

Year One - English Overview

Y1	Wild Word		Kings & Queens		In the Garden	
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Focus	Non- Fiction (non-chronological) Labels, lists,	Fiction	Non-Fiction (Chronological) Letter	Fiction	Instruction	Fiction
Books/ Texts	Mary Kingsley Explorer Handa's Surprise National Geographic Koalas One Day in my Blue Planet					
Reading for Pleasure	To listen to and discuss a wide range of fiction, non-fiction and poetry at a level beyond that at which they can read independently.					
Reading	Retell stories and consider their particular characteristics	Become familiar with key stories, fairy stories and traditional tales Retell stories and consider their particular characteristics Ask relevant questions	Retell stories and consider their particular characteristics Participate in discussion about what has been read	Retell stories and consider their particular characteristics Learn to appreciate rhymes and poems Recite some rhymes and poems by heart Check that the text makes sense	Learn to appreciate rhymes and poems Recite some rhymes and poems by heart	Become familiar with key stories, fairy stories and traditional tales Retell stories and consider their particular characteristics Participate in discussion about what has been read Listen and respond
Phonics and decoding	Throughout there will be opportunities to apply word skills: To read Y1 common exception words, noting unusual correspondences between spelling and sound and where these occur in words. To use phonic knowledge (phase 3) to decode regular words and read them aloud accurately. To respond speedily, giving the correct sound to graphemes for all of the 40+ phonemes. To read words containing taught GPCs. To read other words with one or more syllables containing GPCs.					
Vipers						
Vocabulary	To build up vocabulary Discuss word meanings, linking new meanings to those already known Be confident to share unknown words (Word's that I don't know...yet!)					
Inference	To begin to make simple inferences e.g. decide upon character types based on their actions (good, bad, hero etc). Link what is read or heard to own experiences. Draw on what they already know. Make inferences on the basis of what is being said and done.					
Prediction	To anticipate key events and phrases in rhymes and stories Predict what might happen on the basis of what has been read so far. To predict and discuss characters.					
Explain	To demonstrate understanding when talking with others about what they have read.				Explain clearly understanding of what is read Articulate and justify answers	

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	Explain their understanding of books that are read to them by: <ul style="list-style-type: none"> • Discussing the significance of the title and events • Participating in discussion about what is read to them (stories, poems and non-fiction at a level beyond which they can read independently) • Understanding the difference between fiction and non-fiction • Taking turns and listening to what others say 					
Retrieve	Answer simple questions about characters, settings and key events in a story. Listen and respond					
Sequence	Discuss the significance of the title and events				Beginning to describe the overall structure of a story e.g. being about to answer: "What is the problem in the story?"	
Spoken Language	Ask relevant questions Participate in discussions, presentations, performances, role play, improvisations and debates.				Use spoken language: speculating, imagining and exploring ideas.	
Writing Outcome	Poster/ Post card			Character description	Instructions	Setting description
Sentence	Combine words to make sentences		Join words using and	Join words and clauses using and	Join words and clauses using and, but	Join words and clauses using and Use simple description
Text	To write simple sentences which can be read by themselves and others. To say aloud what they are going to say. Write a simple sentence. Sequence sentences to form short narratives (link ideas or events by pronoun) To reread their writing to check that it makes sense and to independently begin to make changes.					
		Use plural noun suffixes -s and -es	To read words containing -ing, -ed and -est endings. Add suffixes to verbs where no change is needed to the root.	Change the meaning of verbs and adjectives by adding the prefix un	Add suffixes to verbs where no change is needed to the root Change the meaning of verbs and adjectives by adding prefix un	To read words with contractions, e.g. I'm, I'll and we'll.
Punctuation	Leave spaces between words Begin to use capital letters and full stops Use a capital letter for names of people and the personal pronoun 'I'	Punctuate sentences using a capital letter and a full stop Use a capital letter for names of people	Punctuate sentences using a capital letter and a full stop, some question marks	Punctuate sentences using a capital letter and a full stop, question mark or exclamation mark	Punctuate sentences using a capital letter and a full stop, question mark or exclamation mark Use a capital letter for places and days of the week	
	Use phonic knowledge to write words Spell many words correctly by segmenting spoken words into phonemes and representing these by graphemes. Spell common exception words.					

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Spelling	Ninja phase 2 words I, no, go, the, to, into Ninja phase 3 words He, she, we, me, be, you, are, her	Ninja phase 4 words said, have, like, so, do, some, come, little, one, there, were, what, when, out	Ninja phase 5 words Oh, Mrs, people, their, called, Mr, looked, asked, could	Y1 common exception words (overlap phonic words)	Y1 common exception words	Y1 common exception words
Handwriting	To write letters/numbers in correct direction, starting and finishing in the right place with a good level of consistency.					
	Curly caterpillars c, a, d, e, s, g, f, q, o CAPITALS	One arm robots n, m, h, k, b, p, r CAPITALS	Zigzag monsters z, v, w, x, CAPITALS	Ladder letters l, i, u, t, j, y CAPITALS		

Potential gaps from previous year group - revisit **Key objectives for the year**