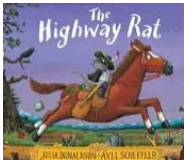

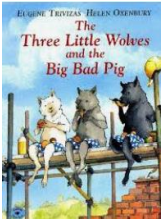
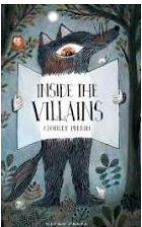


Year 1 English Long Term Overview		
Term	Reading	Writing
<p>Autumn 1 Be Bold Be Brave Be You</p>    	<p>Texts The Highway Rat by Julia Donaldson (2 weeks) Comprehension focus:</p> <ul style="list-style-type: none"> • Vocabulary • Retrieval <p>Texts The Three Little Pigs The Three Little Wolves and The Big Bad Pig by Eugene Trivizas (2 Week) Comprehension focus:</p> <ul style="list-style-type: none"> • Vocabulary • Retrieval • Comparison <p>Texts Inside The Villains by Clotilde Perrin (1 Week) Comprehension focus:</p> <ul style="list-style-type: none"> • Vocabulary • Retrieval 	<p>Descriptive Writing (2 weeks) – HOOK: Book Fairy delivered the book with a letter Writing Focus/ Outcomes:</p> <ul style="list-style-type: none"> • To use simple sentences that make sense to describe characters. <p>Grammar focus:</p> <ul style="list-style-type: none"> • Capital letters • Full stops • Finger spaces <p>Oracy Focus</p> <ul style="list-style-type: none"> • Hot seating of the Highway Rat <p>Descriptive Writing (2 weeks) – HOOK: Letter delivered from Mummy Pig. Week 2 Crime scene from the Big Bad Pig Writing Focus/ Outcomes:</p> <ul style="list-style-type: none"> • To use simple sentences that make sense to describe characters using adventurous adjectives. <p>Grammar focus:</p> <ul style="list-style-type: none"> • Capital letters • Full stops • Finger spaces • Phonics application <p>Oracy Focus</p> <ul style="list-style-type: none"> • Acting out the story of the Three Little Pigs • Discussion of who is the Villain using stem sentences <p>Descriptive Writing (1 week) – HOOK: Wolf eyes, tail and claws around the classroom Writing Focus/ Outcomes:</p> <ul style="list-style-type: none"> • To use simple sentences that make sense to describe characters using adventurous adjectives. • To design own villain – use of labels. <p>Grammar focuses:</p> <ul style="list-style-type: none"> • Capital letters • Full stops • Finger spaces • Adjectives • Phonics application <p>Oracy Focus</p> <ul style="list-style-type: none"> • Acting in the character of their own villain



Texts

Funny Bones by Janet and Allan Ahlberg - Fiction (2 weeks)

Comprehension focus:

- Vocabulary
- Retrieval



Texts

After The Fall by Dan Santat (1 week).

Comprehension focus:

- Vocabulary
- Inference (Character's feelings from pictures and text)

Narrative Writing – Funny Bones (2 weeks) – HOOK: Scary classroom set up

Focus/ Outcomes:

- To use simple sentences that make sense to describe characters using adventurous adjectives..
- To write setting descriptions about the places the characters visit.

Grammar focuses:

- Capital letters
- Full stops
- Finger spaces
- Adjectives
- Phonics application
- Sentence starter variations e.g. positional language and use of pro-nouns

Oracy Focus

- Performance of the Funny Bones Song/ dance

Narrative Writing – linked SEMH – HOOK: Hard boiled Egg with faces on in a Feely bag

Focus/ Outcomes:

- To use simple sentences that make sense to describe characters using adventurous adjectives.
- To Describe things that make us afraid.

Grammar focuses:

- Capital letters
- Full stops
- Finger spaces
- To use the pronoun I

Oracy Focus

- Interviewing Humpty Dumpty for a news report.

Autumn 2

Fun Times and Festivals



Texts

Sparks n the Sky – E Book - (1 week).

