

Year 1 English Overview

2023-2024



Year 1 & 2 (Year 1 Writing Objectives)

	Autumn 1 Once upon a Time	Autumn 2 Poles Apart	Spring 1 Castles	Spring 2 Oceans and Islands	Summer 1 School Days	Summer 2 Life on the Farm
Guided reading	Read, Write, Inc Reading Approach					
Key Texts						
Writing outcomes/Genres	<p>Goldilocks and The Three Bears Week 1-Retell</p> <ul style="list-style-type: none"> Retell (beginning, middle, end) <p>Week 2-Letters</p> <ul style="list-style-type: none"> Apology letter from Goldilocks to the bears. Letter to Goldilocks from the three bears <p>Max the Brave Week 3 &4 - Retell Character Description</p> <ul style="list-style-type: none"> Character description of Max Write in the role of character 	<p>Poles Apart Week 1 & 2- Narrative</p> <ul style="list-style-type: none"> Retell using beginning, middle and end format. Innovate some characters in re-telling of story. <p>Emperor's eggs by Martin Jenkins Week 3&4- Report</p> <ul style="list-style-type: none"> Information report (booklet) about penguins <p>All the Wild Wonders</p>	<p>George and the Dragon Week 1- Narrative</p> <ul style="list-style-type: none"> Retell and write in the role of dragon <p>Week 2- Letter</p> <ul style="list-style-type: none"> Thank you letter in the role of the character (the dragon, mouse, or princess. <p>Castles – Nonfiction Text Week 3&4 Information Report</p> <ul style="list-style-type: none"> Information report about castles 	<p>Sea Week 1- Description</p> <ul style="list-style-type: none"> Setting description of the habitat of characters (sea creatures) <p>Week 2- Information Report</p> <ul style="list-style-type: none"> What lives in the ocean? How to keep ocean habitats clean <p>The Lighthouse Keeper's Lunch By Ronda & David Armitage Week 3- Diary</p>	<p>The pigeon has to go to School Week 1- Letter</p> <ul style="list-style-type: none"> Letter to the pigeon- why he should come to school <p>Week 2- Instructions</p> <ul style="list-style-type: none"> Instructions- getting ready for school??? <p>The day the crayons quit by Drew Daywalt Week 3- Diary</p> <ul style="list-style-type: none"> Diary entry in role of one of the crayons Diary entry in role of Duncan 	<p>The Gigantic Turnip Week 1& 2- Narrative</p> <ul style="list-style-type: none"> Pick a new vegetable to create own narrative based on the text <p>How did that get in my Lunch Box? Week 3 &4- Report</p> <ul style="list-style-type: none"> Non-chronological/ information report- about food from farm to table. Explanation of importance of healthy food

	<p><i>Dragons Love Tacos</i> Week 5&6- Procedural Writing How to writing as it relates to text.</p> <p>Week 7 – Consolidation of Learning</p> <p>Instruction writing – author's choice</p>	<p>Week 5&6,7 Poetry</p> <ul style="list-style-type: none"> Explore aspects of Imagery, metaphor and alliteration 	<ul style="list-style-type: none"> Create non-fiction mini-book about about the topic (castles) <p>Life in a castle-food, living, rooms Features of a castle in medieval times. Facts about knights</p> <p>Week 5 – Consolidation of Learning</p>	<ul style="list-style-type: none"> Diary in role of Mr Gringling each day of the week - seagulls stealing his lunch <p>Week 4- Instructions</p> <ul style="list-style-type: none"> Instructions- making a seagull sandwich <p><i>The Tale of the Whale</i> Week 5 & 6- Narrative Retelling -relationship between main characters</p> <p>Week 7- Poetry</p> <ul style="list-style-type: none"> Imagery Metaphor (relating to oceans and islands) 	<p>Week 4- Description/ Poetry</p> <ul style="list-style-type: none"> Missing poster for a runaway crayon (character description) Write a Colour poem <p><i>Non-fiction books about schools in Victorian times</i> Week 5 & 6- Report</p> <ul style="list-style-type: none"> Non-chronological report - school in Victorian times 	<p><i>Farmer Duck by Martin Waddell</i> Week 5- Letter Writing</p> <ul style="list-style-type: none"> Resignation letter from the duck Sorry letter from the farmer <p>Week 6- Letter</p> <ul style="list-style-type: none"> Thank you letter to a farmer
<p>Key Grammar and Punctuation</p>	<ul style="list-style-type: none"> Use some spacing between words. form lower-case letters in the correct direction, starting and finishing in the right place forming some capital letters correctly. Using joining words and join clauses. Understand how words combine to make sentences. Learn meaning of words as nouns. spelling some words containing each of the 40+ phonemes already taught 	<ul style="list-style-type: none"> Demarcating some sentences with: capital letters and full stops. Spelling many common exception words adding prefixes and suffixes using the prefix un- Adding some prefixes and suffixes using -ing, -ed, -er and -est where no change is needed in the spelling of root words e.g. helping, helped, helper, eating, quicker, quickest using spacing between words that reflects the size of the letters. forming most lowercase letters, capital letters and digits correctly, starting and finishing in the correct place 	<ul style="list-style-type: none"> mostly using a capital letter for names of people, places, the days of the week, and the personal pronoun I using the full range of punctuation taught in Year 1 mostly correctly including: question marks and exclamation marks. using spacing between words that reflects the size of the letters. 			
<p>Essential Knowledge (National Curriculum) Year 1</p>						
<p>Phonics (Read, write, Inc) Set 2-3</p>	<ul style="list-style-type: none"> Revision of Set 1 (Phase 2) phonemes Set 2 & 3 Phonemes (phase 3,4,5) 					
<p>Spelling</p>	<ul style="list-style-type: none"> words containing each of the 40+ phonemes taught common exception words the days of the week name the letters of the alphabet in order 					

