

Year 1 – English overview

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Book focus	<p>Martha Maps it out</p>  	<p>We're going to find the monster</p> <p>In Every House on Every Street</p> <p>Poetry pattern and rhyme</p>  	<p>Imelda and the Goblin King</p> <p>Thank You Omu</p>  	<p>The Lighthouse Keepers lunch</p> <p>The lost property office</p>  	<p>Traction Man</p> <p>Poetry</p> 	<p>Nimesh the adventurer</p> 
Outcome	<p>Strong Start Sentence Composition -Cusp (lessons 1-10) (2weeks)</p> <p>Poetry: pattern and rhyme (A dark Dark Tale – Ruth Brown) (2weeks)</p> <p>Book focus: Marth maps it Out (4 weeks)</p>	<p>Book Focus: In Every House on Every Street and We're going to find a Monster</p> <p>Wider reading: Beegu, A new home, Home, Nimesh the Adventurer, A place called home, building a home, a place to call home, Last stop on market street, Marth maps it</p>	<p>Strong Start Sentence Composition -Cusp (lessons 11-15) (1 week)</p> <p>Book focus: Imelda and the Goblin King (4 weeks)</p> <p>Thank you, Omu (1 weeks),</p>	<p>Book Focus: The Lighthouse keeper's lunch (3 weeks) Poetry (1 week) The lost property Office (2weeks)</p> <p>Wider reading: The lighthouse keepers' collection, Gracie the Lighthouse Cat, The lonely</p>	<p>Strong Start Sentence Composition -Cusp (lessons 16-20) (1 week)</p> <p>Book focus: Traction man (4 weeks)</p> <p>Poetry (shape poems and Calligrams)</p>	<p>Book Focus: Nimesh the Adventurer (2 weeks)</p> <p>Wider reading:</p> <p>Writing Outcomes:</p>

	<p>Wider reading: , Last Stop on Market Street, The lost Property office, In Every House on Every Street, Little Red Riding Hood, Nimesh adventurer, we're going to find the monster</p> <p>Writing outcomes:</p> <p>Martha's Journey – outcomes:</p> <ol style="list-style-type: none"> 1. retell 2. create own narrative of a journey home 3. setting description of classroom 	<p>out, Little Red Riding Hood, Story path</p> <p>Writing Outcomes:</p> <p>In every House on every street:</p> <ol style="list-style-type: none"> 1.Describing a setting (1 week) 2.Non-Chronological report – about our school (2 weeks) <p>We're going to find a monster:</p> <ol style="list-style-type: none"> 1.Caption writing (1 week) 2.Writing own narrative (2 weeks) <p>Poetry: pattern and rhyme (1 week) A Christmas poem</p>	<p>Wider reading: The lost property office,</p> <p>Writing outcomes:</p> <p>Imelda and the Goblin King – outcomes:</p> <ol style="list-style-type: none"> 1. Writing a Character description 2. Write a letter retelling events 3. Instructions to trap a goblin <p>Thank you, Omu, – outcome</p> <ol style="list-style-type: none"> 1. A description of favourite dish 	<p>lighthouse, Muncha, Muncha, Muncha</p> <p>Writing Outcomes:</p> <p>The Light housekeeper's lunch:</p> <ol style="list-style-type: none"> 1. Retelling 2. Letter of advice 3. Writing own narrative of the Lighthouse Keepers bad day <p>The Lost Property:</p> <ol style="list-style-type: none"> 1. A lost toy poster <p>Poetry: On a theme (link to science – animals)</p>	<p>Wider reading:</p> <p>Writing outcomes:</p> <p>Traction Man – outcomes:</p> <ol style="list-style-type: none"> 1. Character description 2. Postcard or letter recounting a chosen rescue mission 3. Writing own narrative about a next Traction man adventure <p>Poetry outcomes:</p> <ol style="list-style-type: none"> 1. Create a shape/calligram poem 	<p>Nimesh the Adventurer:</p> <ol style="list-style-type: none"> 1. Description of own imaginary setting <p>Other writing outcomes:</p> <ol style="list-style-type: none"> 2. Personal recount (school trip) (2 weeks) 3. Non chronological report (linked to History and significant people) (2 weeks)
<p>Reading skills</p>	<p>Develop pleasure in reading, motivation to read, vocabulary and understanding by:</p> <ul style="list-style-type: none"> ▪ being encouraged to link what they read or hear read to their own experiences ▪ becoming very familiar with key stories, fairy stories and traditional tales, ▪ retelling them and considering their characteristics ▪ recognising and joining in with predictable phrases ▪ discussing word meanings, linking new meanings to those already known <p>Understand both the books they can already read accurately and fluently and those they listen to by:</p> <ul style="list-style-type: none"> ▪ drawing on what they already know or on background information and vocabulary provided by the teacher ▪ discussing the significance of the title and events ▪ predicting what might happen based on what has been read so far 	<p>Develop pleasure in reading, motivation to read, vocabulary and understanding by:</p> <ul style="list-style-type: none"> ▪ being encouraged to link what they read or hear read to their own experiences ▪ becoming very familiar with key stories, fairy stories and traditional tales, ▪ retelling them and considering their characteristics ▪ recognising and joining in with predictable phrases ▪ discussing word meanings, linking new meanings to those already known <p>Understand both the books they can already read accurately and fluently and those they listen to by:</p> <ul style="list-style-type: none"> ▪ drawing on what they already know or on background information and vocabulary provided by the teacher ▪ discussing the significance of the title and events ▪ predicting what might happen based on what has been read so far <ul style="list-style-type: none"> ▪ listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently earning to appreciate rhymes and poems, and to recite some by heart 	<ul style="list-style-type: none"> ▪Listening to and discussing a wide range of non-fiction at a level beyond that at which they can read independently ▪ Linking what they read or hear read to their own experiences ▪ Discuss new word meanings, linking new meanings to those already known <p>Read accurately by blending sounds in unfamiliar words containing GPCs that have been taught</p> <ul style="list-style-type: none"> ▪ Read common exception words ▪ Read words containing taught GPCs and –s, -es, -ing, -ed, -er and –est endings ▪ Read words with contractions <ul style="list-style-type: none"> ▪listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently earning to appreciate rhymes and poems, and to recite some by heart ▪discussing word meanings, linking new meanings to those already known 	<p>Read accurately by blending sounds in unfamiliar words containing GPCs that have been taught</p> <ul style="list-style-type: none"> ▪ Read common exception words ▪ Read words containing taught GPCs and –s, -es, -ing, -ed, -er and –est endings ▪ Read words with contractions <p>Listening to and discussing a wide range of non-fiction at a level beyond that at which they can read independently</p> <ul style="list-style-type: none"> ▪ Linking what they read or hear read to their own experiences ▪ Discuss new word meanings, linking new meanings to those already known <p>Drawing on what they already know or on background information and vocabulary provided by the teacher.</p> <ul style="list-style-type: none"> ▪ Discussing the significance of the title and events. 	<ul style="list-style-type: none"> ▪Listening to and discussing stories ▪Being encouraged to link what they read or hear read to their own experiences ▪Discussing word meanings, linking new meanings to those already known ▪Drawing on what they already know or on background information and vocabulary provided by the teacher ▪Making inferences on the basis of what is being said and done ▪Predicting what might happen on the basis of what has been read so far ▪listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently earning to appreciate rhymes and poems, and to recite some by heart ▪discussing word meanings, linking new meanings to those already known 	<ul style="list-style-type: none"> ▪being encouraged to link what they read or hear read to their own experiences ▪ becoming very familiar with key stories, fairy stories and traditional tales, ▪ retelling them and considering their characteristics ▪ recognising and joining in with predictable phrases ▪ discussing word meanings, linking new meanings to those already known ▪ drawing on what they already know or on background information and vocabulary provided by the teacher ▪ discussing the significance of the title and events ▪ predicting what might happen on the basis of what has been read so far

