

## Year 1 English Overview

2018 - 2019



<u>Monday</u>	<u>Tuesday</u>	<u>Wednesday</u>	<u>Thursday</u>	<u>Friday</u>
Teach Spelling Rules	Spelling Test	Comprehension with a focus on inference <u>and</u> deduction	Long Write	Comprehension linked to weekly focus/genre
Grammar	Short Write		Editing	

## English Year 1: Autumn Term 1



	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
<b>Text</b>	<u>Dark Dark Night</u> Weekend news Story Telling Character description  <b>Blooms Focus:</b> Remembering, Ordering, Describing	<u>Dark Dark Tale</u> Weekend news Retelling the story Character descriptions  <b>Blooms Focus:</b> Compare, Repeat	<u>Little Red Hen</u> Weekend news Retelling the story Character descriptions  <b>Blooms Focus:</b> Describe, Retell	<u>The Way Back Home</u> Weekend news Retelling the story Character descriptions <b>Blooms Focus:</b> Describing	ASSESSMENT WEEK	<u>How to Catch a Star</u> Recounts and autobiographical Retelling the story Character descriptions  <b>Blooms Focus:</b> Describe, Predict	<u>Pirates Love Underpants</u> Weekend news Retelling the story Character descriptions  <b>Blooms Focus:</b> Compare, describe
<b>Grammar</b>	Capital letters at the beginning of sentences	Capital letters and full stops at the end of sentences. Leaving spaces between words	Capital letters for names of people and places.	Introduction of question marks and exclamation marks to demarcate sentences.	ASSESSMENT WEEK	Capital letters for names of people and places	Reinforce: Using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'
<b>Suggested spelling</b>	Sad, bag, hat, jam, van, man, fan, rat, tap	Bib, lid, pig, dig, pin, bin, rip, zip and six	Rod, sob, rob, jog, mop, dot, pot, fox, box, pen, ten, wet and vet	Hiss, glass, grass, drill, till, well and smell, stick, truck, lick	ASSESSMENT WEEK	rain, wait, train, paid, afraid, day, play, say, way, stay	oil, join, coin, point, soil, boy, toy, enjoy, annoy
<b>Comprehension</b>	Link what they read or hear to their own experience. Use a range of strategies, including accurate decoding of text to read for meaning	Retrieve information, events or ideas from texts and use quotation and reference to text.	Become familiar with Little Red Hen text, retelling and considering particular characteristics.	Describe, select or retrieve information, events or ideas from texts and use quotation and reference to text.	ASSESSMENT WEEK	Discussing word meanings linking new meanings to those already known. Compare to own personal experiences	Articulate and justify answers, arguments and opinions with confidence.
<b>Composition &amp; Transcription</b>	Saying out loud what they are going to write about. Composing a sentence orally	Discussing out loud what they are going to write about.	Composing a sentence orally before writing it.	Re-read what they have written to check that it makes sense.	ASSESSMENT WEEK	Read aloud their writing clearly enough to be heard by their peers and the teacher.	Application of all skills taught. Teacher to assess skills acquired over the term.
<b>Key Terminology</b>	Sentence, question mark, punctuation, author	Connectives of time	Exclamation mark	Editing Improving Martian	ASSESSMENT WEEK	Predict, emotion,	Quest. Solution, Daring,

<p><b>Mastery/ Challenge</b></p>	<p>What would you change about the text and why?</p> <p>Applying adjectives to writing. Identifying character personality traits.</p> <p>Selecting and applying connectives.</p>	<p>How is this character different to....</p> <p>Applying connectives not just for time.</p> <p>Why has the author chosen the words....?</p>	<p>Can you think of as different word for...?</p> <p>Identify commas in the text. Ask children to suggest what the purpose of this punctuation may be.</p>	<p>What impact did your actions have on different people?</p> <p>Describe a time when you had to work alongside somebody else to solve a problem.</p> <p>How could this story be changed into a scary book?</p>	<p>ASSESSMENT WEEK</p>	<p>Developing stamina to write for an extended period of time.</p> <p>Why does the little boy look up to the stars so much? What is he missing in his life? Why does he want to catch one. Children to suggest alternative solutions.</p>	<p>Children to show control and restraint both of word choices and structures.</p> <p>Can you think of your own design for underpants? Can children suggest why this book is so popular with young children?</p>
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English Year 1: Autumn Term 2

