

## English Overview Year 1

### Term 1.1

Reading	Writing
<p><b><u>Outcomes – see NC Statutory Requirements</u></b></p> <p><b>Class Novel –</b> Olivia Saves the Circus by Ian Falconer</p> <p><u>Text type:</u> journey story <u>Focus:</u> Action</p> <p><b>Other suggested linked texts-</b> Olivia - Ian Falconer Olivia in Venice - Ian Falconer Olivia and the Missing Toy - Ian Falconer Paddington at the Circus – Michael Bond If I ran the Circus – Dr Seuss Elfa and the Box of Treasure – Michelle Belle</p> <p><b>Poetry Spine -</b> Mr Brown the Clown Kenn Nesbitt</p> <p><b>Non Fiction</b> Start-up History; Toys - Stewart Ross</p> <p>A Journey Through Transport – Chris Oxlade</p>	<p><b><u>National Curriculum Outcomes (in bold) - Also see NC statutory composition requirements</u></b></p> <p><b>To leave spaces between words</b> in all forms of writing</p> <p><b>To join words and clauses using and</b> in a character description</p> <p><b>To punctuate sentences using a capital letter and a full stop</b> in a character description, instructions and captions</p> <p><b>To compose a sentence orally before writing it</b>, in all forms of writing.</p> <p><b><u>Suggested writing</u></b></p> <ul style="list-style-type: none"> <li>- Labels and captions</li> <li>- Instructions on making a sandwich / getting dressed</li> <li>- <b>Setting description of a circus</b></li> <li>- Write an imitation of part of Olivia Saves the Circus</li> </ul> <p><b><u>SPAG Focus</u></b></p> <ul style="list-style-type: none"> <li>- To understand what a noun is</li> <li>- To understand what a verb is and use these to begin commands</li> <li>- To begin to write simple sentences using capital letters and full stops</li> <li>- <b>To use adjectives to describe a noun</b></li> </ul>

## Term 1.2

Reading	Writing
<p><b><u>Outcomes – see NC Statutory Requirements</u></b></p> <p><b>Class Novel – Elmer and the Wind</b> by David McKee</p> <p><b>Other suggested linked texts-</b> Season Come, Seasons Go – Tree By Britta Teckertrup</p> <p>Mr Grumpy’s Outing by John Burningham</p> <p><b>Poetry Spine -</b></p> <p>Who has seen the wind? by Christina Rossetti</p> <p>The Works KS1, chosen by Pie Corbett (The Natural World chapter) Pg 243 – The Music of the Wind, by Wes Magee</p> <p><b>Comprehension Focus-</b> Continue to look at the features of fiction and non-fiction texts.</p> <p>Practice checking that a text makes sense as they read and correcting inaccurate reading</p> <p>Retrieval with a focus on answering test style questions.</p> <p>PIRA Autumn 1</p>	<p><b><u>National Curriculum Outcomes (in bold)</u></b> - Also see NC statutory composition requirements</p> <p><b>To compose a sentence orally before writing it</b>, in all forms of writing.</p> <p><b>To sequence sentences to form a short narrative</b> when writing a non-chronological report and a journey story.</p> <p><b>To use a capital letter for names, places, the days of the week and the personal pronoun I</b> when writing a narrative and information text.</p> <p><b>To re-read what they have written to check it makes sense</b> in all forms of writing.</p> <p><b>To listen to and discuss a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently.</b></p> <p><b>Learning to appreciate rhymes and poems, and to recite some by heart.</b></p> <p><b><u>Suggested Writing</u></b></p> <p>Innovation of Olivia Saves the Circus Write poems about seasons/weather Non-chronological report about the seasons Write a recount of Autumn walk in science</p> <p><b><u>SPAG Focus</u></b></p> <ul style="list-style-type: none"> <li>- <b>Learn the names of the letters of the alphabet (inc how to form)</b></li> <li>- To use a capital letter for names, places, the days of the week and the personal pronoun I</li> <li>- Rhyming words</li> <li>- To use coordinating conjunctions (and, but, so)</li> <li>- To re-read what they have written to check it makes sense</li> </ul>

## Term 2.1

Reading	Writing
<p><b><u>Outcomes – see NC Statutory Requirements</u></b></p> <p><b>Class Novel –</b> Paddington at the Palace by Michael Bond</p> <p><b>Other suggested linked texts-</b></p> <p>Kipper’s Birthday &amp; Kipper in London by Mick Inkpen</p> <p>Dick Wittington and his cat</p> <p>The tale of St George</p> <p><b>Poetry Spine -</b> I Wandered Lonely as a Cloud - William Wordsworth</p> <p><b>Comprehension Focus-</b></p> <p>Making links to their own experiences Retrieval and Inference</p>	<p><b><u>National Curriculum Outcomes (in bold)</u></b> - Also see NC statutory composition requirements</p> <p><b>To add the suffix –ed to root words where no change is needed</b> when writing letters, post cards and narratives.</p> <p><b>To add the suffix –er and est to root words where no change is needed</b> to create comparative and superlative adjectives when writing narratives and post cards.</p> <p><b><u>Suggested Writing</u></b></p> <p>Writing postcards/letters from different London landmark (noun phrases) Innovate the story of Paddington to different London landmarks Invent a journey story to a place in the UK (Geography)</p> <p><b><u>SPAG Focus</u></b></p> <ul style="list-style-type: none"> <li>- To use expanded noun phrases</li> <li>- To understand the difference between past and present tense</li> <li>- To add the suffix –ed to root words where no change is needed</li> <li>- To add the suffix er and est to comparative and superlative adjectives</li> </ul>