		<ul style="list-style-type: none"> discussing word meanings, linking new meanings to those already known 				
Writing Transcription	<ul style="list-style-type: none"> Letter formation Use of phonics to support spelling (reflective of where they are in the phonics programme) Tricky words: the, is, where, live, walks Form lower-case letters in the correct direction, starting and finishing in the right place 	<ul style="list-style-type: none"> Letter formation Use of phonics to support spelling (reflective of where they are in the phonics programme) Form lower-case letters in the correct direction, starting and finishing in the right place 	<ul style="list-style-type: none"> Letter formation Letter sizing Use of appropriate finger spacing Spell words containing each of the 40+ phonemes already taught Use -ing, -ed, -er, and -est where no change is needed in the spelling of root words Form lower-case letters in the correct direction, starting and finishing in the right place 	<ul style="list-style-type: none"> Learning to spell common exception words Using -ing, -ed, -er and -est where no change is needed in the spelling of root words Spell words containing each of the 40+ phonemes already taught Use -ing, -ed, -er, and -est where no change is needed in the spelling of root words Form lower-case letters in the correct direction, starting and finishing in the right place 	<ul style="list-style-type: none"> Learning to spell common exception words Using -ing, -ed, -er and -est where no change is needed in the spelling of root words Form lower-case letters in the correct direction, starting and finishing in the right place 	<ul style="list-style-type: none"> using -ing, -ed, -er and -est where no change is needed in the spelling of root words [for example, helping, helped, helper, eating, quicker, quickest] add prefixes and suffixes: <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 apply simple spelling rules and guidance, as listed in English appendix 1 Form lower-case letters in the correct direction, starting and finishing in the right place
Writing composition	<ul style="list-style-type: none"> Orally compose a sentence Record a sentence <ul style="list-style-type: none"> Use a capital letter at the start of a sentence Use a full stop at the end of the sentence Know the ingredients of building good quality sentences Correct basic errors in sentences 	<p>Written in the past tense, third person.</p> <ul style="list-style-type: none"> Use of capital letters, bold and italic fonts for emphasis. Use of exclamation mark for 'really, really' moments. Use of descriptive language and prepositional language 	<ul style="list-style-type: none"> Know that a sentence contains a subject and a verb Expresses a complete thought Know what a noun and a verb is Correct common errors in basic sentence composition Saying out loud what they are going to write about. Composing a sentence orally before writing it. Sequences sentences to form short narratives. Re-reading what they have written to check it makes sense. Discuss what they have written with others. 	<p>Saying out loud what they are going to write about.</p> <ul style="list-style-type: none"> Composing a sentence orally before writing it. Sequences sentences to form short narratives. Re-reading what they have written to check it makes sense. Discuss what they have written with others. <ul style="list-style-type: none"> read their writing aloud, clearly enough to be heard by their peers and the teacher 	<p>Planning: Saying out loud what they are going to write about (including making drawings and annotations)</p> <p>Drafting: composing a sentence orally before writing it</p> <p>Drafting: sequencing sentences to form short narratives</p> <p>Drafting: re-reading what they have written to check that it makes sense</p> <p>Editing: discuss what they have written with the teacher and other pupils</p> <ul style="list-style-type: none"> read their writing aloud, clearly enough to be heard by their peers and the teacher 	<ul style="list-style-type: none"> read their writing aloud, clearly enough to be heard by their peers and the teacher
	<ul style="list-style-type: none"> participate in discussion about 	<ul style="list-style-type: none"> participate in discussion about 		<ul style="list-style-type: none"> use relevant strategies to build their vocabulary 		<ul style="list-style-type: none"> participate in discussion about what is read to them, taking

