

## St John's Yearly Overview for English – Year 1



### Pacer of Termly Texts Blocks, Links and suggested outcomes

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Autumn			Spring		Summer	
Curriculum topic	Animals including humans	Florence Nightingale and Edith Cavell	Everyday materials/Seasons	Toys	Holidays	Plants – identifying and name
Literacy Units	Narrative  Captions and labels -	Narrative  Information texts-Fact files linked to topic  Poetry: Using our senses	Narrative	Narrative  Information texts – linked to topic	Narrative  Narrative poetry	Author Study (Quentin Blake) Poetry  Instructions – linked to growing
English Literature Texts	Aaaarrgghh Spider – Lydia Monks The Bear in the Cave – Michael Rosen We're going on a lion hunt –David Axtell The Magic of Anansi: a short film  Captions and labels- this is not a stick –Antoinette Portis) Billy's Bucket – Kes Gray and Garry Parsons	Beegu – Alexis Deacon (2-3 weeks)  The Little Red hen Stubby the Dog Soldier  Poetry: Using senses When then wind blows –John Foster The mud-pie makers Rhyme-Janet Paisley Sounds Good!-Judith Nicholls	Goldilocks and the Three Bears Three Little pigs Snow White  No Dinner! – Jessica Souhami	Man on the Moon – Simon Bartram  Traction Man – Mini Grey  Jill Murphy-Five minutes of peace/luke tidies up???	The Gruffalo – Julia Donaldson  Where the Wild Things Are – Maurice Sendak  The Snail and the Whale - Julia Donaldson  Walking through the jungle-Julie Lacome	Quentin Blake: Mr Magnolia Cockatoos The Green Ship Mrs Armitage (4Weeks)  Dear Greenpeace – Simon James  The Tiny Seed – Eric Carle
Author Studies	Michael Rosen	Alexis Deacon	Lauren Child	Simon Bartram	Julia Donaldson	Quentin Blake

<b>Read aloud book list</b>	Stories by Michael Rosen Ooo Ooo Ooo Gorilla Babbit Ebb and Flo and the Baby Seal Hungry Hen The Very Lazy Ladybird The Very Hungry Caterpillar	Allan & Janet Ahlberg	Traditional tales: Billy goats gruff, Three little Pigs, goldilocks, The Little Red Hen The story Tree.	Michael Foreman and Simon Bartram	Through the Magic Mirror- Anthony Browne On the Way Home – Jill Murphy Maurice Sendak books Dr Seuss Stories by Julia Donaldson	Stories by Quentin Blake Animal Poems The Enchanted Wood John Burningham
<b>Spoken Outcomes</b>	Role play area Story telling circle Debate the teacher's actions Oral retell	Retell through drama Memorise repetitive refrains Role-play	Role play News report Verbal instructions (barrier games)	Are spiders good or bad?	Debates between Max and parents Debates between Max and wild things Retelling events in order  Memorise sections of rhyming story	Performing Mister Magnolia Oral telling Cockatoos Role play Professor Dupont Poetry recital and performance