Comprehension focus:

- Vocabulary
- Retrieval
- Visualisation

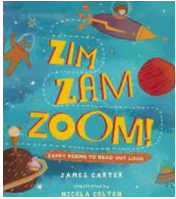
Senses Poetry (1 week) HOOK:

Focus/ Outcomes:

- To use information from the story to write what they can see, hear, smell, taste and feel on Bonfire Night
- To write a senses poem based on Bonfire Night

Grammar focus:

- To use the pronoun I
- Capital letters
- Full stops
- Finger spaces



Texts

Firework Poem from Zim Zam Zoom by James Carter (1 week)

Comprehension focus:

- Vocabulary
- Retrieval (link nouns to verbs)
- Visualisation



Texts

Diwali - non fiction (1 week)

Comprehension focus:

- Vocabulary
- Retrieval (link nouns to verbs)

- Adjectives
- Phonics application

Oracy Focus

- Performing own poems and evaluating using 1 or 2 key points the oracy framework

Shape Poetry (1 week) – HOOK:

Focus/ Outcomes:

- To write a shape poem based on the Poem by James Carter. Starting with the line 'Like to be a firework? So would I....'
- To use firework onomatopoeia words to build up atmosphere.

Grammar focus:

- To know and use onomatopoeic words (link to phase 1 phonics) such as 'bang' 'crash' etc. (using a video clip to show the sounds and sights of fireworks)

Oracy Focus

- To watch the clip of James Carter's reading of the poem as a good example.
- Performing own poems and evaluating using 1 or 2 key points the oracy framework.

Recount – Following the workshops on Diwali (1 week) HOOK: Workshop and Mrs Sagoo visit/ Diwali decorations

Focus/ Outcomes:

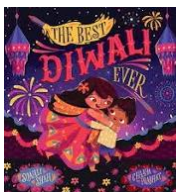
- To sequence pictures in order to recount the different activities on the Diwali workshop day
- To verbally recount the visit using pictures and the words 'first' 'then' 'next' 'after'
- To write captions to tell the reader what each picture is showing – using the words 'first' 'then' 'next' 'after'

Grammar focus:

- Capital letters
- Full stops
- Finger spaces
- Capital letters for the personal pro noun 'I'
- Phonics application

Oracy Focus

- To present a recount of the workshops day to Mrs Wainwright.



Texts

The Best Diwali Ever by Sonali Shah and Chaaya Prabhat (1 week)

Comprehension focus:

- Vocabulary
- Retrieval – what Ariana did



Texts

Stickman by Julia Donaldson – Fiction (2 weeks)

Comprehension focus:

- Vocabulary
- Retrieval
- Sequencing

Narrative Writing - - (1 week) HOOK: Diwali workshop/ decorations

- To recount what Ariana did to celebrate Diwali using the conjunction ‘and’

Grammar focus:

- Capital letters
- Full stops
- Finger spaces
- The conjunction ‘and’
- Phonics application

Oracy Focus

- To read out sentences aloud to the rest of the class/ partner.

Narrative Writing - Stickman - (2 weeks) HOOK: Stickman is delivered with letter from Lady Love

Focus/ Outcomes:

- To write a list of characters from the story understanding nouns and proper nouns.
- To use adjectives to describe Stickman using the conjunction ‘and’.
- To sequence the events of the story using first, then next, after. Writing in full sentences.

Grammar focus:

- Nouns and proper nouns
- Capital letters for proper nouns – characters from the story
- Capital letters
- Full stops
- Finger spaces
- To use the conjunction ‘and’
- Adjectives

Oracy Focus

-

**Spring 1
Antarctic
Adventures**



Texts

Winter poem – poetry (1 week)

Comprehension focus:

- Retrieval (pictures)

Performance Poetry –Winter and What I love about Winter (1 week) HOOK – preform in school assembly

Focus/ Outcomes:

- To rehearse and perform a poem based on winter, using voice and actions to entertain.

