

Stelling Minnis CE Primary School – English Overview			Year 1		Years A & B	
	Term 1 & Term 2		Term 3 & Term 4		Term 5 & Term 6	
Year A (Even Year Start) Texts and Writing Text Types	Wildlife The Hodgeheg (CLPE) Text Types: Information Text Letters	Kings and Queens Halibut Jackson (CLPE) Text Types: Narrative	Recycling Ten things I can do to help my world (CLPE) Text types: Persuasive Writing	China Poems to Perform Text types: Poetry	Evolution Moth – an Evolution Story (CLPE) Text Types: Narrative	The seaside The Storm Whale The Secret of Black Rock (CLPE) Text Types: Narrative
Year B (Odd Year Start) Texts and Writing Text Types	Toys Traction Man (CLPE) <u>Text types:</u> Narrative	Weather Winter Sleep (CLPE) <u>Text types:</u> Information Text Poetry	Our School Beegu (CLPE) <u>Text types:</u> Narrative	Africa Lila and the Secret of Rain (CLPE) <u>Text types:</u> Persuasive Writing	The Local Area Claude in the City (CLPE) <u>Text types:</u> Newspaper Report	Famous People The Jolly Postman CLPE <u>Text types:</u> Letters
Grammar	Children should be able to write a simple sentence with a full stop and capital letter(s)					

<p>Dictate simple sentences by the teacher to rehearse spellings and punctuation taught throughout the year.</p>	<p>Leave spaces between words Full stops Capitals for names</p>	<p>Capital letters at the start of sentences Full stops Capital for names (nouns)</p>	<p>Use 'and' to join sentences together. Capital letters and full stops Capitals for names Question marks</p>	<p>Use 'and' to join sentences together. Capital letters and full stops Question marks Capital for pronoun I</p>	<p>Use 'and' to join sentences together. Capital letters and full stops Question marks Capital for pronoun I Question words</p>	<p>Revise all previous learning Check key objectives Children should be able to write a simple sentence with a full stop and capital letter(s)</p>
<p>Phonics YEAR 1 Phase 1 – Continuous through phase 2-6 Show awareness of rhyme and alliteration. Distinguish between different sounds in the environment and phonemes. Explore and experiment with sounds and words</p>	<p>Weeks 1- 5 Recap and Revise Phases 2, 3 & 4</p> <p>New focus:</p> <ul style="list-style-type: none"> • Practise recognition and recall of phase 2,3 and 5 graphemes as learnt • Practise reading and spelling words with adjacent consonants and newly learned graphemes • Practise reading and spelling HF and polysyllabic words <p>Practise reading and writing sentences</p>	<p>Weeks 6-9 Teaching alternative pronunciation for known graphemes</p> <p>New focus:</p> <ul style="list-style-type: none"> • Practise recognition and recall of graphemes and different pronunciations of graphemes as learnt • Practise reading and spelling words with adjacent consonants and newly learned graphemes • Practise reading and spelling HF and polysyllabic words <p>Practise reading and writing sentences</p>	<p>Weeks 10 – 30 Teaching alternative spellings for all phonemes</p> <p>New Focus:</p> <ul style="list-style-type: none"> • Practise recognition and recall of graphemes and different pronunciations of graphemes as learnt • Teach alternative spellings of phonemes for writing • Practise reading and spelling words with adjacent consonants and words with newly learned graphemes • Practise reading and spelling HF and polysyllabic words <p>Practise reading and writing sentences</p>			<p>Consolidation of previous learning</p>

