

YEAR 1 English Overview 2022-23						
	Autumn 1 7 weeks	Autumn 2 8 weeks	Spring 1 6 weeks	Spring 2 6 weeks	Summer 1 6 weeks	Summer 2 6 weeks
Class novel/stories	Mick Inkpen – Kipper series Nick Butterworth – Percy the Park Keeper series N.G.K – Harry the happy mouse series Christmas stories Non-fiction texts about Toys		Sue Hendra – The Supertato series Beatrix Potter - Peter Rabbit series Children’s Poetry Books Non Fiction texts about toys & Polar/ African Animals Traditional Tales		Jill Tomlinson - The hen that wouldn’t give up & Plop the owl who was afraid of the dark. Non Fiction texts about vehicles & Australian animals	
Unit/ Skills	Harry The Happy Mouse <ul style="list-style-type: none"> Poems on a theme/ Poems to learn by heart <u>Outcomes:</u> Listen to a range of poems maintaining attention. Identify rhyming words. Continue a rhyming string. Recite a poem/ song by heart. Perform a poem/song to an audience. Clap the syllables in polysyllabic words. Give opinions and support with reasons e.g. ‘I like Hickory	Penguins, Possums & Pigs <ul style="list-style-type: none"> Non-Chronological reports <u>Outcomes:</u> Listen to a range of information texts with maintained attention. Gather information from a range of sources. Ask & answer appropriate questions. Children will be able to use the joining word ‘and’ when orally composing a sentence. Recognise the features of a non-chronological report	Family Album <ul style="list-style-type: none"> Traditional Tales & Rhymes <u>Outcomes:</u> Orally plan and rehearse Ideas. Orally compose a sentence & hold it in memory. Listen to a range of traditional tales. Make predictions. Identify & discuss main characters in a story. Demonstrate their understanding of characters and events through	Growth & Green Fingers <ul style="list-style-type: none"> Instructions <u>Outcomes:</u> Recall specific information in non-fiction texts. Listen to a range of instructions. Explain their understanding of what is read to them. Orally plan and rehearse ideas. <u>Writing Skills:</u> Form letters correctly (in addition to digits 0-9) Use finger spaces. Segment to write words using their	The Great Outdoors <ul style="list-style-type: none"> Stories with familiar settings <u>Outcomes:</u> Orally retell familiar stories in a range of contexts e.g. small world, role play & storytelling. Take turns when participating in discussions. Use familiar plots for structuring their own short narratives. Use formulaic phrases to open and close texts.	Robots <ul style="list-style-type: none"> Recounts <u>Outcomes:</u> Listen to others and take turns. Relate events to own experiences. Talk about an event or experience they have attended. Use capital letters for people & places. Order events in sequence. <u>Writing Skills:</u> Form letters correctly (in addition to digits 0-9) Use finger spaces.

	<p>dickory dock because'</p> <p><u>Writing Skills:</u> Segment cv/cvc words using phase 3 graphemes. Form recognisable letters. Use finger spaces. Segment to write words using their phonic ability.</p>	<p>e.g headings, facts, captions & pictures.</p> <p><u>Writing Skills:</u> Segment cv/cvc words using phase 3 graphemes. Form letters correctly (in addition to digits 0-9) Use finger spaces. Write sentences that can be read by themselves and others following a model. Use punctuation to demarcate simple sentences (capital letters & full stops). Attempt to use a question mark with support.</p>	<p>role play & drama.</p> <p><u>Writing Skills:</u> Form letters correctly (in addition to digits 0-9) Use finger spaces. Segment to write words using their phonic ability. Write sentences that can be read by themselves and others. Use punctuation to demarcate simple sentences (capital letters & full stops). Use question marks with support.</p>	<p>phonic ability (using their knowledge of alternate spellings). Write sentences that can be read by themselves and others. Use punctuation to demarcate simple sentences (capital letters & full stops). Re-read sentences to check they make sense & begin to self-correct. Use question marks with support.</p>	<p>Discuss, explain and predict- taking turns with others. Develop & demonstrate understanding through role play & drama. Identify question marks & exclamation marks.</p> <p><u>Writing Skills:</u> Form letters correctly (in addition to digits 0-9) Use finger spaces. Segment to write words using their phonic ability (using their knowledge of alternate spellings). Write sentences that can be read by themselves and others. Use punctuation to demarcate simple sentences (capital letters & full stops).</p>	<p>Segment to write words using their phonic ability (using their knowledge of alternate spellings). Write sentences that can be read by themselves and others. Use punctuation to demarcate simple sentences (capital letters & full stops). Re-read sentences to check they make sense & begin to self-correct.</p>
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					Re-read sentences to check they make sense & begin to self-correct.	
Unit/ Skills	<ul style="list-style-type: none"> Stories by the same author <p><u>Outcomes:</u> Orally explore new vocabulary. Practise new vocabulary within oral sentences. Make connections with other texts, programmes & characters. Make predictions based on what they have read previously.</p> <p>Use capital letter for the personal pronoun 'I'.</p> <p><u>Writing Skills:</u> Segment to write words using their phonic ability</p>	<ul style="list-style-type: none"> Recounts <p><u>Outcomes:</u> Listen to others and take turns. Relate events to own experiences. Talk about an event or experience they have attended. Begin to use capital letters for people & places. Order events in sequence.</p> <p><u>Writing Skills:</u> Form letters correctly (in addition to digits 0-9) Use finger spaces. Segment to write words using their phonic ability (begin to use phonic</p>		<ul style="list-style-type: none"> Stories on a theme <p><u>Outcomes:</u> Make predictions based on what they have read previously. Discuss the title and how it relates to the story. Identify & discuss main events/ characters in stories. Develop & demonstrate understanding through role play & drama. Identify exclamation marks. Give their opinion and share the reasons why. Use patterns & repetition to support oral retelling.</p>	<ul style="list-style-type: none"> Non-fiction texts: booklets <p><u>Outcomes:</u> Recall specific information in non-fiction texts. Activate prior knowledge – what do we already know about The Holt? Listen to what others say & take turns in discussion. Identify & use question/ exclamation marks. Discuss their writing with adults & peers.</p> <p><u>Writing Skills:</u> Form letters correctly (in</p>	<ul style="list-style-type: none"> Stories with fantasy settings <p><u>Outcomes:</u> Read more challenging texts using phonics & common exception word recognition. Discuss titles and how it relates to events in the whole story. Discuss main character/events in stories & make comparisons. Make basic inferences about what is being said and done. Use familiar plots to help structure their own stories. Retell stories using drama, story maps & actions.</p>