Grammar focus:

- To use adjectives and nouns to make simple phrases about winter



Texts

Introducing Antarctica by Anita Ganeri – non-fiction (2 weeks)

Comprehension focus:

- Retrieval – identify and explain key aspects of non-fiction texts
- Vocabulary – links to glossary

Oracy Focus

- To perform a poem for an audience using appropriate pace and use of voice. **PHYSICAL**

Non-chronological reports – Introducing Antarctica by Anita Ganeri (2 weeks) HOOK – Dantastic visit and Explorers camp in the classroom

Focus/ Outcomes:



- To understand the layout and features of non-chronological reports.
- To write sentences to describe Antarctica
- To write sentences containing plural nouns to describe the animals in Antarctica e.g In Antarctica there are penguins.
- To use the information they know to write a non-chronological/ information text about Antarctica using extended sentences

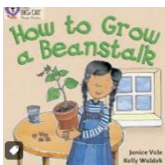
Grammar focus:

- Capital letters for proper nouns – places
- Use the plural 's' to show more than one noun
- Capital letters
- Full stops
- Finger spaces
- To use the conjunction 'and'
- Adjectives

Oracy Focus

- To introduce challenge – children say why they think Antarctica is a good place and are challenged using 'yes but...' with the opposing view. They use stem sentences including because. – **LINGUISTIC** (children also use subject specific vocab from glossary work done earlier)

	<p>Texts Captain Scott – Journey to the South Pole by Adrian Bradbury (2 weeks) Comprehension focus:</p> <ul style="list-style-type: none"> • Retrieval • Vocabulary • Inference (week 1) • Sequencing (week 2) 	<p>Diary Entries (2 weeks) HOOK- Talking Captain Scott Focus/Outcomes</p> <ul style="list-style-type: none"> • To understand the features of a diary • To use what is known to write an extract from the diary of Robert Flacon Scott. • To write in the first person and include feelings of the person writing the diary • To write in the past tense (diary written at the end of the day) <p>Grammar focus:</p> <ul style="list-style-type: none"> • Capital letters for proper nouns – places and days of the week • Capital letter for the personal pronoun ‘I’ • Prefix ‘un’ (week 1) • Past tense – verb endings ‘ed’ (week 1) • Capital letters • Full stops • Finger spaces <p>Oracy Focus</p> <ul style="list-style-type: none"> • To introduce challenge – children say why they think Captain Scott was a clever man and are challenged using ‘yes but...’ with the opposing view. They use stem sentences including because. – LINGUISTIC (E.g Captain Scott was clever because he went to Antarctica and it was dangerous. Yes but he was silly because it was dangerous and he died.)
<p>Spring 2 Roots Shoots and Muddy Boots</p> 	<p>Texts Jack And The Beanstalk - Twinkl Ebook – (2 weeks) Comprehension focus:</p> <ul style="list-style-type: none"> • Vocabulary (including word cleins) - week 1 • Retrieval – week 2 	<p>Narrative - Jack And The Beanstalk (2 weeks) HOOK – Crime scene from the Giant’s Castle Focus/ Outcomes:</p> <ul style="list-style-type: none"> • To use labels to identify key items from a crime scene (set up in the classroom to mirror Giant’s Castle) • To write a description of a crime scene (the Giant’s Castle) to include objects with ‘s’ and ‘es’ plurals e.g. egg boxes, gold coins, big footprints, green leaves • To write a character description of Jack in the form of a wanted poster from the point of view of the Giant. <p>Grammar focus:</p> <ul style="list-style-type: none"> • To use ‘and’ to join sentences • Capital letters • Full stops • Finger spaces • Adjectives • Plurals s and es <p>Oracy Focus</p> <ul style="list-style-type: none"> • To retell the story of Jack and the Beanstalk – acting out using puppets etc. SOCIAL? EMOTIONAL? PHYSICAL

