: none"> composing a sentence orally before writing it 	Compose a sentence orally before writing	RWI + all novels
<ul style="list-style-type: none"> sequencing sentences to form short narratives 	Sequence sentences to form short narratives	RWI + all novels
<ul style="list-style-type: none"> read their writing aloud clearly enough to be heard by their peers and the teacher. 	Read writing aloud audibly and clearly	RWI + all novels
<ul style="list-style-type: none"> leaving spaces between words 	Leave spaces between words	RWI + all novels + handwriting
<ul style="list-style-type: none"> joining words and joining clauses using "and" 	Join words and clauses using 'and'	All novels Aut + Spr primary

Genres

<u>Genre</u>	<u>ES</u>	<u>Year 1</u>
Fairy Tale/Fable	Jack and The Beanstalk The Little Red Hen	Little Red Riding Hood
Fantasy	Jack and the Beanstalk	Where the Wild Things Are
Poetry		Where the Wild things Are
Myths/Legends		
Other Cultures/ diversity	Handa's Surprise	The Queen's Knickers
Historical		
Horror/Fear		Where the Wild Things Are The Tin Forest
Family	Owl Babies We're Going on a Bear Hunt	Little Red Riding Hood The Tiger Who Came to Tea Where the Wild Things Are
Nature/animals	We're Going on a Bear Hunt Owl Babies The Little Red Hen	The Tiger Who Came to Tea The Tin Forest
Humour		Where the Wild Things Are The Queen's Knickers
Adventure	We're Going on a Bear Hunt The Hungry Caterpillar	Little Red Riding Hood Where the Wild Things Are
Mystery		The Man on the Moon
Action/Thriller		
Science-Fiction		The Tin Forest The Man on the Moon

Notes on the Curriculum and Progression

The year one novel study curriculum builds on the skills secured in foundation stage. Throughout the year, opportunities for speaking and listening are continually utilised and developed. Additionally, pupils develop sentence formation through a range of writing opportunities, each with a specific purpose.

Throughout the Autumn term a key focus of the curriculum is the progression to accurate letter formation, sentence formation, and demarcation through full stops and capital letters. Vocabulary development through description is also a focus, while some children may also progress to using 'and'. The novels also enable them to become familiar with traditional tales and learn to recognise and join in with repeated phrases.

During the Spring term description is developed further to include extra detail using 'and', while linking sentences together effectively becomes a focus when sentence formation is secure. Some text types are repeated with a greater range of skills taught, while some new ones (such as persuasive and letter writing are introduced).

During the Summer term the novels allow children to explore some less familiar settings. Having applied many writing techniques to familiar settings, the texts now challenge the children to apply these to completely different contexts. Some repeated text types also enable teachers to build on pupils prior knowledge and develop the maturity of their writing.