<p><b>Written Outcomes</b></p>	<p><b>Beegu</b>  Wk 1 – describe Beegu’s home planet  Wk 2 - writing a postcard home to Beegu’s alien friends  Final - Writing a story from Beegu’s point of view</p> <p><b>The Story Tree</b>  Wk 1 – retell The Little Red Hen  Wk 2 – retell The 3 Billy Goats Gruff  Wk 3 – retell Monkey See, Monkey Do as a published book</p> <p><b>Labels &amp; Captions examples:</b>  Captions for displays  Labels about senses and parts of the body</p>	<p><b>Owl and the Pussy Cat</b>  Wk 1 - Illustrations of each page in Owl and Pussy Cat  Annotated story map  Wk 2 - Message (in a bottle)  Write postcards home  Wk 3 – Owl &amp; Pussy Cat’s Diary  E-mail in role – informal</p> <p><b>The Acorn – Edward Gibbs</b>  Wk 1 - Speech bubbles  Wk 2 - Retell  Wk 3 - Create new versions</p>	<p><b>No Dinner</b>  Wk 1 – sequencing, writing in role  Wk 2 – highlighting character traits in the text, write a letter to the old woman from the grand-daughter  Wk 3 – alternative story changing animals</p> <p><b>Instructions</b>  How to make...</p>	<p><b>Aaaarrgghh Spider</b>  Wk 1 – Write a spider poem  Wk 2 – write in the role of the spider ‘a day in my life’  Wk 3 – write a story based on a homeless insect</p> <p><b>Information texts:</b>  Booklets  Dictionary work – order, finding definitions of new words</p>	<p><b>Where the Wild Things Are</b> Wk 1 – Write a wanted poster for one of the monsters.  Wk 2 – Choose a scene and write a poem about it.  Wk 3 – Make a ‘Where The Wild Things book’</p> <p><b>The Snail and the Whale:</b>  Wk 1 – Write a description of one of the pictures  Wk 2 – write in role from snail’s point of view  Wk 3 – Write a newspaper report of events</p>	<p><b>Quentin Blake</b>  Wk 1 – Write the story of Mr Magnolias missing boot.  Wk 2 – Write in role as a cockatoo  Wk 3 – Write your own version of the story Mrs Armitage on wheels</p> <p><b>Animal Poems</b>  Write own poems</p>
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## Spoken Language

- listen and respond appropriately to adults and their peers
- ask relevant questions to extend their understanding and knowledge
- use relevant strategies to build their vocabulary
- articulate and justify answers, arguments and opinions
- give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings
- maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments
- use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas
- speak audibly and fluently with an increasing command of Standard English
- participate in discussions, presentations, performances, role play, improvisations and debates
- gain, maintain and monitor the interest of the listener(s)
- consider and evaluate different viewpoints, attending to and building on the contributions of others
- select and use appropriate registers for effective communication.

## Reading

### Word

- apply phonic knowledge and skills as the route to decode words
- respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes
- read accurately by blending sounds in unfamiliar words containing GPCs that have been taught
- read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word
- read words containing taught GPCs and –s, –es, –ing, –ed, –er and –est endings
- read other words of more than one syllable that contain taught GPCs
- read words with contractions [for example, I'm, I'll, we'll], and understand that the apostrophe represents the omitted letter(s)
- read aloud accurately books that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words
  - re-read these books to build up their fluency and confidence in word reading.

### Comprehension

develop positive attitudes to reading and understanding of what they read by:

- listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently
  - 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 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
- 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.

## Writing

### Transcription

#### **Spelling** (see English Appendix 1)

Pupils should be taught to:

- spell:
  - words containing each of the 40+ phonemes already taught
  - common exception words
  - the days of the week
- name the letters of the alphabet:
  - naming the letters of the alphabet in order
  - using letter names to distinguish between alternative spellings of the same sound
- add prefixes and suffixes:
  - 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 [for example, helping, helped, helper, eating, quicker, quickest]
- apply simple spelling rules and guidance, as listed in [English Appendix 1](#)

write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far.

### Handwriting

Pupils should be taught to:

- sit correctly 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’ (i.e. letters that are formed in similar ways) and to practise these.

### Composition

Pupils should be taught to:

- write sentences by:
  - saying out loud what they are going to write about
  - composing a sentence orally before writing it
  - combining words to make sentences
  - joining words and clauses using *and*
  - 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 or other pupils.

Read aloud their writing clearly enough to be heard by their peers and the teacher.

## Spelling, Punctuation & Grammar

### Terminology for pupils:

letter, capital letter

word, singular, plural

sentence

punctuation, full stop, question mark, exclamation mark

### **Grammar. Develop their understanding of the concepts set out in English Appendix 2 by:**

Pupils should be taught to:

- develop their understanding of the concepts set out in [English Appendix 2](#) by:
  - leaving spaces between words
  - joining words and joining clauses using and
  - learning the grammar for year 1 in English Appendix 2

use the grammatical terminology in English Appendix 2 in discussing their writing.