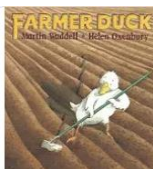


Texts

How to Grow a Beanstalk by Janice Vale and Kelly Waldek (1 week)

Comprehension focus:

- Sequencing
- Vocabulary – finding phase 3 and 5 digraphs



Texts

Farmer Duck by Martin Waddell (2 weeks)

Comprehension focus:

- Inference from pictures
- Predication (before the animals help the duck)
- Vocabulary – making words from phase 3 and 5 digraphs/ trigraphs
- Sequencing the story

Non- Fiction – Instructions (1 week) linked to Science – growing a beanstalk

Focus/ Outcomes:

- To sequence pictures to show how to grow a beanstalk
- To write a set of instructions to show how to grow a beanstalk

Grammar focus:

- Imperative verbs
- Capital letters
- Full stops
- Finger spaces
- To use the conjunction 'and'

Oracy Focus

- In pairs children orally sequence how to grow a beanstalk using time connectives – Social and emotional (taking turns) Cognitive (using correct terminology)

Narrative – Farmer Duck by Martin Waddell (2 weeks)

Focus/ Outcomes:

- To compare the farmer and the duck using adjectives (including 'un' words) and the conjunction 'but'.
- To write 'ing' sentences to describe what the duck is doing
- To write a summary of the story using the 5 key elements of retelling a story.

Grammar focus:

- To use the prefix 'un'
- To use the prefix 'ing'
- Capital letters
- Full stops
- Finger spaces
- To use the conjunction 'and'
- To use the conjunction 'but'.

Oracy Focus

- Linguistic and Social & emotional – Circle – Use talk tokens. Children to work in groups to answer the question; 'The duck should/should not be made to work on the farm because....' Children need to use sentence stems when it is their turn to speak. Could do from both the duck's and the farmers perspective.

Summer 1

Safari



Texts

Handa's Surprise by Eileen Browne (2 weeks)

Comprehension focus:

- Retrieval
- Inference from pictures
- Sequencing

Texts

The Ugly 5 by Julia Donaldson (2 weeks)

Comprehension focus:

- Vocabulary
- Retrieval
- Inference (characters' feelings)



Narrative – Handa's Surprise by Eileen Browne (2 weeks)

Focus/ Outcomes:

- To write a shopping list for Handa e.g yellow, smooth bananas
- To write a setting description from the story

Grammar focus:

- Expanded noun phrases
- Adjectives
- Plurals 's' and 'es' (added to the different fruit for the shopping list)

Oracy Focus

Linguistic – Pairs Children to work in pairs to sequence pictures of the story. Children need to tell each other what happens in each picture. Encourage use of first, then, next by giving them cards with time connectives on.

Narrative - The Ugly 5 by Julia Donaldson (2 weeks)

Focus/ Outcomes: HOOK: Display pictures of the Ugly 5 and ask children to find as many similarities and differences as they can.

- To use 'er' words to write sentences to compare the different animals in the book – also use 'but' as the conjunction.
- To retell a story (Tinga Tinga Tales – Why Warthog is so Ugly)

Grammar focus:

- To use the suffix 'er'
- Capital letters
- Full stops
- Finger spaces
- To use the conjunction 'but'

Oracy Focus

Linguistic – in circles children are given talk tokens and the stem sentence: my favourite animal from the story is _____ because _____.

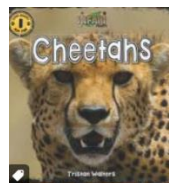
They have to give reasons for their choice using because.