	<ul style="list-style-type: none"> • using letter names to distinguish between alternative spelling of the same sound • using the spelling rule for adding –s or –es as the plural marker • for nouns and the third person singular marker for verbs • using the prefix un– • using –ing, –ed, –er and –est where no change is needed in the • spelling of root words • apply simple spelling rules
Handwriting	<ul style="list-style-type: none"> • appropriate sitting positions at a table, holding a pencil comfortably and correctly • begin to form lower-case letters in the correct direction, starting and finishing in the right place • form capital letters • form digits 0-9 • understand which letters belong to which handwriting 'families' and to practise these
Writing	<ul style="list-style-type: none"> • saying out loud what they are going to write about • composing a sentence orally before writing it • sequencing sentences to form short narratives • re-reading what they have written to check that it makes sense • discuss what they have written with the teacher and other pupils. • read aloud their writing clearly enough to be heard by their peers and the teacher.
Vocab, Grammar and Punctuation	<ul style="list-style-type: none"> • leaving spaces between words • joining words and joining clauses using 'and' • beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark • using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I' • regular plural noun suffixes (-s, -es) • verb suffixes where root word is unchanged (-ing, -ed, -er) • un- prefix to change meaning of adjectives/adverbs • to combine words to make sentences, including using and • Sequencing sentences to form short narratives
Reading – word reading	<ul style="list-style-type: none"> • To apply phonic knowledge and skills to decode words. • To respond speedily with the correct sound to graphemes for all 40+ phonemes, including alternative sounds for graphemes. • To read accurately by blending sounds in unfamiliar words containing GPCs that have been taught and –s, -es, -ing, -ed, -er and –est endings including words of more than one syllable. • To read common exception words, noting unusual correspondences between spelling and sound and when these occur in the word. • To read words with contractions [e.g. I'm, I'll, we'll] and understand that the apostrophe represents the omitted letter. • To read aloud books that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words.

	<ul style="list-style-type: none"> • To re-read these books to build up their fluency and confidence in word reading.
<p>Reading-Comprehension</p>	<p>To develop pleasure in reading, motivation to read, vocabulary and understanding by</p> <ul style="list-style-type: none"> · Listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that which they can read independently. · Participate in discussion and explain their understanding of books, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say. <ul style="list-style-type: none"> • beginning 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 particular characteristics • recognising and joining in with predictable phrases • learning to appreciate rhymes and poems, and to recite some by heart • discussing word meanings, linking new meanings to those already known • understand both the books they can already read accurately and fluently and those they listen to by: drawing on what they already know or on background information and vocabulary provided by the teacher • checking that the text makes sense to them as they read and correcting inaccurate reading • discussing the significance of the title and events • 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 and using visual context clues. • participate in discussion about what is read to them, taking turns and listening to what others say • explain clearly their understanding of what is read to them.