<p>Writing</p>	<p>Composition</p> <p>Sequence sentences to form short narratives Re-read what they have written to check that it makes sense Sequence sentences in chronological order to recount an event or an experience Compose a sentence orally before writing it Discuss what they have written with the teacher. Read their writing aloud clearly so that it can be heard by teacher and peers.</p>				
<p>Handwriting Year 1</p>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • sit correctly at a table, holding a pencil comfortably and correctly • begin to form lower-case letters in the correct direction, starting and finishing in the right place (<i>assumed to mean according to the school’s policy or handwriting programme</i>) • form capital letters • form digits 0-9 • understand which letters belong to which handwriting ‘families’ (i.e. letters that are formed in similar ways) and to practise these. • Non statutory: Handwriting requires frequent and discrete, direct teaching. Pupils should be able to form letters correctly and confidently. The size of the writing implement should allow the pupil to hold it easily and correctly, to avoid forming bad habits. • Left handed pupils should receive specific teaching to meet their needs. <p><i>Additional information: Handwriting families could include, for example: (curly caterpillar) c,a,d,e,g,o,q,f,s; *x when drawn cursively; (long ladder) l,j,i,t,u,y; (one armed robot) b,h,k,m,n,p,r; (zig zag) v,w,z</i></p>				
<p>Reading</p>	<p>In Year 1 we continue to teach explicit phonics – including revision of Phase 5. We focus on children’s decoding skills, whilst ensuring that they learn to love reading and to gain great pleasure from exploring books, saying rhymes and finding out about the world from information picture books. We ensure that a wide range of high- quality class readers engage all children with the process of listening, enjoying and responding to these texts. Children read a read a combination of scheme books from Big Cat Collins and other texts in school. As with Mice class the children take home an appropriate phonically matched text and one other book to be read to them by an adult. Home links remain vitally important. Children are taught to decode by segmenting and blending sounds, and also to recognise and read some whole words which are tricky to read; they also learn to use decoding skills alone (alien words).</p> <ul style="list-style-type: none"> • <i>There may need to be adjustments in AY 2020/ 2021 based on reduced exposure to reading readiness skills in Reception</i> 				
<p>Reading Progression</p>	<p>Word Reading</p>	<p>Fluency & Phrasing</p>	<p>Literal Understanding & Retrieval</p>	<p>Inferential Reading Skills</p>	<p>Response to Text</p>

	<p>Add the endings ing, ed and er to verbs where no change is needed to the root word.</p> <p>Read words containing s,es,e rest endings.</p> <p>Read verbs with endings ing, ed where the root word changes eg. Hop, hopping, hopped</p> <p>Read phonically decodable words that do not require other strategies, with accuracy.</p> <p>Match all graphemes to their 40+ phonemes (Phase 3).</p> <p>Read compound words, eg football, playground</p> <p>Read words with the prefix un- added</p> <p>Read words of more than one syllable that contain taught GPCs</p> <p>Blend sounds in unfamiliar words.</p> <p>Divide words into syllables, eg pocket, rabbit, thunder</p> <p>Read words with contractions and understand the apostrophe represents omitted letter(s).</p>	<p>Learn some poems and rhymes by heart.</p> <p>Learn songs by heart, using body percussion or instruments to hold the beat.</p> <p>Recognise and join in predictable phrases.</p> <p>Say or sing the alphabet in sequence.</p> <p>Sound and blend unfamiliar words quickly and accurately using phonemic knowledge and skills.</p> <p>Read common exception words.</p> <p>Check that the text makes sense to them as they read and correct inaccurate reading.</p> <p>With support, notice sentence punctuation.</p> <p>Reread favourite books to themselves and others to gain confidence with word reading and increase fluency.</p> <p>Increase the number of pages to develop stamina.</p>	<p>Use phonic knowledge and growing vocabulary to recognise words and phrases which contain explicit information.</p> <p>Talk about the title and how it relates to event in the book.</p> <p>Explain key facts retrieved from texts which have been read by an adult including poetry, non-fiction and stories eg. Characters, places, events.</p> <p>Retrieve answers to simple questions: who, what, where, when, which, how</p> <p>Talk about the main characteristics within a known key story.</p>	<p>Discuss the significance of the title and events and make simple inferences about the feelings of the characters.</p> <p>Predict what might happen next in a sequenced story, based on what has been read so far.</p> <p>detail.</p> <p>Begin to explain their understanding of what has been read to them beyond to previous known vocabulary.</p> <p>Use prior explicit Discuss word meanings and link new words/meanings knowledge, context and vocabulary to understand texts.</p>	<p>Develop a love of reading by sharing and discussing a wide range of high- quality texts which are beyond those they can read for themselves.</p> <p>Listen to new words in texts read aloud to them, to broaden their vocabulary.</p> <p>Talk about words they know and like</p> <p>Retell key stories orally using narrative language.</p> <p>Learn some ways to find information in non-fiction texts.</p> <p>Participate in discussion about the text, taking turns and listening to others.</p> <p>Link what they read or hear read to their own experiences.</p> <p>Begin to appreciate poems and rhymes and express reasons for preferences.</p>
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