

## English Long Term Overview Year 1

**Genres to cover:** Narrative, Recount, Instructions, Information texts (leading to Non-Chronological Report)

	<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>
<b>Lead Text/Author</b>	<b>The Tiger Who Came to Tea</b> – Judith Kerr <b>Naughty Bus</b> – Jan Oke	<b>Lost and Found</b> – Oliver Jeffers <b>Vlad and The Great Fire of London</b> – Kate Cunningham <b>Little Robin Red Vest</b> – Jan Fearnley	<b>Handa’s Surprise</b> – Eileen Browne <b>Meerkat Mail</b> – Emily Gravett <b>Monkey Puzzle</b> – Julia Donaldson	<b>Oi Frog</b> – Kes Gray <b>Dogger</b> – Shirley Hughes <b>Please Mr Panda</b> – Steve Antony	<b>Don’t let the pigeon stay up late</b> – Mo Willems <b>Supertato</b> – Paul Linnett & Sue Hendra <b>The Bog Baby</b> – Jeanne Willis	<b>Jack and The Beanstalk</b> – Richard Walker & Niamh Sharkey <b>The Rainbow Fish</b> – Marcus Pfister <b>Where The Wild Things Are</b> – Maurice Sendak
<b>Reading for pleasure class story</b>	A variety of picture books linked to curriculum topics and themes.					
<b>Spelling Focus</b>	Spelling work runs alongside phonics scheme and builds on Reception content. Statutory NC spelling content noted below.					
	<ul style="list-style-type: none"> <li>* The sounds /f/, /l/, /s/, /z/ and /k/ spelt ff, ll, ss, zz and ck. (off, well, miss, buzz, back)</li> <li>* The /n/ sound spelt n before k. (bank, think, honk, sunk)</li> <li>* Division of words into syllables.</li> <li>* -tch (catch, fetch, kitchen)</li> <li>* The /v/ sound at the end of words (have, live, give)</li> <li>* Adding s and es to words (plural of nouns and the third personal singular of verbs). (cats, dogs, spends, rocks, thanks, catches)</li> <li>* Adding the endings –ing, -ed and –er to wverbs where no change is needed to the root words. (hunting, hunted, hunter)</li> <li>* Adding –er and –est to adjectives where no change is needed to the root word. (grander, grandest)</li> <li>* Words ending –y (/i:/ or /ɪ/) – (very, happy, funny, party, family)</li> <li>* New consonant and spellings ph and wh (dolphin, elephant, when, where, which)</li> <li>* Using k for the /k/ sound (Kent, sketch, kit skin, frisky)</li> <li>* Adding the prefix –un (unhappy, undo, unload, unfair, unlock)</li> <li>* Compound words</li> <li>* Common exception words</li> </ul> <p><u>Vowel digraphs and trigraphs (building on Reception phonics work)</u></p> <p>Ai/oi, ay/oy, a-e, e-e, i-e, o-e, u-e, ar, ee, ea (/i:/), ea (/ɛ/), er (/ɜ:/), er (/ə/), ir, ur, oo (/u:/), oo (/ʊ/), oa, oe, ou, ow (/aʊ/), ow (/əʊ/), ue, ew, ie (/aɪ/), ie (/i:/), igh, or, ore, aw, au, air, ear, ear (/ɛə/), are (/ɛə/),</p>					

