**Year 1 English Curriculum Overview 2023-24**

This information is intended for parents/carers to see the learning journey for their child/children. These quality core books have been carefully chosen to inspire the English curriculum in each year group, selected from recommendations through the Centre of Literacy in Primary Education (CLPE).

As the teachers often reveal the texts gradually to hook the children into their new core text and encourage them to share predictions, please refrain from sharing these titles with your child. These will be enjoyed with their class - we can offer suggestions for suitable texts that would compliment these reads and hence could be shared at home. Thank you for your understanding.

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| **YEAR 1** | **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** |
| **Topic** | **Being Brave** | **Blast Off!** | **Ahoy There!** | **Deep Discoveries** | **Creature Comforts** | **The Seaside** |
| **Core books**  Related books are used within the teaching sequence to compliment the main core book and topic. These will cover a range of genres.  If you would like further information about these, please ask your child’s class teacher. | Whole school text - *In Our Hand*s by Lucy Farfort    *Little Red and the Very Hungry Lion* by Alex T. Smith    *Brave Bear* by Sean Taylor and Emily Hughes    *We’re Going to Find the Monster!* by Malory Blackman and Dapo Adeola | *Look Up!* by Nathan Byron    *Man on the Moon* by Simon Bartram | *Captain Flinn and the Pirate Dinosaurs* by Giles Andreae | *Sam and Dave Dig a Hole* by Mac Barnett    *The Something* by Rebecca Cobb    *The Planet in a Pickle Jar* by Martin Stanev | *Not That Pet!* by Smriti Halls    *Superworm* by Julia Donaldson | *Clean Up!* by Nathan Byron    *The Lighthouse Keeper’s Lunch* by David and Ronda Artmitage |
| **Writing:**  **Vocabulary, Grammar, Punctuation (and Spelling)** | Spelling – Phonics teaching beginning with revisits of Phase 4 | - Phonics teaching – consolidate Phase 4; begin Phase 5  - Recognise and write capital letters from memory  - With adult prompting, separate words with spaces  - Begin to use a full stop to demarcate simple sentences  - Begin to identify question marks  - Use of suffix –s/-es, e.g. dog/dogs; wish/wishes | - Phonics teaching – Phase 5  - Use the conjunction ‘and’ to link clauses  - Separate words using spaces  - Use capital letters and full stops to demarcate simple sentences  - Use a capital letter for the pronoun I  - Begin to use capital letters for names of people, places and days of the week  - Begin to use question marks, where appropriate  - Begin to identify exclamation marks  - Use the suffix –ed/-ing on verbs (past and present tense) | | - Phonics teaching – Phase 5  - Begins to use present and past tense with some accuracy  - Use some coordination to join clauses (e.g. and)  - Uses spaces between words that reflect the size of the letters  - Demarcates many sentences with capital letters and full stops  - Use a capital letter for the pronoun I  - Begin to use capital letters for names of people, places and days of the week  - Begin to use question marks, where appropriate  - Begin to identify exclamation marks, where appropriate  - Use the suffix –ed/-ing on verbs (past and present tense)  -Begin to use –er/-est (comparative/superlative) | |
| **Writing: Composition - audience and purpose** | Children will be transitioning from Reception during autumn 1.  - Orally plan and sequence ideas  - Orally compose each sentence before writing (think it, say it, write it) using key vocabulary  - Write simple sentences containing an appropriate verb  - Begin to sequence sentences  - Read their writing, clearly and loudly, to an adult | | - Orally compose each sentence before writing using key vocabulary, including the conjunction ‘and’ to link two clauses  - Re-read every sentence to check it makes sense  - Sequence sentences to produce short narratives and non-fiction; and recounts  - Discuss their writing with adults and peers, saying what they like about it  - Read their writing, clearly and loudly, to their peers | | - Orally compose each sentence before writing using key vocabulary, including the conjunction ‘and’ to link two clauses  - Re-read every sentence to check it makes sense  - Write sequenced sentences to form short narratives about their own and others’ experiences (real or fictional) and about real events (own experiences)  -- Discuss their writing with adults and peers, saying what they like about it, beginning to refer back to the writing  Read their writing, clearly and loudly, to a group | |
| **Independent writing outcomes** | **Fiction** Retell story  **Non-fiction** Captions and labelling  **Poetry** African traditional poem | **Fiction**Retell story from the aliens’ perspective  Setting description  **Non-fiction** Information about Mae Jefferson (cross-curricular)  **Poetry** Sound collector | **Fiction** Character description  **Non-fiction** Letter  Trip recount  **Poetry** Sea shanties | **Fiction** Narrative (Planet in a Pickle Jar)  **Non-fiction** Instructions  **Poetry** World Book Day themed | **Fiction** Retell with adaptation  **Non-fiction**  Missing poster  Fact files | **Non-fiction** Menus  Arguments  **Poetry** Chisenhale Poetry Slam |

Teachers can reflect upon and change core books if new releases or better books related to the topics become available throughout the year. If a change is made, we will update families through the curriculum maps shared each half term. The English Leads continue to check coverage of books and the progression of genres and writing outcomes when changes are made.