

YEAR 1 English Overview 2023-24

	Autumn 1 7 weeks	Autumn 2 8 weeks	Spring 1 6 weeks	Spring 2 6 weeks	Summer 1 & 2 12 weeks
Class novel/stories	Mick Inkpen –Kipper Books Nick Butterworth – Percy the park keeper books Non-fiction texts about Toys from the past		Selection of tradition tales & rhymes Sue Hendra Picture books Non-fiction texts about the North Pole		Jill Tomlinson- Novels Non-fiction texts about Australia
Unit/ Skills	Harry The Happy Mouse <ul style="list-style-type: none"> 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 dickory dock because'	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 role play & drama.	Penguins, Pigs & Possums <ul style="list-style-type: none"> Non-Chronological reports <u>Outcomes:</u> Explore a range of information texts with maintained attention. Gather information from a range of sources. Ask & answer appropriate questions. Recognise the features of a non-chronological report e.g. headings, facts, captions & pictures.	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. Recognise the features of instructions.	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. Discuss, explain and predict-taking turns with others. Develop & demonstrate understanding through role play & drama. Identify question marks & exclamation marks.

Unit/ Skills	<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>	<ul style="list-style-type: none"> • Stories with familiar settings <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. Use capital letter for the personal pronoun 'I'.</p>	<ul style="list-style-type: none"> • Poems on a theme. <p><u>Outcomes:</u> Listen to a range of poems maintaining attention. Orally explore new vocabulary. Children will be able to create their own poem based on a model, selecting key vocabulary. Begin to use descriptive language with support.</p>	<ul style="list-style-type: none"> • Information texts <p><u>Outcomes:</u> Recall specific information in non-fiction texts. Activate prior knowledge – what do we already know? Listen to what others say & take turns in discussion. Identify & use question/ exclamation marks. Discuss their writing with adults & peers.</p>	<ul style="list-style-type: none"> • Stories on a theme & Recounts <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 & use exclamation marks. Give their opinion and share the reasons why. Use patterns & repetition to support oral retelling. Discuss, explain and predict-taking turns with others. Talk about an event or experience they have attended. Order events in sequence.</p>
Writing opportunities	<p><u>Scaffolded Outcomes</u> Nonsense Poem.</p> <p>Guided sentences about a familiar text.</p> <p>Recount about class trip to the park</p>	<p><u>Scaffolded Outcomes</u> 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> Fact file about meerkats Non-Chronological report about Polar Bears. 'Meerkat Mail' postcards. An acrostic poem about Winter/ cold places</p>	<p><u>Scaffolded Outcomes</u> Set of instructions (cress head) Write a recipe (fruit kebabs)</p>	<p><u>Scaffolded Outcomes</u> A short narrative using formulaic phrases. An information booklet about the 'Great Outdoors' – Link to Australia. A recount of our class trip.</p>

	<u>Independent writing opportunities</u> Rhyming strings. Write captions & labels.	<u>Independent writing opportunities</u> A Story Map of a traditional tale. Sentences about a character (following a model).	<u>Independent writing opportunities</u> Information poster with labels & captions. Sentences about the seasons.	<u>Independent writing opportunities</u> Sentences giving their opinion on a text e.g. favourite bedtime story (following a model). Animal 'fact file' (polar animals)	<u>Independent writing opportunities</u> A story map with labels & captions. A story board to plan out a narrative. Information leaflet/ poster with labels & captions.
Year 1 writing skills to be taught across all units as appropriate.	<u>Writing Skills:</u> Form letters correctly (in addition to digits 0-9) Use finger spaces. Write sentences following a model. Segment to write words using their phonic ability (begin to use phonic knowledge of alternate graphemes.) Write sentences that can be read by themselves and others. Begin to show an awareness of and use punctuation to demarcate simple sentences (capital letters & full stops). Show awareness of & begin to use an exclamation mark & a question mark. Use the joining word 'and' when orally composing a sentence. Begin to use modelled adjectives in their writing.				
Vocabulary, grammar & punctuation to be taught across the year.	Terminology for pupils - Letter, capital letter word, singular, plural sentence punctuation, full stop, question mark, exclamation mark. 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. Suffixes that can be added to verbs where no change is needed in the spelling of root words (e.g. helping, helped, helper). How the prefix un– changes the meaning of verbs and adjectives [negation, for example, unkind, or undoing: untie the boat] Joining words and joining clauses using 'and'. 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. To read & spell the Year 1 common exception words. CommonExceptionWords_Y1.pdf (oxfordowl.co.uk)				