	<p>Write a sentence following a model.</p> <p>Use phonic knowledge to write labels independently.</p>	<p>knowledge of alternate graphemes.)</p> <p>Write sentences that can be read by themselves and others.</p> <p>Use punctuation to demarcate simple sentences (capital letters & full stops).</p> <p>Include the key features of a recount with support.</p>		<p>Discuss, explain and predict- taking turns with others.</p> <p><u>Writing Skills:</u></p> <p>Form letters correctly (in addition to digits 0-9)</p> <p>Use finger spaces.</p> <p>Segment to write words using their phonic ability (begin to use phonic knowledge of alternate graphemes.)</p> <p>Write sentences that can be read by themselves and others.</p> <p>Use punctuation to demarcate simple sentences (capital letters & full stops).</p> <p>Attempt to use an exclamation mark.</p>	<p>addition to digits 0-9)</p> <p>Use finger spaces.</p> <p>Segment to write words using their phonic ability using their knowledge of alternate spellings.</p> <p>Write sentences that can be read by themselves and others.</p> <p>Use punctuation to demarcate simple sentences (capital letters & full stops).</p> <p>Attempt to use an exclamation/ question mark</p> <p>Re-read sentences to check they make sense & begin to self- correct.</p>	<p>Write an innovated fantasy story.</p> <p><u>Writing Skills:</u></p> <p>Form letters correctly (in addition to digits 0-9)</p> <p>Use finger spaces.</p> <p>Segment to write words using their phonic ability (using their knowledge of alternate spellings).</p> <p>Write sentences that can be read by themselves and others.</p> <p>Use punctuation to demarcate simple sentences (capital letters & full stops).</p> <p>Re-read sentences to check they make sense & begin to self-correct.</p>
Writing opportunities	<p><u>Scaffolded Outcomes</u></p> <p>Nonsense Poem.</p> <p>Guided sentences about a familiar text.</p> <p><u>Independent writing opportunities</u></p>	<p><u>Scaffolded Outcomes</u></p> <p>Fact file about meerkats</p> <p>Non-Chronological report about Polar Bears.</p>	<p><u>Scaffolded Outcomes</u></p> <p>Wanted Poster</p> <p>A 'retell' of a traditional tale.</p> <p>A rhyme based on a traditional tale.</p>	<p><u>Scaffolded Outcomes</u></p> <p>A short narrative based on a classic story.</p> <p><u>Independent writing opportunities</u></p> <p>A story map with labels & captions.</p>	<p><u>Scaffolded Outcomes</u></p> <p>A short narrative using formulaic phrases.</p> <p>An information booklet about the 'Great Outdoors'.</p>	<p><u>Scaffolded Outcomes</u></p> <p>A first person recount about our class trip to the zoo.</p> <p>A short fantasy story featuring a robot as the central character.</p>

	Rhyming strings. Write captions & labels.	Recount about a class trip. <u>Independent writing opportunities</u> Information poster with labels & captions.	<u>Independent writing opportunities</u> A Story Map of a traditional tale. Label the Big Bad Wolf. Sentences about the Big Bad Wolf (following a model).	Sentences giving their opinion on a text (following a model.)	<u>Independent writing opportunities</u> A story board to plan out a narrative.	<u>Independent writing opportunities</u> Story Maps- labels & captions Story sequencing.
Vocabulary, grammar & punctuation to be taught across the year.	<p>Terminology for pupils - Letter, capital letter word, singular, plural sentence punctuation, full stop, question mark, exclamation mark.</p> <p>Grammar- 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>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>How the prefix un– changes the meaning of verbs and adjectives [negation, for example, unkind, or undoing: untie the boat]</p> <p>Joining words and joining clauses using ‘and’.</p> <p>Punctuation – The separation of words with spaces. Introduction to capital letters, full stops, question marks and exclamation marks to demarcate sentences. Use capital letters for names and for the personal pronoun I.</p> <p>To read & spell the Year 1 common exception words. CommonExceptionWords_Y1.pdf (oxfordowl.co.uk)</p>					