

## English Overview Year 1 2022 - 2023

### Term 1.1

| Reading   | Writing  |
|---|--|
| <p><b><u>Outcomes – see NC Statutory Requirements</u></b></p> <p><b>Class Novel –</b><br/>Olivia Saves the Circus<br/>by Ian Falconer</p> <p><u>Text type:</u> journey story<br/><u>Focus:</u> Action</p> <p><b>Other suggested linked texts-</b><br/>Olivia - Ian Falconer<br/>Olivia in Venice - Ian Falconer<br/>Olivia and the Missing Toy - Ian Falconer<br/>Paddington at the Circus – Michael Bond<br/>If I ran the Circus – Dr Seuss<br/>Elfa and the Box of Treasure – Michelle Belle</p> <p><b>Poetry Spine -</b><br/>Mr Brown the Clown<br/>Kenn Nesbitt</p> <p><b>Non Fiction</b><br/>Start-up History; Toys - Stewart Ross</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 how to put your coat on and getting dressed</li> <li>- Character description of Olivia</li> <li>- Write an imitation of part of Olivia Saves the Circus</li> <li>-</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 use adjectives to describe a noun</li> <li>- To begin to write simple sentences using capital letters and full stops</li> <li>- To join clauses using ‘and’</li> </ul> |

## Term 1.2

### Reading

#### **Outcomes – see NC Statutory Requirements**

**Class Novel** – Elmer and the Wind  
by David McKee

**Other suggested linked texts-**  
Season Come, Seasons Go – Tree  
By Britta Teckertrup

Mr Grumpy's Outing  
by John Burningham

Focus - Setting  
Innovation- substitution

#### **Poetry Spine -**

Who has seen the wind?  
by Christina Rossetti

The Works KS1, chosen by Pie Corbett  
(The Natural World chapter)  
Pg 243 – The Music of the Wind, by Wes  
Magee

The Winter Wind Blows

#### **Comprehension Focus-**

Features of fiction and non-fiction text

Practice checking that a text makes  
sense as they read and correcting  
inaccurate reading

Retrieval with a focus on answering  
test style questions.

PIRA Autumn 1

### Writing

#### **National Curriculum Outcomes (in bold) - Also see NC statutory composition requirements**

**To compose a sentence orally before writing it**, in all forms of writing.

**To sequence sentences to form a short narrative** when writing a non-chronological report and a journey story.

**To punctuate sentences with a capital letter**

**To re-read what they have written to check it makes sense** in all forms of writing.

**To write verbs in the present tense (ing) in a non-chronological report**

#### **Suggested Writing**

- Innovation by substitution 'Olivia saves ....'
- Write poems about seasons/weather
- Innovated by substitution a poem about a season
- Non-Chronological report about a season

#### **SPAG Focus**

- Learn the names of the letters of the alphabet (inc how to form)
- To use a capital letter to begin sentences
- Rhyming words
- To use coordinating conjunctions (and, so)
- To re-read what they have written to check it makes sense
- Adding the suffix 'ing' to verbs

## Term 2.1

### Reading

#### **Outcomes – see NC Statutory Requirements**

Nat Fantastic  
by Giles Andreae

Text type: Portal Story  
Foci: Action

#### **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-**

Discuss the significance of the title and events

Retrieval

### Writing

#### **National Curriculum Outcomes (in bold) - Also see NC statutory composition requirements**

**To add the suffix –ed to root words where no change is needed** when writing letters, post cards and narratives.

**To add the suffix –er to root words where no change is needed** to create comparative adjectives when writing narratives and recounts

#### **Suggested Writing**

- Comic strips
- 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 (. ! ?)

