



<b>English Year 1 Text/Genre Overview</b>					
		<b>Autumn 1</b>		<b>Autumn 2</b>	
Fiction text (2 weeks)	After the storm Focus: Familiar story settings		The Owl Who Was Afraid of the Dark Focus:		
Non-Fiction (3 weeks)	Explanation texts – How does an umbrella work?	Instructions – How to get dressed for a rainy day/cold day	Information text – Nocturnal Animals	Explanation text – How to fly?	
Poetry (1 week)	The Animal Boogie by Debbie Harter		Firework Poetry		
		<b>Spring 1</b>		<b>Spring 2</b>	
Fiction text (2 weeks)	We're Going On a Bear Hunt (Linked to Dinosaurs- We're Going on a Dino Hunt) Focus:		The Three Little Pigs (Linked to Homes Around the World) Focus:		
Non-Fiction (3 weeks)	Instructions – How to look after a baby dinosaur	Recounts - diary	Non-chronological reports – Houses and home around the world	Recount – diary Handa's Surprise by Eileen Browne	
Poetry (1 week)	Dinosaurs Galore		Spine Poems- Easter Poetry		
		<b>Summer 1</b>		<b>Summer 2</b>	
Fiction text (2 weeks)	Mrs Armitage Queen of the road Focus: Fictional Recount		Pirate Pete Focus:		
Non-Fiction (3 weeks)	Discussion texts – should people drive cars?	Book Review	Recounts – school trip	Persuasive writing – Letter to parents, I want to be a pirate.	
Poetry (1 week)	Shape Poems- linked with the senses		Commotion in the Ocean		



<b>Year 1 English Objectives Overview</b>					
<b>Reading – Word Recognition</b>					
<b>Pupils should be taught to:</b>		<b>Autumn</b>	<b>Spring</b>	<b>Summer</b>	<b>RAG</b>
1	apply phonic knowledge and skills as the route to decode words	✓	✓	✓	
2	respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes	✓	✓	✓	
3	read accurately by blending sounds in unfamiliar words containing gpcs that have been taught	✓	✓	✓	
4	read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word	✓	✓	✓	
5	read words containing taught gpcs and –s, –es, –ing, –ed, –er and –est endings	✓	✓	✓	
6	read other words of more than one syllable that contain taught gpcs	✓	✓	✓	
7	read words with contractions [for example, i'm, i'll, we'll], and understand that the apostrophe represents the omitted letter(s)	✓	✓	✓	
8	read aloud accurately books that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words	✓	✓	✓	
9	re-read these books to build up their fluency and confidence in word reading.	✓	✓	✓	
<b>Reading - Comprehension</b>					
<b>Pupils should be taught to develop positive attitudes to reading and understanding of what they read by:</b>		<b>Autumn</b>	<b>Spring</b>	<b>Summer</b>	<b>RAG</b>
develop pleasure in reading, motivation to read, vocabulary and understanding by:					
10	listen to and discuss a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently	✓	✓	✓	
11	link what they read or hear read to their own experiences	✓	✓	✓	
12	become very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics	✓	✓	✓	
13	recognise and join in with predictable phrases	✓	✓	✓	
14	learn to appreciate rhymes and poems, and to recite some by heart	✓	✓	✓	
15	discuss word meanings, linking new meanings to those already known	✓	✓	✓	
16	understand both the books they can already read accurately and fluently and those they listen to	✓	✓	✓	
17	draw on what they already know/background information and vocabulary provided by the CT	✓	✓	✓	
	check that the text makes sense to them as they read and correcting inaccurate reading	✓	✓	✓	
18	discuss the significance of the title and event	✓	✓	✓	
19	make inferences on the basis of what is being said and done	✓	✓	✓	
20	predict what might happen on the basis of what has been read so far	✓	✓	✓	
21	participate in discussion about what is read to them, taking turns and listening to what others say	✓	✓	✓	
22	explain clearly their understanding of what is read to them	✓	✓	✓	