Texts
African Animals and other poems
(1 week)

Comprehension focus:

- Vocabulary
- Retrieval



Texts
Cheetahs by Tristan Walters
(1 week)

Comprehension focus:

- Vocabulary
- Features of non-fiction
- Retrieval

Performance Poetry - African Animals (1 week)

Focus/ Outcomes:

- To rehearse and perform a poem based on African animals, using voice and actions to entertain.
- To recognise and find rhyming pairs

Grammar focus:

- Rhyme
- Adjectives

Oracy focus

Physical: in circles children rehearse and perform the poem. They are shown what a good poetry performance looks like and how it is important to keep voices loud and clear. Children practice their group performance and then the following lesson they practice, record and evaluate performances against the strand.

Non-fiction - Cheetahs by Tristan Walters (1 week)

Focus/ Outcomes:

- To write facts about cheetahs

Grammar focus:

- Question marks – 5 ‘Ws’

Oracy focus

Cognitive: in mixed ability pairs children to organise short paragraphs under headings (written as questions) to form an information text about cheetahs. They have to give reasons for their choices using ‘because’. Show stem sentences to support explanation.

Summer 2
My World My
Future



Texts
10 Things I Can Do To Help My World
by Melanie Walsh (1 week)

Comprehension focus:

- Vocabulary
- Retrieval

Non-fiction - 10 Things I Can Do To Help My World (1 week)

Focus/Outcomes:

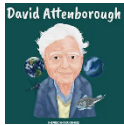
- To write commands using exclamation marks (e.g. Turn off the tap!)
- To make an information leaflet for children their age showing the ways that we can help our world

Grammar focus:

- Exclamation marks/ commands

Oracy focus

Physical: in mixed ability pairs children are given a range of question and exclamation sentences relating to looking after the planet. They have think how to use their voice to show that a command or a question is given. Children perform verbal sentences.



Texts

David Attenborough (1 week)

Comprehension focus:

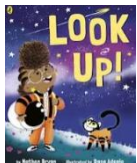
- Retrieval



Dogs don't do Ballet (1 week)

Comprehension focus:

- Retrieval



Look Up! By Nathan Bryon (1 week)

Comprehension focus:

- Retrieval
- Inference

Non-fiction - David Attenborough (1 week)

Focus/Outcomes:

- To write questions to ask David Attenborough
- To write an interview with David Attenborough

Grammar focus:

- Question marks

Oracy focus

Cognitive: hot seating - children take in turns to be hot seated as David Attenborough. The rest of the class ask the questions they prepared yesterday. At the end of the lesson the teacher models how to set out a question and answer as part of an interview.

Narrative - Dogs Don't Do Ballet (1 week)

Focus/Outcomes:

- To use verbs containing the suffix -ing
- To identify how Biff feels at different parts of the story
- To write a letter to Biff

Grammar focus:

- Verbs
- Because

Oracy focus

Social and emotional – would you rather- Would you rather be a dancer or an astronaut. Show children pictures of both men and women who are both astronauts and dancers. Show videos of both and then discuss with the children. Children are then to work in table groups as a circle and say what they would rather be and why. I would rather be a _____ because...

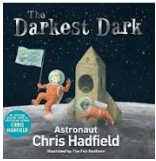
Narrative – Look Up (1 week)

Focus/Outcomes:

- To create a flyer to tell people about the Phoenix meteor shower
- To write about what job I want to do when I grow up

Grammar focus:

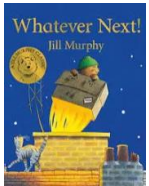
- Capital letters, finger spaces, full stops



The Darkest Dark by Chris Hadfield (1 week)

Comprehension focus:

Retrieval
Inference
Vocabulary



Whatever Next by Jill Murphy (1 week)

Comprehension focus:

Sequencing

Narrative - The Darkest Dark (1 week)

Focus/Outcomes:

- I can use adjectives containing –er and –est
- I can explore how a character feels in a story
- I can write a diary entry

Grammar focus:

- Suffixes –er and –est

Narrative – Whatever Next (1 week)

Focus/Outcomes:

- To sequence a story
- To create a story map
- To write a story

Grammar :

- Capital letters, finger spaces, full stops