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
<b>Text</b>	<u>The Lonely Beast</u> Weekend news Story Telling Character description  <b>Blooms Focus:</b> Remembering, Ordering, Describing	<u>Peace at Last</u> Weekend news Retelling the story Character descriptions  <b>Blooms Focus:</b> Compare, Sequence, Repeat	<u>Jack and the Beanstalk</u> Weekend news Retelling the story Character descriptions  <b>Blooms Focus:</b> Describe, Retell	<u>Billy Goats Gruff</u> Weekend news Retelling the story Character descriptions  <b>Blooms Focus:</b> Describing	Assessment Week	<u>Poetry</u> Structured rhyming  Weekend news Commenting on poetry  <b>Blooms Focus:</b> Analyse, Identify, Comment, Discuss	<u>Poetry</u> Creating poetry  Weekend news Creating poetry Reciting poetry  <b>Blooms Focus:</b> Describe, Create, Present, Recite
<b>Grammar</b>	Punctuate sentences with full stops, capital letters and question marks.	Select and include ambitious adjectives in writing.	Joining sentences using and / but.	Introduction of <b>prepositions:</b> inside, outside, towards, across, under.	Assessment Week	Past and present tense applied correctly.	Future tense.
<b>Suggested spelling</b>	off, matt, miss, buzz, back, fill, kill, kiss.	bank, think, honk, sunk, flank, shrunk, drink, pink.	ticket, kitchen, pocket, rabbit, thunder, sunset, hammer, lumber, marble, jacket.	catch, fetch, kitchen, notch, hutch, snatch, stretch, watch, butcher, ketchup.	Assessment Week	have, live, give, love, serve, glove, above, nerve, active, captive.	cats, dogs, spends, rocks, thanks, watches, dishes, buses, boxes.
<b>Comprehension</b>	Read for meaning by responding to literal questions.	Discuss word meaning, linking them to those already known.  Which words did Mr Bear repeat after hearing each noise?	Become familiar Jack and the Beanstalk text, retelling and considering the character's qualities.	Read words with contractions [for example, I'm, I'll, we'll], and understand that the apostrophe represents the omitted letter(s).	Assessment Week	Articulate and justify answers, arguments and opinions with confidence	Comment on events, characters and ideas, making imaginative links to own experiences.
<b>Composition &amp; Transcription</b>	Sequence sentences to form short narratives.	Retell the story of Mr Bear and his need to fall asleep. Where does Mr Bear go after finding each room to noisy? first, next, then, after that, finally	Group written sentences together in 'chunks of meaning' or subject.	Children to embellish sentences by including prepositions, and adjectives.	Assessment Week	Identify new and interesting words and phrases, and use it in their own writing.	Discuss writing with teacher, peers or teaching assistant.

Key Terminology	lonely, beast, emotions, feelings, community	picture book, setting, quiet, illustrations, repeat, noisy, order, adjectives.	Repetition, furious,	preposition,	Assessment Week	Rhyming couplets, rhymes.	Syllables, recite, alliteration,	
Mastery/ Challenge	<p>Why did the author choose this title?</p> <p>Does the title help us to choose the right book to read?</p> <p>Why do authors include pictures? What do the pictures in this book help us to do?</p>	<p>Why do you think there are so many pictures of clocks in the book?</p>	<p>Why does the author include repetition in this story?</p> <p>Can you think of any other traditional tales with repetitive phrases?</p>	<p>Describe the Billy Goat in detail using adjectives in 3s.</p>	Assessment Week	<p>Identify different patterns of rhyme and verse in poetry.</p> <p>Write poetry that uses sound to create effects.</p> <p>Write your own version of John Foster's 'The Morning Rush'.</p>	<p>Why do you think the poet wrote this poem? Is there a message?</p> <p>Prepare poems for performance choosing appropriate expression, tone, volume and use of voice.</p>	

