

Year 1 English Overview

Autumn 1	<p>Week 1 -2 Stories: Fiction Text: We are all different</p> <p>Skills:</p> <ul style="list-style-type: none"> Identify the beginning, middle and end of a story. Recall the main events and make predictions about the ending. Listen with sustained concentration to a story. Recognise main characters and be able to talk about typical characteristics. E.g. good/bad. Re- tell familiar stories. Sequence stories. To use simple sentence structures (which may often be repetitive). I am To use simple sentence structures To use the conjunction 'and.' To use capital letters, finger spaces and full stops. To re- read their work back to check it makes sense. 	<p>Week 3-6 Stories: Fiction Text: Funny Bones</p> <p>Skills:</p> <ul style="list-style-type: none"> Identify the beginning, middle and end of a story. Recall the main events and make predictions about the ending. Listen with sustained concentration to a story. Recognise main characters and be able to talk about typical characteristics. E.g. good/bad. Re- tell familiar stories. Sequence stories. To use simple sentence structures (which may often be repetitive). To use simple sentence structures To use the conjunction 'and.' To use capital letters, finger spaces and full stops. To re- read their work back to check it makes sense. To use adjectives to describe. <p>Grammar Focus: Week 2 Adjectives Week 3 Nouns</p>	<p>Week 6-8 Poetry Text: My five senses</p> <p>Skills:</p> <ul style="list-style-type: none"> To learn a poem off by heart. Perform in unison Imitate and invent actions. To use simple sentence structures (which may often be repetitive). Talk about favourite part of a poem To use simple sentence structures To use capital letters, finger spaces and full stops. To re- read their work back to check it makes sense. To use adjectives to describe. <p>Grammar focus: Week 1 Rhyming words Week 2 Rhyming words Week 3 Adjectives</p>
	Autumn 2	<p>Week 1 -4 Stories: Fiction Text: Stickman</p> <p>Skills</p> <ul style="list-style-type: none"> To learn a story off by heart To use simple sentence structures (which may often be repetitive). To use simple sentence structures To sequence sentences in chronological order to recount. To use the conjunction 'and' and 'because.' To use capital letters, finger spaces and full stops. To re- read their work back to check it makes sense To use capital letters for names <p>Grammar focus: Week 1: Adjectives Week 2: To use proper nouns Week 3: To use the suffix s and es</p>	<p>Week 3-7 Instructions Making Stickman</p> <p>Skills</p> <ul style="list-style-type: none"> Listen to and follow a single more detailed instruction and a longer series of instructions. Think out and give clear single oral instructions. Read and follow short series of instructions in a shared context. Contribute to a class composition of instructions with teacher scribing. Write 2 consecutive instructions independently. <p>Grammar focus: Week 1 : To use verbs Week 2: To use imperative verbs</p>

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Spring 1	<p>Week 1 -3 Diary entries Text: Jack and the beanstalk</p>	<p>Week 4-6 Instructions</p>
	<p>Skills:</p> <ul style="list-style-type: none"> Identify the beginning, middle and end of a story. Recall the main events and make predictions about the ending. Listen with sustained concentration to a story. Recognise main characters and be able to talk about typical characteristics. E.g. good/bad. Re- tell familiar stories. Sequence stories. To use simple sentence structures (which may often be repetitive). To use simple sentence structures To use the conjunction 'and.' To use capital letters, finger spaces and full stops. To re- read their work back to check it makes sense. To use the personal pronoun 'I' To use capital letters for names <p>Grammar Focus: Week 1 – Days of the week Week 2 – To use the suffix 'ing' Week 3 To use the suffix 'ed'</p>	<p>How to plant a bean</p> <p>Skills:</p> <ul style="list-style-type: none"> Listen to and follow a single more detailed instruction and a longer series of instructions. Think out and give clear single oral instructions. Read and follow short series of instructions in a shared context. Contribute to a class composition of instructions with teacher scribing. Write 2 consecutive instructions independently. <p>Grammar Focus: Week 1: Days of the week Week 2: Imperative verbs</p>
Spring 2	<p>Week 1 – 3 Stories: Fiction Text: The three little pigs</p>	<p>Week 3-6 Information texts Farm animals</p>
	<p>Skills:</p> <ul style="list-style-type: none"> Identify the beginning, middle and end of a story. Recall the main events and make predictions about the ending. Listen with sustained concentration to a story. Recognise main characters and be able to talk about typical characteristics. E.g. good/bad. Re- tell familiar stories. Sequence stories. To use capital letters, finger spaces and full stops. To use simple sentence structures (which may often be repetitive). To use simple sentence structures To use the conjunction 'and.' 	<p>Skills:</p> <ul style="list-style-type: none"> Pose questions before reading non fiction to find answers. Secure alphabetic letter knowledge and order and use simplified dictionaries. Initially with adult help and then independently choose a suitable book to find answers by orally predicting what a book might be about from a brief look at both front and back covers, including blurb, title, illustrations. Read and use captions, labels and lists. Begin to locate parts of the text that give particular information. <p>Grammar Focus: Week 1: Alphabetical order Week 2: To use the suffix 'ing'</p>