#### **SPAG Focus**

- To use expanded noun phrases
- To understand the difference between past and present tense
- To add the suffix –ed to root words where no change is needed
- To add the suffix er and est to comparative adjectives

## Term 2.2

### Reading

#### Outcomes – see NC Statutory Requirements

#### **Class Novel –**

Paddington at the Palace  
by Michael Bond

Text type: Journey Story

Foci: Description

#### **Other suggested linked texts-**

Kipper's Birthday & Kipper in London  
by Mick Inkpen

Dick Wittington and his cat

The tale of St George

#### **Poetry Spine -**

The Village Child  
Around London (busyteacher.org)

#### **Comprehension Focus-**

Making links to their own experiences  
Retrieval and Inference

PIRA Spring 1

### Writing

#### National Curriculum Outcomes (in bold) Also see NC statutory composition requirements

**To re-read what they have written to check it makes sense.**

**To use a capital letter for names, places, the days of the week and the personal pronoun I** when writing a narrative and information text

**To correctly punctuate sentences using a capital letter, full stop or question mark** in a narrative, information text and postcard.

**To use a range of conjunctions** (and, but, so, because, when, until) to extend sentences.

#### Suggested Writing

- Write an information page about London landmarks
- Writing postcards/letters from different London landmark in the role of Paddington (noun phrases)
- Innovate the story of Paddington to different London landmarks
- Invent a journey story to a city, town or village

#### SPAG Focus

- To recap adding the suffix –ed to root words where no change is needed
- To punctuate sentences using capital letters, full stops and question marks
- To use a range of conjunctions (because/ when/ until) to extend sentences.

## Term 3.1

### Reading

#### Outcomes – see NC Statutory Requirements

#### **Class Novel –**

Elves and the Shoemaker  
Brothers Grimm

Text Type: Traditional Tale  
Foci: Action

#### **Other suggested linked texts-**

Traditional Tales:  
Little Red Riding Hood  
The Three Little Pigs  
Goldilocks  
Snow White  
Rumpelstiltskin

Non-fiction  
Election by Eleanor Levenson

**Poetry Spine** - 'I Wandered Lonely as a Cloud' By William Wordsworth

#### **Comprehension Focus-**

Focus on discussing word meaning, linking to those already known

Retrieval

Making inferences on the basis of what is being said and done

PIRA Summer 1

### Writing

#### National Curriculum Outcomes (in bold) - Also see NC statutory composition requirements

**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 suffix est to root words where no change is needed** to create superlative adjectives when writing narratives and a recount.

**To correctly punctuate sentences using a capital letter, full stop, question mark and exclamation mark** in a narrative and recount

**To add the prefix un**

#### Suggested Writing

- Write letters in role as shoemaker
- Imitate and innovate a narrative linked to *Elves and the Shoemaker*
- Recount of an election day role play linked to the 'Election' book

#### SPAG Focus

- To add the prefix un and use it when writing
- To use a range of punctuation (?! ) correctly
- Using apostrophes when reading and writing contractions
- To understand what questions and exclamations are and how to punctuate them correctly.

## Term 3.2

### Reading

#### **Outcomes – see NC Statutory Requirements**

#### **Class Novel –**

How the Leopard got his Spots-  
Rudyard Kipling's

Text Type: Wishing Tale

Foci: Characterisation

#### **Other suggested linked texts-**

The Tiger Who Came to Tea  
by Judith Kerr

The Tiger Child

by Joanna Troughton

Information texts about animals

#### **Poetry Spine –**

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

#### **Comprehension Focus-**

To recognise and join in with  
predictable phrases

To recite poems by heart

Retrieval with a focus on answering  
reading test style questions.

### Writing

#### **National Curriculum Outcomes (in bold) - Also see NC statutory composition requirements**

**To correctly punctuate sentences using a capital letter, full stops, question marks and exclamation marks** in a narrative and instructions.

**To use the spelling rule for adding –s or –es as a plural marker to nouns**

#### **Suggested Writing**

- Write a character description
- Innovate and invent fables
- Write a list of items needed to be a good zookeeper
- Write instructions on how to be a zookeeper

#### **SPAG Focus**

- To use the spelling rule for adding –s or –es as a plural marker to nouns
- To write in the past tense
- Creating and identifying compound words
- Read aloud their own writing clearly to the class