## Term 2.2

Reading	Writing
<p><b><u>Outcomes – see NC Statutory Requirements</u></b></p> <p><b>Class Novel –</b> How the Leopard got his Spots- Rudyard Kipling’s</p> <p><b>Other suggested linked texts-</b> The Tiger Who Came to Tea by Judith Kerr</p> <p>The Tiger Child by Joanna Troughton</p> <p>Information texts about animals</p> <p><b>Poetry Spine –</b> Nursery rhymes based on animals Old MacDonald had a farm Mary had a little lamb Hickory Dickory Dock A wise old owl Little bunny Foo Foo Pussy cat, pussy cat</p> <p><b>Comprehension Focus-</b></p> <p>To recognise and join in with predictable phrases</p> <p>To recite poems by heart</p> <p>Retrieval with a focus on answering reading test style questions.</p>	<p><b><u>National Curriculum Outcomes (in bold)</u></b> Also see NC statutory composition requirements</p> <p><b>To re-read what they have written to check it makes sense.</b> <b>To correctly punctuate sentences using a capital letter, full stop</b> in a narrative, information text and instructions. <b>To use the spelling rule for adding –s or –es as a plural marker to</b> <b>nouns</b> when writing a fable, list, booklet and instructions. <b>To write verbs in the present tense (ing)</b> <b>To use co-ordinating conjunctions</b> (and/but) to extend sentences.</p> <p><b><u>Suggested Writing</u></b></p> <p>Information booklet about a chosen animal Innovate and invent fables (Wishing tale) Write instructions on how to be a zookeeper Write a list of items needed to be a good zookeeper</p> <p><b><u>SPAG Focus</u></b></p> <ul style="list-style-type: none"> <li>- To use the spelling rule for adding –s or –es as a plural marker to nouns</li> <li>- To use the suffix ‘ing’ when writing verbs in the present tense</li> <li>- To add the suffix –ed to root words where no change is needed</li> <li>- To use subordinating conjunctions (because/ when/ until) to extend sentences.</li> </ul>

Reading	Writing
<p><b><u>Outcomes – see NC Statutory Requirements</u></b></p> <p><b>Class Novel –</b> Elves and the Shoemaker Brothers Grimm</p> <p><b>Other suggested linked texts-</b> Traditional Tales: Little Red Riding Hood The Three Little Pigs Goldilocks Snow White Rumpelstiltskin</p> <p>Information texts about The Great Fire of London</p> <p><b>Poetry Spine -</b> London’s Burning</p> <p><b>Comprehension Focus-</b> Focus on discussing word meaning, linking to those already known</p> <p>Retrieval</p> <p>Making inferences on the basis of what is being said and done</p> <p>PIRA Spring 1</p>	<p><b><u>National Curriculum Outcomes (in bold) - Also see NC statutory composition requirements</u></b>  <b>To correctly punctuate sentences using a capital letter, full stops, question marks and exclamation marks</b> in a narrative and recount.  <b>To read aloud their writing clearly enough to be heard by their peers and the teacher.</b></p> <p><b><u>Suggested Writing</u></b></p> <p>Write letters in role as shoemaker Write a recount of the GfOL- questions/past tense/exclamation marks (history) Invent a narrative linked to Elves and the Shoemaker Write information text in history about GfoL (history) Write a letter in role about GfoL (history)</p> <p><b><u>SPAG Focus</u></b></p> <ul style="list-style-type: none"> <li>- To understand what questions and exclamations are and how to punctuate them correctly.</li> <li>- To write in the past tense</li> <li>- Using apostrophes when reading and writing contractions</li> <li>- Read aloud their own writing clearly to the class</li> </ul>
<b>Term 3.2</b>	
Reading	Writing
<p><b><u>Outcomes – see NC Statutory Requirements</u></b></p>	<p><b><u>National Curriculum Outcomes (in bold) - Also see NC statutory composition requirements</u></b></p>

Nat Fantastic  
by Giles Andreae

**Other suggested linked texts-**  
Charlie's Superhero Underpants  
by Paul Bright

Cops and Robbers  
by Alan and Janet Ahleberg

Super Daisy  
by Kes Gray

**Poetry Spine -**  
If I was a superhero...  
by Sally Grey

**Comprehension Focus-**

Features of fiction and non-fiction  
text

Discuss the significance of the title  
and events

Retrieval

PIRA Summer 1

**To write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far.**

**To add the prefix un**

**Suggested Writing**

- Nat Fantastic character description (wanted posters)
- Innovate by changing what Nat Fantastic does
- Invent own portal story
- Write thank-you letters in role as character from Nat (. ! ?)
- Comic strips
- Instructions on how to stay clean and healthy (link to F.N)
- Recount of F.N's visit to Scutari

**SPAG Focus**

- To add the prefix un and use it when writing
- Creating and identifying compound words
- To use a range of punctuation (.?! ) correctly – letters