<b>Writing - Handwriting</b>						
<b>Pupils should be taught to:</b>		<b>Autumn</b>	<b>Spring</b>	<b>Summer</b>	<b>RAG</b>	
23	sit correctly at a table, holding a pencil comfortably and correctly	✓	✓	✓		
24	begin to form lower-case letters in the correct direction, starting and finishing in the right place	✓	✓	✓		
25	form capital letters	✓	✓	✓		
26	form digits 0-9	✓	✓	✓		
27	understand which letters belong to which handwriting 'families' (i.e. Letters that are formed in similar ways) and to practise these	✓	✓	✓		
<b>Writing - Composition</b>						
<b>Pupils should be taught to plan their writing by:</b>		<b>Autumn</b>	<b>Spring</b>	<b>Summer</b>	<b>RAG</b>	
28	say out loud what they are going to write about	✓	✓	✓		
29	read aloud their writing clearly enough to be heard by their peers and the teacher	✓	✓	✓		
30	compose a sentence orally before writing it	✓	✓	✓		
31	sequence sentences to form short narratives	✓	✓	✓		
32	re-read what they have written to check that it makes sense	✓	✓	✓		
33	discuss what they have written with the teacher or other pupils	✓	✓	✓		
<b>Writing – Vocabulary, Grammar and Punctuation</b>						
<b>Pupils should be taught to:</b>		<b>Autumn</b>	<b>Spring</b>	<b>Summer</b>	<b>RAG</b>	
34	leave spaces between words	✓	✓	✓		
35	join words and joining clauses using 'and'	✓	✓	✓		
36	begin to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark	✓	✓	✓		
37	use a capital letter for names of people, places, days of the week, and the personal pronoun 'I'	✓	✓	✓		
38	use the grammatical terminology in English Appendix 2 in discussing their writing.	✓	✓	✓		
<b>Year 1 - Vocabulary, Grammar and Punctuation Statutory Requirements from Appendix 2</b>						
39	<b>Word</b>	Regular <b>plural noun suffixes</b> –s or –es [for example, <i>dog, dogs; wish, wishes</i> ], including the effects of these suffixes on the meaning of the noun				
		<b>Suffixes</b> that can be added to <b>verbs</b> where no change is needed in the spelling of root words (e.g. <i>Helping, helped, helper</i> )				
		How the <b>prefix un-</b> changes the meaning of <b>verbs</b> and <b>adjectives</b> [negation, for example, <i>unkind, or undoing: untie the boat</i> ]				
40	<b>Sentence</b>	How <b>words</b> can combine to make <b>sentences</b>	✓	✓	✓	
		Joining <b>words</b> and joining <b>clauses</b> using <i>and</i>	✓	✓	✓	
41	<b>Text</b>	Sequencing <b>sentences</b> to form short narratives	✓	✓	✓	
42	<b>Punctuation</b>	Separation of <b>words</b> with spaces	✓	✓	✓	
		Introduction to capital letters, full stops, question marks and exclamation marks to demarcate <b>sentences</b>	✓	✓	✓	
		Capital letters for names and for the personal <b>pronoun I</b>	✓	✓	✓	
43	<b>Terminology</b>	Letter, capital letter, word, singular, plural, sentence, punctuation, full stop, question mark, exclamation mark	✓	✓	✓	



Spelling (Get Spelling)																														
	Pupils should be taught to:	Statutory Requirements from Appendix I	Word List																											
▪	<ul style="list-style-type: none"> <li>▪ words containing each of the 40+ phonemes already taught</li> <li>▪ common exception words</li> <li>▪ the days of the week</li> <li>▪ name the letters of the alphabet:</li> <li>▪ naming the letters of the alphabet in order</li> <li>▪ using letter names to distinguish between alternative spellings of the same sound</li> <li>▪ add prefixes and suffixes:</li> <li>▪ using the spelling rule for adding –s or –es as the plural marker for nouns and the third person singular marker for verbs</li> <li>▪ using the prefix un–</li> <li>▪ using –ing, –ed, –er and –est where no change is needed in the spelling of root words [for example, helping, helped, helper, eating, quicker, quickest]</li> <li>▪ apply simple spelling rules and guidance, as listed in <a href="#">English Appendix I</a></li> <li>▪ write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far.</li> </ul>	<ul style="list-style-type: none"> <li>▪ The sounds /f/, /l/, /s/, /z/ and /k/ spelt ff, ll, ss, zz and ck</li> <li>▪ The /ŋ/ sound spelt n before k</li> <li>▪ Division of words into syllables</li> <li>▪ -tch</li> <li>▪ The /v/ sound at the end of words</li> <li>▪ Adding s and es to words (plural of nouns and the third person singular of verbs)</li> <li>▪ Adding the endings –ing, –ed and –er to verbs where no change is needed to the root word</li> <li>▪ Adding –er and –est to adjectives where no change is needed to the root word</li> <li>▪ Words ending –y (/i:/ or /ɪ/)</li> <li>▪ New consonant spellings ph and wh</li> <li>▪ Using k for the /k/ sound</li> <li>▪ Adding the prefix –un</li> <li>▪ Compound words</li> <li>▪ Common exception words</li> </ul>	<table border="1"> <tr> <td>ai,</td> <td>oa</td> <td>ir</td> </tr> <tr> <td>ay</td> <td>oe</td> <td>oi</td> </tr> <tr> <td>oy</td> <td>ou</td> <td>uroo (/u:/)</td> </tr> <tr> <td>a–e</td> <td>ow (/aʊ/)</td> <td>oo (/ʊ/)</td> </tr> <tr> <td>e–e</td> <td>ow (/əʊ/)</td> <td>ore</td> </tr> <tr> <td>i–e</td> <td>ue</td> <td>aw</td> </tr> <tr> <td>o–e</td> <td>ew</td> <td>au</td> </tr> <tr> <td>u–e</td> <td>ie (/aɪ/)</td> <td>air</td> </tr> <tr> <td>ar</td> <td>ie (/i:/)</td> <td>ear</td> </tr> </table>	ai,	oa	ir	ay	oe	oi	oy	ou	uroo (/u:/)	a–e	ow (/aʊ/)	oo (/ʊ/)	e–e	ow (/əʊ/)	ore	i–e	ue	aw	o–e	ew	au	u–e	ie (/aɪ/)	air	ar	ie (/i:/)	ear
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