## Writing Objectives

Vocabulary	Nouns and Adjectives	1	Use articles <b>the</b> and <b>a</b> , possessives and numbers to write a noun phrase, e.g. – <b>a dog, my dog, two dogs.</b>
		2	Use singular and plural nouns, e.g. – <b>dog/dogs, bush/bushes</b>
		3	Use pronouns e.g. – <b>I, he, she, it, they, we</b>
		4	Use adjectives, e.g. – for size and colour in a complement sentence, e.g. – <b>the dog is black.</b>
		5	Use adjectives for size and colour to expand a noun phrase, e.g. – <b>a black dog, a big car.</b>
		6	Use 'un' to show opposite in adjectives, e.g. – <b>unhappy, unkind.</b>
		7	Use simple superlative adjectives for size, e.g. – <b>smallest, tallest.</b>
		8	Use simple comparative adjectives for size, e.g. – <b>longer, shorter.</b>
	Verbs and Adverbs	9	Correct subject verb agreement using familiar verbs, e.g. – <b>I am, he is, I like, he likes.</b>
		10	Use simple present tense when writing in the present, e.g. – <b>he runs, they wash.</b>
		11	Use imperative form to write commands, e.g. – <b>Cut, Stick, Put</b>
		12	Use present progressive using the verb 'to be' and verb in progressive form using –ing suffix, e.g. – <b>He is hitting me.</b>
		13	Use simple past tense using –ed suffix, e.g. – <b>pulled, pushed, painted</b> and some irregular past tense forms, e.g. – <b>went</b> instead of <b>goed.</b>
		14	Use prefix 'un' to negate verbs, e.g. – <b>undo, unlock.</b>
		15	Use familiar verbs of place (where), e.g. – <b>I played outside. I sat here.</b>
		16	Use adverbial phrase for place (where) using simple prepositions, e.g. – <b>in, on – I played in the garden.</b>
	Cohesive Devices	17	Use repetitive pronouns to link to the subject, e.g. – <b>the boy... he is... he has</b>
		18	Use adverbs of time (when), e.g. – <b>First, Finally</b> to sequence narratives, recounts, instructions possible with repetition, e.g. – <b>Then, Then.</b>
		19	Use familiar adverbial phrases for time to start narratives or recounts, e.g. – <b>Once upon a time, On Monday</b>
Sentence	Sentence structure	1	Compose and write a single clause sentence, e.g. – <b>The dog is black.</b>
		2	Join two words with 'and', e.g. – <b>Tim and Tom like ice cream. The dog is black and hairy.</b>
		3	Use co-ordination – using 'and' to join two ideas to write a sentence with two clauses, e.g. – <b>I went to the park and I had ice cream.</b>
	Punctuation	4	Leave spaces between words.
		5	Use full stops and capital letters to demarcate sentences.
		6	Use capital letter for 'I', names of people, places and days of the week, e.g. – <b>Bob, Blackpool, Thursday.</b>
		7	Use question marks and exclamation marks to sometimes demarcate questions and exclamations.
Composition	Writing Process	1	Talk with teacher/peers about models of similarly structured writing.
		2	Say out loud what I am going to write about by talking with teacher/peers to gather ideas for writing.
		3	Use oral/visual prompts (e.g. – pictures, photos, story maps) to help remember what I am going to write.
		4	Orally compose a sentence before writing it.
		5	Rehearse to remember the sentence accurately before attempting to record it.
		6	Use oral/visual prompts (e.g. – pointing to fingers) to remember number of words in a sentence and the spaces between words as I am writing.
		7	Write sentences which make sense and communicate meaning.
		8	Re-read to check for missing words, spaces between words and punctuation.
		9	Re-read what I have written to check that it makes sense.
		10	Read aloud own writing clearly enough to be heard by teacher and peers in a small group.

		11	When discussing writing, recognise and use terminology from Y1: letter, capital letter, word, singular, plural, sentence, punctuation, full stop, question mark, exclamation mark.
	<b>Narrative</b>	12	Write simple narratives in familiar genres, e.g. – traditional tale, cumulative story.
		13	Write narratives with a series of sentences in a chronological sequence.
		14	Use pronouns or adverbs to link sentences.
		15	Write simple openings or endings.
		16	Include details of characters and settings.
	<b>Non-Fiction</b>	17	Write short chronological texts using a series of sentences, e.g. – instructions, recounts.
		18	Write short non-chronological texts using a series of sentences, e.g. – information texts.
		19	Use pronouns or adverbs to link sentences.
		20	Write non-fiction texts including basic organisation and features to suit the text type, e.g. – list in instructions.
		21	Write simple openings or endings.
		22	Include detail of events and/or subject matter.
	<b>Poetry</b>	23	Write a sequence of phrases or simple sentences to form short poems (that do not have to rhyme).
<b>Spelling</b>		1	Apply phonic knowledge to segment words into phonemes, representing each phoneme with a taught grapheme.
		2	Spell a wide range of HFWs including common exception words from Appendix 1.
		3	Apply spelling rules adding taught prefix or suffix to root word, e.g. – <b>walked</b> .
<b>Handwriting</b>		1	Sit correctly at a table holding a pencil comfortable and correctly.
		2	Begin to form lower-case and capital letters in the correct direction, using letter families to understand right starting and finishing place.