



SRI KDU
International
School
SUBANG JAYA

CURRICULUM OVERVIEW

YEAR 1 ENGLISH

TERM 1



STORIES WITH REPETITIVE LANGUAGE

Reading:

- Explore and recognise parts of a book, including the cover, title and contents.
- Join in with some words and phrases when reading familiar simple stories together.

Speaking and Listening:

- Engage in imaginative play, enacting simple characters or situations.
- Speak audibly and clearly with familiar people.

Writing:

- Develop a comfortable and efficient pencil grip.
- Write a simple sentence.



RECOUNTS OF PERSONAL EXPERIENCES

Reading:

- Talk about the sequence of events or actions in a text, e.g. what happens at the beginning, in the middle and at the end of a story.
- Begin to identify how contexts and events in stories are the same as or different from real life.

Speaking and Listening:

- Talk about own activities, including what I enjoyed, and use some relevant vocabulary to describe events and feelings.
- Show understanding of the opinions of others.

Writing:

- Form lower-case and upper-case letters correctly.
- Write a simple recount based on recounts read together.



TRADITIONAL RHYMES

Reading:

- Show understanding of rhyme and repetition when joining in with reading familiar simple poems.
- Explore sounds and words in texts, e.g. rhyming words, rhythm.

Speaking and Listening:

- Recite simple poems, showing awareness of rhythm.
- During a discussion, listen to others without interrupting and take turns in speaking, expressing own feelings and ideas.

Writing:

- Relate rhyme to shared spelling patterns, e.g. rock, clock, sock.



INSTRUCTIONS

Reading:

- Begin to show awareness that different non-fiction text types have different purposes and begin to identify their features.
- Find information by reading labels, lists and captions.

Speaking and Listening:

- Listen and respond appropriately, including following a sequence of simple instructions.
- Show some awareness of the listener, e.g. by varying tone to engage them and by responding to their non-verbal cues.

Writing:

- Develop a simple sequence of known actions or events, e.g. by ordering sentences and then adding to them.
- Include some relevant information when writing simple non-fiction texts and to use simple organisational features appropriate to the text type, e.g. subheadings, labelled diagrams.

TERM 2



TRADITIONAL TALES

Reading:

- Read aloud simple texts independently and make simple inferences.
- Identify the main characters in a story and talk about what happens to them and identify the main characteristics of simple stories.
- Anticipate what happens next in a story.
- Retell a familiar story verbally, including most of the relevant information.

Speaking and Listening:

- Re-read sentences aloud with some fluency and expression.
- Pause at full stops when reading aloud.

Writing:

- Plan writing by speaking aloud, e.g. saying sentences or describing a sequence of events before writing them.
- Develop a short written retelling of a familiar story, e.g. by writing sentences to caption pictures.
- Read own writing aloud and talk about it.



SIMPLE RHYMING POEMS

Reading:

- Talk about texts heard or read, including making links with own experiences and expressing likes and dislikes.
- Read simple poems and identify rhyming patterns.

Speaking and Listening:

- Recite simple poems, showing awareness of rhythm.
- Work with others in a group.

Writing:

- Begin to write simple poems.
- Join some letters, including to support use of multi-letter graphemes.



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CURRICULUM OVERVIEW

YEAR 1 ENGLISH



STORIES WITH FAMILIAR SETTINGS

Reading:

- Explore explicit meanings in simple texts.
- Begin to identify how contexts and events in stories are the same as or different from real life.

Speaking and Listening:

- Ask simple questions about what is heard or read.
- Talk about how stories are similar to your own experiences.

Writing:

- Write a simple story based on stories read together.
- Present texts in a range of different ways, e.g. diagrams with typed labels, storyboards with handwritten captions.

TERM 3



INFORMATION TEXTS

Reading:

- Identify and record interesting and significant words from texts to inform own writing.
- Explore and recognise how texts for different purposes look different, e.g. different uses of pictures.

Speaking and Listening:

- Provide relevant information, as needed.
- Discuss factual findings out loud.

Writing:

- Record answers to simple questions about texts, e.g. in lists.
- Write a simple information text.



POEMS ON SIMILAR THEMES

Reading:

- Respond verbally to simple questions about texts read or heard.
- Answer questions about texts with some explanation of thinking.
- Begin to make choices about books to read or listen to for pleasure.

Speaking and Listening:

- Make a simple personal statement in a familiar context.
- Recite simple poems, showing awareness of rhythm.

Writing:

- Write an acrostic poem about a familiar theme.
- Replace words or phrases in a text using a vocabulary bank to categorise words.

ONGOING OBJECTIVES THROUGHOUT THE YEAR

Grammar and Punctuation:

- Re-read, explore and understand capital letters and full stops in texts to indicate sentences.
- In more extended writing, end some sentences with a full stop.
- Identify sentences in texts and explore sentences that contain and, then use and to join words and clauses in writing.
- Explore in texts, and understand, the grammar of statements, including the importance of verbs and word order.
- Explore in texts examples of nouns and verbs.
- Use articles the and a or an appropriately in sentences.
- Use a capital letter for 'I', for proper nouns and to start some sentences in more extended writing.
- Write simple sentences.

Vocabulary and Language:

- Recite the alphabet in order.
- Identify and record interesting and significant words from texts to inform own writing.
- Use pictures in texts as cues to support understanding of unfamiliar words.
- Use vocabulary relevant to a familiar topic.
- Begin to use some formulaic language, e.g. Once upon a time...
- Use own lists of interesting and significant words to extend the range of vocabulary used in written work.

Word structure (Phonics):

- Know the name of each letter in the English alphabet and the most common sound (phoneme) associated with it.
- Identify the sounds (phonemes) represented by more than one letter (consonant digraphs; vowel digraphs; trigraphs, e.g. th, sh, ch; ai, ee; igh).
- Blend to identify the sounds represented by adjacent consonants, e.g. br, nd and consonant digraphs e.g. th, ch, sh.
- Read verbs with endings -s, -ed and -ing.
- Use phonic knowledge to read decodable words.
- Use phonic knowledge to sound out some elements of unfamiliar words and ask for support in spelling unfamiliar words.
- Begin to recognise a range of common words on sight, including common exception words, and then learn to spell them accurately.

WELCOME
TO YEAR 2