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| **Year 1 English Overview** | | | | | | | |
| **Text types** | | | | | | | |
| Narratives  Labels  Lists  Captions  Recounts  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. | | | | | | | |
| **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:**  Statements  Questions  Exclamations  **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 marks  Exclamation marks (Introduction of this)  Speech bubble  Bullet 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**  Adjective  Verb  Connective  Alliteration  Simile – ‘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** | | | |