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
<b>Text</b>	<u>3 Little Pigs</u> Weekend news Retelling the story Character descriptions	<u>Night Pirates</u> Weekend news Retelling the story Character descriptions	<u>5 minutes Peace</u> Weekend news Retelling the story Character descriptions	Assessment Week	<u>Little Red Riding Hood</u> Weekend news Retelling the story Character descriptions	<u>Queens Knickers</u> Weekend news Retelling the story Character descriptions
<b>Grammar</b>	Understanding regular plural noun suffixes -s and -es.	Suffixes where no change is needed in the spelling of root words: <i>e.g. helping, helper, helped.</i>	Prefix -un to change the meaning of verbs and adjectives <i>eg. untie, unkind</i>	Assessment Week	To add question marks and exclamation marks.	To continue to recognise other common uses of capitalisation <i>e.g. for personal titles, headings, book titles, emphasis, days of the week.</i>
<b>Suggested spelling</b>	high, night, light, bright, right, might, fight, tight, sight, fright.	ear, clear, tear, fear, near, hear, dear, smear, year, beard.	unhappy, undo, unscrew, unfair, unlock, untie, uncover, unplug, unpack, unclip.	Assessment Week	core, swore, more, snore, shore, chore, ore, store, sore, wore.	pause, cause, Paul, sauce, August, dawn, fawn, lawn, yawn, prawn.
<b>Comprehension</b>	Predict what the story is going to be about by exploring the cover and discussing the title.	Discuss the significance of presenting some of the words / illustrations in this way?	Make inferences about the front cover. How do the two characters appear to feel about each other?	Assessment Week	Children to think about questions that they would have to ask the author/characters.	Make inferences about the front cover. Where do you think the character will travel to? How do you know?
<b>Composition &amp; Transcription</b>	Visualise and comment on events, characters and ideas, making imaginative links to their own experiences.  Compare the characters of the hungry wolf and the pigs.	Retell: Describe the duties that a pirate needs to complete each morning thinking about the order.  Discuss whether they would want to be pirate...explain why/why not.	Discuss what they have written with their peers and suggest of ways to improve their writing. Show evidence of improving a sentence beneath the subtitle: <i>Editing</i>	Assessment Week	Rehearse and present rhyming sentences to an audience. Visualise and comment on events, characters and ideas, making imaginative links to their own experiences.	Sequencing more complex sentences to form a short narrative.
<b>Key Terminology</b>	blurb, illustrations, author, characters, challenge, hungry, predict, intelligent, imaginative, smart	blurb, characters, pirate, duties, captain, diplodocus, first mate, exhausted	Family, friend, elephant, peace	Assessment Week	Cunning, safety, red riding hood, traditional tale.	blurb, character, description, author
<b>Mastery/ Challenge</b>	Can you write your own short blurb about this book?	How do you think the captain feels about his job? Explain how you know.	Look at pictures of the elephants. Write a description of the animal.	Assessment Week	Plan and write your own story about your adventure to Mars. Describe the character and setting.	Which words / sentences best describe the different knickers and why?

English Year 1: Spring Term 2



	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Text	<u>Hugless Douglas</u>	<u>Oscar got the blame</u>	<u>Harry and the Dinosaurs United</u>	<u>Assessment Week</u>	<u>The Elves and The Shoemaker</u>	<u>The Elves and The Shoemaker</u>

<b>Grammar</b>	Use of adjectives in 3s to describe settings.	Formation of <b>adjectives</b> using <b>suffixes</b> such as <i>-ful, -less</i>	Introduction of <b>prepositions</b> : inside, outside, towards, across, under.	<u>Assessment Week</u>	Introduction of <b>alliteration</b> ...dang erous dragon, slithery snake....	Identifying and distinguishing <b>statements, questions and exclamations</b>
<b>Suggested spelling</b>	<b>are</b> : bare, dare, hare, pare, rare, flare, scare, stare, snare	<b>air</b> : air, fair, lair, pair, chair, flair, stair, hair,	<b>ice</b> : nice, spice, ice, twice, mice, rice, dice, Alice, lice,	<u>Assessment Week</u>	<b>tch</b> : hatch, latch, snatch, watch, stretch, witch, stitch, ketchup, clutch, match	<b>ore</b> : ore, bore, core, gore, more, chore, score, shore, sore, snore
<b>Comprehension</b>	Discussing word meanings linking new meanings to those already known. Compare to own personal experiences	Predict what might happen based on what has been read so far.	Read words with contractions [for example, I'm, I'll, we'll, and understand that the apostrophe represents the omitted letter(s).	<u>Assessment Week</u>	Continue to practise blending sounds in unfamiliar words containing GPCs that have been taught.	Making inferences based on what is being said and done.
<b>Composition &amp; Transcription</b>	Read aloud their writing clearly enough to be heard by their peers and the teacher.	To include a range of adjectives and verbs in description.	Children to embellish sentences by including prepositions, and adjectives.	<u>Assessment Week</u>	Children to continue to embellish sentences by including prepositions, similes and adjectives.	Children to think about questions that they would have to ask the author/characters.
<b>Key Terminology</b>	Predict, emotion,	predict, adjective, description, suffixes,	preposition,	<u>Assessment Week</u>	elves, shoemaker, midnight	elves, shoemaker, midnight, leather,
<b>Mastery/ Challenge</b>	Children to discuss and describe why Douglass felt sad? Why does he need a hug?	Can you think of a different ending to this story?	Describe the Dinosaurs in detail using adjectives in 3s.	<u>Assessment Week</u>	Can you identify any adjectives in the story? Think of your own adjectives to include.	Can you think of a different ending?