### **Punctuation. Indicate grammatical and other features by:**

- 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'

### **Spelling (See Appendix 1 for teaching points)**

The boundary between revision of work covered in Reception and the introduction of new work may vary according to the programme used, but basic revision should include:

- all letters of the alphabet and the sounds which they most commonly represent
- consonant digraphs which have been taught and the sounds which they represent
- vowel digraphs which have been taught and the sounds which they represent
- the process of segmenting spoken words into sounds before choosing graphemes to represent the sounds
- words with adjacent consonants

guidance and rules which have been taught

The sounds /f/, /l/, /s/, /z/ and /k/ spelt ff, ll, ss, zz and ck	The /ŋ/ sound spelt n before k	Division of words into syllables	-tch	The /v/ sound at the end of words	Adding s and es to words (plural of nouns and the third person singular of verbs)	Adding the endings -ing, -ed and -er to verbs where no change is needed to the root word	Adding -er and -est to adjectives where no change is needed to the root word
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<u>Example words (non-statutory)</u> off, well, miss, buzz, back	<u>Example words (non-statutory)</u> bank, think, honk, sunk	<u>Example words (non-statutory)</u> pocket, rabbit, carrot, thunder, sunset	<u>Example words (non-statutory)</u> catch, fetch, kitchen, notch, hutch	<u>Example words (non-statutory)</u> have, live, give	<u>Example words (non-statutory)</u> cats, dogs, spends, rocks, thanks, catches	<u>Example words</u> <b>–ing</b> and <b>–er</b> always add an extra syllable to the word and <b>–ed</b> sometimes does.  The past tense of some verbs may sound as if it ends in /ɪd/ (extra syllable), /d/ or /t/ (no extra syllable), but all these endings are spelt <b>– ed</b> .  If the verb ends in two consonant letters (the same or different), the ending is simply added on.	<u>Example words (non-statutory)</u> As with verbs, if the adjective ends in two consonant letters (the same or different), the ending is simply added on.
<b>Vowel digraphs and trigraphs</b>		<u><b>Example words (non-statutory)</b></u>		<b>Vowel digraphs and trigraphs</b>		<u><b>Example words (non-statutory)</b></u>	
ai, oi		rain, wait, train, paid, afraid oil, join, coin, point, soil		oo (/u:/)		food, pool, moon, zoo, soon	
ay, oy		day, play, say, way, stay boy, toy, enjoy, annoy		oo (/ʊ/)		book, took, foot, wood, good	
a–e		made, came, same, take, safe		oa		boat, coat, road, coach, goal	
e–e		these, theme, complete		oe		toe, goes	



i-e	five, ride, like, time, side	ow (/aʊ/) ow (/əʊ/) ue ew	now, how, brown, down, town own, blow, snow, grow, show blue, clue, true, rescue, Tuesday new, few, grew, flew, drew, threw
o-e	home, those, woke, hope, hole	ie (/aɪ/)	lie, tie, pie, cried, tried, dried
u-e	June, rule, rude, use, tube, tune	ie (/i:/)	chief, field, thief
ar	car, start, park, arm, garden	igh	high, night, light, bright, right
ee	see, tree, green, meet, week	or	for, short, born, horse, morning
ea (/i:/)	sea, dream, meat, each, read (present tense)	ore	more, score, before, wore, shore
ea (/ɛ/)	head, bread, meant, instead, read (past tense)	aw	saw, draw, yawn, crawl
er (/ɜ:/)	(stressed sound): her, term, verb, person	au	author, August, dinosaur, astronaut
er (/ə/)	(unstressed <i>schwa</i> sound): better, under, summer, winter, sister	air	air, fair, pair, hair, chair
ir	girl, bird, shirt, first, third	ear	dear, hear, beard, near, year
ur	turn, hurt, church, burst, Thursday	ear (/ɛə/)	bear, pear, wear
ou	out, about, mouth, around, sound	are (/ɛə/)	bare, dare, care, share, scared

**See Kerrin for guidance on phonics.**