



Curriculum Overview for English

What we teach, when we teach it

Year 1	Autumn					Spring				Summer			
	Autumn 1	Autumn 1	Autumn 2	Autumn 2	Autumn 2	Spring 1	Spring 1	Spring 2	Spring 2	Summer 1	Summer 1	Summer 2	Summer 2
Genres	Narrative Stories with familiar settings	Non-Fiction Labels, lists and captions	Poetry Using the senses	Narrative Stories with predictive & patterned language	Non-Fiction Instructions	Non-Fiction Text-Based linked to foundation subject	Poetry Pattern and Rhyme	Non-Fiction Recounts & dictionary	Narrative Traditional and Fairy Tales	Non-Fiction Information Texts	Poetry Poems on a theme	Narrative Stories about fantasy worlds	Non-Fiction Recounts (fact and fiction)
Books/resources to use	See Pie Corbett's Reading and Poetry spine. Paddington	Paddington Paddington at the Tower	Poem	Lost and Found	The tiger who came for tea		Cops and robbers						
Reading	Develop fluency, accuracy and confidence by re-reading books Relate text to own experiences.	Locate part of a text - label simple diagrams. Discuss key vocabulary linking meaning of new words to those already known	Listen to and discuss a wide range of poems Enjoy and recite simple poems	Recognise and join in with language patterns. Discuss key vocabulary. Make predictions based on what has been read so far.	Discuss key vocabulary linking meaning of new words to those already known.	Locate part of a text - find the title/what is the contents page for?	Begin to give opinions about poetry	Become familiar with a dictionary and what it is used for.	Sequence the main events using prompts. Choose favourite words and phrases from a text. Recognise and join in with language pattern. Orally retell familiar stories.	Locate parts of the text - find the contents page and use it to navigate. Recall specific information	Enjoy and recite simple poems	Identify and describe the main characters in the stories. Give opinions and support with reasons. Make predictions. Suggest how title's relate to events in the story.	Recall specific information. Answer why questions using basic inference.
Phonics	Letters and Sounds planning					Letters and Sounds Planning				Letters and Sounds planning			
Spellings	<ul style="list-style-type: none"> The sounds /f/ and /s/, spelt 'ff' and 'ss' The sounds /l/ and /k/, /z/ spelt 'll', 'zz' and 'ck' Adding the endings -ing, -ed and -er to verbs where no change is needed to the root word The sound spelt n before g 'ng' The sound spelt n before k 'nk' The sound /ch/ spelt 'ch' The sound /ch/ spelt -tch' The sound v The /v/ sound at the end of words The digraphs 'ai' and 'oi' are hardly ever used at the end of English words. The digraphs 'ay' and 'oy' are used for those sounds at the end of words and at the end of syllables. The sound /oa/ spelt with the vowel digraphs 'oa', 'ow', 'oe' (oa is very rare at the end of a word) The sound /ee/ spelt 'e' and with the vowel digraph 'ee' The vowel digraph 					<ul style="list-style-type: none"> The trigraph igh The vowel digraph 'ar' The vowel digraph 'er' (unstressed) 'er' (stressed) The vowel digraph 'ir', 'ur' Adding -er and -est to adjectives where no change is needed to the root word Days of the week/ Common Exception Words The sound /k/ spelt with 'k' not 'c', before e, i and y The split vowel digraphs 'a-e' and 'e-e' The split vowel digraphs 'i-e' 'o-e' The /yoo/ and /oo/ sounds spelt with the split digraph 'u-e' The vowel digraph 'oo' – very few words have oo at the end The sounds /oo/ and /yoo/ spelt with 'ue' 'ew' 				<ul style="list-style-type: none"> The vowel digraphs 'ow' and 'ou' Words ending with the sound /e/ spelt with 'y' The vowel digraph 'or' and the vowel trigraph 'ore' The vowel digraphs 'aw' and 'au' The vowel trigraph 'air' and 'are' The vowel trigraph 'ear' New consonant spelling 'ph' and 'wh' Adding the prefix -un without any change to the spelling of the root word Adding s and es to words Compound words Read words with contractions (Word reading - English) Common Exception Words 			

