

Year One - English Overview

Y1	Frozen planet		Flight - Travel To infinity and beyond		In the Garden	
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Focus	Non- Fiction (non-chronological) Labels, lists, Simple facts about a penguin/ other arctic or Antarctic animal. Speech bubbles - What is the penguin saying? Write sentences using pronoun I.	Fiction Poetry - (Autumn theme) A simple setting description. A simple character description.	Non-Fiction (Chronological) Letter Write questions to take with us on a trip to East Midlands role-play.	Fiction Poetry - (Spring theme) Story - problem part - teach exclamation marks.	Instruction Write a simple set of instructions for making a healthy dish.	Fiction Story - solution - children to be familiar with a garden story and then come up with their own solution for the end of the story. Poetry - (Summer theme)
Books/ Texts	Non-fiction texts - animals - places Maps Poles Apart Autumn Poems If I were a Penguin	Firework Poems Lost and Found Caspian Finds a Friend	Dragon post Oi Get off our train You can't take an elephant on a bus	Beegu The Way back home Here we are	The Fly Bee: a great journey Supertato	In the Garden Jack and the Beanstalk The sunflower
READING						
Reading for Pleasure	To develop pleasure in reading, motivation to read, vocabulary and understanding 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.					
	Giraffes can't dance Penguin in Peril The Great Dog Bottom Swap The Koala who Could	The Storm Whale The Storm Whale in Winter Stickman The Snail and the Whale	Room on the Broom Jolly Postman Lost and Found	Aliens Love Underpants, Winnie the Witch	The Bumble Bear Stuck The Gruffalo Stanley's Stick Bog Baby	Handa's Surprise The Little Beaver and the Echo, Where Happiness Lives
Poetry	To listen to and discuss a wide range of poetry at a level beyond that at which they can read independently. Learn to appreciate rhymes and poetry Recite some by heart					
	Poems Out Loud / Even My Ears are Smiling / A Great Big Cuddle /			Mad About Dinosaurs/ Perfectly Peculiar Pets/ Zim Zam Zoom		
	To 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 To re read these books to build up fluency and confidence in word reading To use phonic knowledge to decode regular words and read them aloud accurately.					

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Phonics and decoding	<p>To respond speedily, giving the correct sound to graphemes for all of the 40+ phonemes.</p> <p>To read words containing taught GPCs.</p> <p>To read other words with one or more syllables containing GPCs.</p> <p>To read accurately by blending sounds in unfamiliar words containing GPCs have been taught</p>					
	<p>Phase 3 & 4</p> <p>Recap and review Phase 3</p>	<p>Phase 4</p> <p>Phase 5 Unit 13 wh, s, ph stage 1 - 36 Unit 14 ai, ay, a-e, eigh, ey, ei stage 1 - 10/11 Unit 15 ee, ea, e-e, ie, ey, y stage 1 - 12/17/18/30 stage 2 - 25 Unit 16 ie, i-e, y, i, stage 1 - 13/29/31 stage 2 - 13 Unit 17 oa, ow, o-e, o, oe stage 1 - 14/25 Unit 18 oo, ew, ue, u-e, u, oul stage 1 - 15/24/28</p> <p>NB: One Phonics Bug unit per week</p>	<p>Phase 5</p> <p>Unit 19 or, aw, au, al stage 1 - 32, 33, stage 2 - 22 Unit 20 ur, ir, er, ear stage 1 - 20/21/22 Unit 21 ow, ou oi oy stage 1 - 10/26/27 Unit 22 ear ere, eer, air, are, ear stage 1 - 34/35 Unit 23 c, k, ck, ch stage 1 - 2</p>	<p>Phase 5</p> <p>Unit 24 c(e), c(I), c(y) s, sc, st(l), s, x, se stage 2 - 4 Unit 25 j, g(e), g(I), g(y), dge stage 2 - 1, 2/ 3 Unit 26 le, mb, kn, gn, wr stage 2 - 5/7/8 Unit 27 (Over two weeks)</p> <p>ch, tch, sh, e, ea, w, wa, u, o stage 1 - 3 stage 2 - 26</p>	<p>Phase 5</p> <p>Recap and review Phase 5</p>	<p>Phase 5</p> <p>Recap and review Phase 5</p> <p>Phonic screening test</p>
Reading	<p>Recognising and joining in with predictable phrases</p> <p>Ask relevant questions</p> <p>Participate in discussion about what has been read</p> <p>Check that the text makes sense</p> <p>Listen and respond</p>	<p>Use plural noun suffixes -s and -es</p> <p>To read Y1 common exception words, noting unusual correspondences between spelling and sound and where these occur in words.</p>	<p>Become familiar with key stories, fairy stories and traditional tales</p>	<p>To read words containing -ing, -ed, er and -est endings.</p>	<p>To read words with contractions, e.g. I'm, I'll and we'll.</p>	<p>Become familiar with key stories, fairy stories and traditional tales</p>
Vipers						
Vipers Books	<p>Ruby's worry</p> <p>The Black and White club</p>	<p>Lost and Found</p> <p>Rainbow fish</p>	<p>Meerkat Mail</p>	<p>The Marvellous Moon</p> <p>Map</p>	<p>Supertato</p> <p>Avacado Baby</p>	<p>The Bear and the Piano</p>

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	Non fiction - Arctic Sparks in the Sky	The Koala Who could The Lion and the Unicorn	Tom's Magnificent Machines The Squirrels Who Squabbled The journey	The Antlered Ship Lights on cotton rock	The Day the Crayons Quite	The Day the crayons came home Voices in the Park
Vocabulary	To build up vocabulary Discuss word meanings, linking new meanings to those already known Draw on what they already know or on background information and vocabulary provided by the teacher 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 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 				Explain clearly understanding of what is read Articulate and justify answers	
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					
Spoken Language	Listen and respond Ask relevant questions Articulate and justify answers Maintain attention Give well-structured descriptions, explanations and narratives Participate actively in collaborative conversations Participate in discussions, presentations, performances, role play, improvisations and debates Use spoken language: speculating, hypothesising, imagining and exploring ideas					

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Vocabulary, Grammar and punctuation	<ul style="list-style-type: none"> • 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' • Use a capital letter for names of people • Use a capital letter for places 	<ul style="list-style-type: none"> • Join words using and • Use a capital letter for days of the week 	<ul style="list-style-type: none"> • Punctuate sentences using a capital letter and a full stop, question mark or exclamation mark 			
Composition	<ul style="list-style-type: none"> • To say aloud what they are going to write. • Compose a sentence orally before writing it • To reread their writing to check that it makes sense • Discuss what they have written with a teacher or other pupils 	<ul style="list-style-type: none"> • Sequence sentences to form short narratives 	<ul style="list-style-type: none"> • Read aloud their writing clearly enough to be heard by their peers and teachers 			

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