## English Year 1: Summer Term 1



	<b>Week 1</b>	<b>Week 2</b>	<b>Week 3</b>	<b>Week 4</b>	<b>Week 5</b>
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Text	<u>Aliens Love Under Pants</u>	<u>What's The Time Mr Wolf.</u>	<u>Assessment Week</u>	<u>From Lamb To Sheep (non-fiction)</u>	<u>Letter Writing</u>
Grammar	Adjectives for description.	Punctuate sentences capital letters, full stops, exclamation marks, question marks, commas and apostrophes.	<u>Assessment Week</u>	Tenses (past, present and future)	Tenses (past, present and future)
Suggested spelling	<b>ph:</b> alphabet, elephant, dolphin, trophy, orphan, pharmacy, prophet, telephone, phonics, photo.	<b>ke and ki:</b> kept, kettle, kennel, key, sketch, skeleton, kitten, skin, skid, skill.	<u>Assessment Week</u>	<b>n before k:</b> bank, thank, think, dunk, link, stink, sunk, honk, tank, pink.	<b>ur:</b> turn, hurt, purr, burst, Thursday, burn, surf, curl, nurse, church
Comprehension	Children explain clearly their understanding of what is read to them.	Children begin making inferences based on what is being said and done.	<u>Assessment Week</u>	Children to discuss what has been read to them to show understanding.	Being encouraged to link what they read or hear read to their own experiences
Composition & Transcription	Children are <b>independently</b> re-reading what they have written to check that it makes sense.	<b>Sequencing</b> sentences to form short paragraphs.	<u>Assessment Week</u>	Write factual sentences, labels and captions. Then children research and write a report on a pet/animal.	Re-reading what they have written to check that it makes sense.
Key Terminology	determined, star, spaceship, life-belt, lasso,	seagull, shore, jetty, illustrations.	<u>Assessment Week</u>	non-fiction, fiction, information text, labels, captions	persuasive, formal, informal, friendly, complaint, thank you
Mastery/ Challenge	Can you identify the adjectives used in the story?	Why could the boy not see any stars during the day?	<u>Assessment Week</u>	Children to write under headings [as introduction to paragraphs].	Think of the different reasons that people write letters.

## English Year 1: Summer Term 2



	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
Text	<u>Mr Gumpy's Outing</u>	<u>Winnie the Witch</u>	<u>Stickman Rhymes</u>	<u>Stone Soup</u> (Traditional Tale)	<u>Assessment Week</u>	<u>Dinosaurs Roar</u>	<u>Poetry</u> Creating poetry  Weekend news Creating poetry Reciting poetry  <u>Blooms Focus:</u> Describe, Create, Present, Recite
Grammar	Similes	Identifying rhyming words and patterns.	Using capital letters for the start of lines in poems.	Embellishing sentences for effect.	<u>Assessment Week</u>	Prepositions	Future tense.
Suggested spelling	<i>wh</i> : when, where, which, wheel, while,	<i>compound words</i> : football,	<i>common exception words</i> : where, love,	<i>ed</i> : wanted, started, pointed,	<u>Assessment Week</u>	<i>silent letters</i> : lamb, doubt, write,	<i>silent letters</i> : knew, knit, knock, wrist, wrong,

	why, whale, whip, whirl, whisper	playground, farmyard, bedroom, blackberry, teacup, homework, lampshade, seaside, inside	come, some, one, friend, house, here, said, school	cracked, visited, printed, shouted, needed, added, ended.		climb, numb, ghost, wring, wrap, crumb, know.	answer, sword, tomb, thumb, climb.
<b>Comprehension</b>	Discussing the significance of the title and events with teacher and classmates.	Predicting what might happen on the basis of what has been read so far.	To participate in discussion about what is read to them, taking turns and listening to what others say.	Children to discuss their favourite words and phrases and give a reason for their choices.	<u>Assessment Week</u>	Making predictions about what might happen on the basis of what has been read so far.	Comment on events, characters and ideas, making imaginative links to own experiences.
<b>Composition &amp; Transcription.</b>	To identify the main characters, events and setting in a story and use conjunctions to join sentences.	Children to choose one scene from the story and build on it in detail with the addition of similes, adjectives and conjunctions	Children to write sentences by saying out loud what they are going to write about.	Ensure that children form lower-case letters of the correct size relative to one another.	<u>Assessment Week</u>	To begin to use some of the distinctive features of Standard English in their writing	Discuss writing with teacher, peers or teaching assistant.
<b>Key Terminology</b>	rules, tumbles, adventures, repetition, illustrations.	Witch, night-time dragon, brooms, adventures, rhyme, repetition.	poem, rhyme, nonsense, stickman, father Christmas, tree	traditional tale, vegetables, trickery	<u>Assessment Week</u>	tricked, crowned	Syllables, recite, alliteration,
<b>Mastery/ Challenge</b>	What other adventure could the animals and Mr Gumpt have planned Write your own version.	Can you identify the rhyming words in the story? Which other are repetitive?	Create a list of words that rhyme with: tail, shop, hat,	Create a recipe for your own soup. What vegetables would you include? Describe them using adjectives.	<u>Assessment Week</u>	How do you think the dinosaur is different to some of the other characters in the story?	Why do you think the poet wrote this poem? Is there a message?  Prepare poems for performance choosing appropriate expression, tone, volume and use of voice.