	<p>'ea'</p> <ul style="list-style-type: none"> The vowel digraph 'ie' making the /igh/ and / ee/ sounds 												
GPS focus	<ul style="list-style-type: none"> Repeat a simple sentence modelled, e.g. <i>spoken by an adult or puppet. Replicate in writing so that it can be read by themselves and others.</i> With adult prompting, separate words with spaces, e.g. <i>using a finger or lollipop stick as a spacer.</i> Use full stops to demarcate simple sentences. Recognise and write from memory capital letters. Use capital letter for the personal pronoun <i>I</i>. Identify and use question marks. Use the joining word <i>and</i> to link words in sentences, e.g. <i>Henry had a duck and a dog. Penguins can slip and slide.</i> 					<ul style="list-style-type: none"> Say, and hold in memory whilst writing, sentences that can be read by themselves and others. Separate words with spaces. Use capital letters and full stops to demarcate simple sentences. Use capital letters for names of people, places and days of the week. Identify and use exclamation marks. Use the joining word <i>and</i> to link clauses, e.g. <i>They all pulled the turnip and it came out of the ground. Peel the banana and slice it into pieces.</i> Use the joining word <i>but</i> to link words (<i>I have two sisters but no brothers.</i>) and clauses (<i>Cinderella wanted to go to the ball but she didn't have a dress.</i>) 			<ul style="list-style-type: none"> Say, and hold in memory whilst writing, sentences that can be read by themselves and others, including those with the joining word 'and'. Separate words with spaces of a roughly consistent size. Use capital letters and full stops to demarcate simple sentences in independent writing. Use capital letters for names of people, places, days of the week and the personal pronoun <i>I</i>, e.g. <i>editing and improving independent writing with support.</i> Identify and use question marks and exclamation marks in independent writing. Use the joining word <i>and</i> to link words and clauses in independent writing. Use the joining word <i>or</i> to link words (<i>I could sleep in the tent or the caravan.</i>) and clauses (<i>The Little Robot could stay in the forest or he could ride on the train.</i>) 				
Planning	Orally plan and rehearse ideas Sequence ideas and events	Orally plan and rehearse ideas linked to non-fiction.	Orally plan and rehearse ideas	Use familiar plots for structuring the opening, middle and end of a story	Orally plan non-fiction text - first, next, after	Sequence events in non-fiction recounts - first, next, after		Sequence events in non-fiction recounts - first, next, after	Sequence events in traditional stories	Sequence ideas and events in different non-fiction texts		Use familiar plots to structure the opening, middle and end of a story	Sequence events in a recount
Drafting and writing	Orally compose and write simple sentences	Orally compose and then write a list or label	Use formulaic sentences 'I can hear... I can see....'	Use formulaic phrases to open and close texts.	With support, use imperative verbs (word bank) Begin to orally use time conjunctions	Orally rehearse sentences using new vocabulary. Use in own writing with use of a wordbank		Using time conjunctions orally then in own writing (scaffolded with work bank)	Attempt to use formulaic phrases in own writing Begin to use joining words - and - to join sentences in writing.	Begin to use and or but orally and in sentences. Sequence sentences.		Begin to use and , but and or in sentences orally then in their own writing.	Use a mixture of simple and compound sentences using and , but and or .
Editing and Evaluation	Discuss their writing with an adult	Re-read the list/labels to make sure it makes sense		Re-read every sentence to make sure it makes sense.	Re-read instructions - get a friend to try them out. Do they make sense?		Begin to give opinions about a poem	Read back their writing independently.	Read back writing independently		Give opinions about poems Learn by heart a simple poem		
Performing	Read aloud their writing to adults and peers		Tell an adult why you like your poem.			Discuss writing with peers - what would make their work better?		Discuss writing with a small group.	Tell an adult or friend why you are proud of your writing.	Tell the class the best word you have used.		Read the best bit of your story out. .	My handwriting is good because.....