Spoken language	<p>what is read to them, taking turns and listening to what others say</p> <ul style="list-style-type: none"> • explain clearly their understanding of what is read to them ● use relevant strategies to build their vocabulary ● articulate and justify answers, arguments and opinions 	<p>what is read to them, taking turns and listening to what others say</p> <ul style="list-style-type: none"> • explain clearly their understanding of what is read to them • Orally retelling their own story prior to writing using growing vocabulary ● speak audibly and fluently with an increasing command of Standard English ● participate in discussions, presentations, performances, role play/improvisations and debates ● use relevant strategies to build their vocabulary 	<ul style="list-style-type: none"> • speak audibly and fluently with an increasing command of Standard English participate in discussions, presentations, performances, role play/improvisations and debates • use relevant strategies to build their vocabulary articulate and justify answers, arguments and opinions 	<ul style="list-style-type: none"> • articulate and justify answers, arguments and opinions • consider and evaluate different viewpoints, attending to and building on the contributions of others 	<ul style="list-style-type: none"> • speak audibly and fluently with an increasing command of Standard English • participate in discussions, presentations, performances, role play/improvisations and debates • use relevant strategies to build their vocabulary • articulate and justify answers, arguments and opinions • 	<p>turns and listening to what others say</p> <ul style="list-style-type: none"> ▪ explain clearly their understanding of what is read to them • use relevant strategies to build their vocabulary • articulate and justify answers, arguments and opinions • consider and evaluate different viewpoints, attending to and building on the contributions of others
Spelling	Common exception words	Adding 'es'	Adding the endings ing, ed, er	Adding 'er' and 'est'	Common exception words	Adding the prefix 'un'
GPS	<p>Simple sentences</p> <ul style="list-style-type: none"> ▪ Present tense ▪ Full stops capital letters 	<p>Simple sentences. Some: compound sentences using 'and'.</p> <ul style="list-style-type: none"> ▪ Past tense ▪ Descriptive language ▪ Full stops capital letters 	<ul style="list-style-type: none"> • Leaving spaces between words • Joining words and clauses using and/but • Using CL and FS • Beginning to use! and? • Capital letter for proper noun and I • s/es for plural • ing/ed for verbs • Accurate use of phonic knowledge <p>Regular plural noun suffixes –s or –es [for example, dog, dogs; wish, wishes], including the effects of these suffixes on the meaning of the noun]</p>	<p>eaving spaces between words</p> <ul style="list-style-type: none"> • Joining words and clauses using and/but • Using CL and FS • Beginning to use! and? • Capital letter for proper noun and I • s/es for plural • ing/ed for verbs • Accurate use of phonic knowledge <p>Suffixes that can be added to verbs where no change is needed in the spelling of root words (e.g. helping, helped, helper)</p> <p>Leaving spaces between words</p> <ul style="list-style-type: none"> • Joining words and clauses using and/but • Using CL and FS • Beginning to use ! and ? • Capital letter for proper noun and I • s/es for plural • ing/ed for verbs • Accurate use of phonic knowledge 	<p>Leaving spaces between words</p> <ul style="list-style-type: none"> ▣ Punctuating sentences using a capital letter and a full stop, question mark or exclamation mark ▣ Using capital letter for pronoun I ▣ Joining clauses using 'and' ▣ Using past tense ▣ Using adverbials to sequence events in a story 	<ul style="list-style-type: none"> ▪ Simple sentences. ▪ to use 'and' to join two ideas (compound sentence). ▪ Present tense. ▪ Full stops capital letters <p>How the prefix un– changes the meaning of verbs and adjectives [negation, for example, unkind, or undoing: untie the boat</p>