Year 1

Fiction and poetry text types

Stories with patterned language
Traditional stories and fairy tales
Poems with patterns, rhymes and music, using the 5 senses

Non-fiction text types

Instructions
Recounts
Information texts

Terminology – words they will be learning during the year

Finger spaces	Speech bubble
Letter	Bullet points
Word	Singular/ plural
Sentence	Adjective
Full stops	Verb
Capital letter	Connective
Simile – 'like'	Alliteration
Punctuation	Simile – 'as'
Question mark	Present and past tense
Exclamation mark	

Word structure / Vocabulary development	Sentence structure	Text structure
Regular plural noun suffixes –s or –es (e.g. dog, dogs; wish, wishes) Present and past tense Suffixes that can be added to verbs (e.g. helping, helped, helper) How the prefix un– changes the meaning of verbs and adjectives (negation, e.g. unkind, or undoing, e.g. untie the boat) Alphabetical order, dictionary skills Introduce prepositions (positional language): *in, on, inside,* *outside ,towards, across,* *under* Introduce determiners: *the a my your an this that his her their some all lots of many more those these* Adjectives to describe e.g. *The old house…* *The huge elephant…* Alliteration e.g. *dangerous dragon* *slimy snake* Similes using as….as… e.g. *as tall as a house* *as red as a radish* Precise, clear language to give information e.g. *First, switch on the red button.* *Next, wait for the green light to flash...*	**Types of sentences**: • Statements (link to full stops) • Questions (link to question marks) • Exclamations (link to exclamation marks) • Speech bubbles • Bullet points Simple sentences e.g. *I went to the park.* *The castle is haunted.* Embellished simple sentences (eg. adding adjectives). *eg. The giant had an enormous beard. Red squirrels enjoy eating delicious nuts.* Develop use of capital letters in proper nouns (names, places). Present and past tense Introduce simple connectives: *and or but so because so that then that while when where* Compound sentences using connectives (coordinating conjunctions) and/or/ but/so e.g. *The children played on the swings and slid down the slide. Spiders can be small or they can be large.* *Charlie hid but Sally found him. It was raining so they put on their coats.* Complex sentences: Use of 'who' (relative clause) e.g. *Once upon a time there was a little old woman who lived in a forest.* *There are many children who like to eat ice cream.* Also as openers: *While… When… Where…* -'ly' openers *Fortunately,…Unfortunately,* Repetition for rhythm e.g. *He walked and he walked and he walked.* Repetition for description e.g. *a lean cat, a mean cat* *a green dragon, a fiery dragon*	**Fiction**: Introduce children to a range of fictional stories. Develop children's understanding of story structure- beginning /middle /end to a story using planning tools such as boxing up, story maps, story mountains etc. Develop children's understanding of narrative cohesion: • Opening eg. *Once upon a time…* • Build-up eg. *One day…* • Problem / Dilemma eg. *Suddenly,..* • Resolution eg. *Fortunately,…* • Ending eg. *Finally,….* Plan opening around character(s), setting, time of day and type of weather **Non-fiction**: Expose children to a range of non-fiction texts, using labels, instructions, captions, lists and recounts. Develop children's understanding of non-fiction using planning tools such as boxing up, text maps, washing lines etc. Develop children's understanding of non-fiction features: headings, introduction, bullet points for instructions, labelled diagrams, concluding sentence etc.