- To re- read their work back to check it makes sense.
- To use adjectives to describe.
- To use the personal pronoun 'I'
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Grammar Focus:

Week 1 – To use the suffix 'er'

Week 2 – To use question marks

Week 3 – To use the suffix 'est.'

Week 3 To use the suffix 'ed'

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Summer 1	Week 1 -4 Fiction: Stories Text: Handa's Surprise	Week 4-6 Information Texts – Lions
	<p>Skills:</p> <ul style="list-style-type: none"> • Identify the beginning, middle and end of a story. Recall the main events and make predictions about the ending. • Listen with sustained concentration to a story. • Recognise main characters and be able to talk about typical characteristics. E.g. good/bad. • Re- tell familiar stories. • Sequence stories. • To use capital letters, finger spaces and full stops. • To use simple sentence structures (which may often be repetitive). • To use simple sentence structures • To use the conjunction 'and.' • To re- read their work back to check it makes sense. • To use adjectives to describe. • To use capital letters for names. <p>Grammar Focus:</p> <p>Week 1: Adjectives Week 2 : To use the suffix ing.</p> <p>Week 3: Plurals s and es Week 4 : Questions</p>	<p>Skills:</p> <ul style="list-style-type: none"> • Pose questions before reading non fiction to find answers. • Secure alphabetic letter knowledge and order and use simplified dictionaries. • Initially with adult help and then independently choose a suitable book to find answers by orally predicting what a book might be about from a brief look at both front and back covers, including blurb, title, illustrations. • Read and use captions, labels and lists. • Begin to locate parts of the text that give particular information. <p>Grammar Focus: Alphabetical order</p>
Summer 2	Week 1 – 3 Fiction: Stories Text- The Lion King	Week 3-6 Poetry- Safari
	<p>Skills:</p> <ul style="list-style-type: none"> • Identify the beginning, middle and end of a story. Recall the main events and make predictions about the ending. • Listen with sustained concentration to a story. • Recognise main characters and be able to talk about typical characteristics. E.g. good/bad. • Re- tell familiar stories. • Sequence stories. 	<p>Skills:</p> <ul style="list-style-type: none"> • To learn a poem off by heart. • To use simple sentence structures (which may often be repetitive). • Learn to recite a poem. • Perform a poem in unison. • Imitate and invent actions

	<ul style="list-style-type: none">• To use capital letters, finger spaces and full stops.• To use simple sentence structures (which may often be repetitive).• To use simple sentence structures• To use the conjunction 'and.'• To re- read their work back to check it makes sense.• To use adjectives to describe.• To use capital letters for names. <p>Grammar Focus: Week 1: To use the prefix un Week 2: To use the suffix er Week 3: To use the suffix est Exclamation marks</p>	<ul style="list-style-type: none">• Discuss own response and what the poem is about.• Talk about favourite words or part of the poem.• Notice the poem's pattern. <p>Grammar Focus: Week 1: Rhyme Week 2: Adjectives</p>
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Year 1 Grammar Glossary

Grammar Term	What Does It Mean?
letter	Symbol of the alphabet that represents a sound.
sentence	A complete unit of words in either writing or speech with a clear beginning and a full stop. A sentence usually has a subject and a verb. Sentences can state things, ask questions, give commands or be exclamations.
word	A word is a unit of language. A sound, group of sounds or the symbols for such sounds that have some meaning.
punctuation	The marks used in writing to separate sentences and to clarify meaning e.g. full stop, comma, and brackets.
capital letter	A capital letter is used at the beginning of a sentence or for the word I, the name of a person, place or thing.
full stop	Full stops are used to end a sentence or abbreviation.
singular	The form of a word that names or refers to only one.
plural	The form of a word that names or refers to more than one thing e.g. the plural of boy is boys.
question mark	A question mark is used at the end of a sentence that asks a question e.g. What is your favourite colour?
exclamation mark	An exclamation mark is used after a word or words that express strong feelings e.g. "Look up there!" she yelled.