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| **Year 1 English Overview** |
| **Text types**  |
| NarrativesLabelsListsCaptionsRecounts Poetry |
| **Spoken Language** |
| Pupils should be taught to:* 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.
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| **Reading – Word recognition** | **Reading – Comprehension** |
| Pupils should be taught to:* 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
 | Pupils should be taught to:* develop pleasure in reading, motivation to read, vocabulary and understanding 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. |
| **Text Structure** | **Sentence Construction** | **Word Structure/Language** | **Punctuation** | **Terminology** |
| **Consolidate Reception list** **Introduce:****Fiction:****Planning Tools:** Story map / story mountain (Refer to Story-Type grids)**Plan opening** **around** character(s), setting, time of day and type of weather**Understanding -** beginning /middle /end to a story**Understanding -** 5 parts to a story:**Opening***Once upon a time…***Build-up***One day…***Problem / Dilemma***Suddenly,../ Unfortunately,…***Resolution***Fortunately,…***Ending***Finally,….***Non-fiction:****(Refer to Connectives and Sentence Signposts document for Introduction and Endings)****Planning tools:** text map / washing line **Heading****Introduction**Opening factual statement **Middle section(s)**Simple factual sentences around a *them*Bullet points for instructions Labelled diagrams**Ending**Concluding sentence | **Consolidate Reception list****(See Connectives and Sentence Signposts doc.)****Introduce:****Types of sentences:**StatementsQuestionsExclamations**Simple Connectives:***and* *or**but* *so**because* *so that* *then**that* *while**when**where* **Also as openers:***While…* *When…**Where…***-‘ly’ openers** *Fortunately,…Unfortunately, Sadly,…***Simple sentences** e.g. *I went to the park.**The castle is haunted.***Embellished simple sentences** **using adjectives** e.g.*The giant had an enormous beard.**Red squirrels enjoy eating delicious nuts.***Compound sentences** using connectives (coordinating conjunctions)and/or/ but/so e.g. *The children played on the swings* ***and*** *slid down the slide.**Spiders can be small* ***or*** *they can be large.**Charlie hid* ***but*** *Sally found him.**It was raining* ***so*** *they put on their coats.***Complex sentences:****Use of ‘who’ (relative clause) – not the name**e.g. *Once upon a time there was a little old woman* ***who*** *lived in a forest.**There are many children* ***who*** *like to eat ice cream.* **‘Run’ - Repetition for rhythm** e.g. *He walked and he walked and he walked.***Repetition for description**e.g. *a lean cat, a mean cat**a green dragon, a fiery dragon* | **Consolidate Reception list****Introduce:****Prepositions:***inside**outside**towards**across**under***Determiners:***the a my your an this that his her their some all lots of many more those these***Adjectives** to describe e.g. *The* ***old*** *house…* *The* ***huge*** *elephant…***Alliteration** e.g. *dangerous dragon* *slimy snake***Similes using like and as….as…** e.g. *as tall as a house* *as red as a radish***Precise, clear language to give information e**.g.*First, switch on the red* *button.* *Next, wait for the green light to flash...**Regular* ***plural noun suffixes*** *–s or –es* *(e.g. dog, dogs; wish, wishes)****Suffixes*** *that can be added to* ***verbs*** *(e.g. helping, helped, helper)**How the* ***prefix*** *un– changes the meaning of* ***verbs*** *and* ***adjectives****(negation, e.g. unkind, or undoing, e.g. untie the boat)* | **Consolidate Reception list****Introduce:**Capital Letters:***Capital letter for names******Capital letter for the personal pronoun I and begin to use CL for proper nouns – people, places, days of the week, Mr/Mrs, etc.***Full stops Question marksExclamation marks (Introduction of this)Speech bubbleBullet points | **Consolidate:**Finger spaces**Letter****Word****Sentence****Full stops****Capital letter**Simile – ‘like’**Introduce:****Punctuation****Question mark** **Exclamation mark** Speech bubble Bullet points**Singular/ plural** AdjectiveVerbConnectiveAlliterationSimile – ‘as’ |
| **Common Exception words Year 1** |
| **The****A****Do****To****Today****Of****Said****Says****Are****Were****Was****Is****Hi** | **Has****I****You****Your****They****Be****He****Me****She****We****No****Go****So** | **By****My****Here****There****Where****Love****Come****Some****One****Once****Ask****Friend****School** | **Put****Push****Pull****Full****House****Our** |