



# Termly Curriculum Overview 2019-20: Autumn 1

# Subject: English

# Year: 1

*'We create a nurturing environment which both inspires and challenges our whole school family, equipping our children to have high aspirations to: 'Dream big, love God and live well.'*

### Handwriting and Presentation (evidence to be seen across all genres)

- 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
- Form capital letters
- Form digits 0-9
- Understand which letters belong to which handwriting 'families' (ie letters that are formed in similar ways) and to practise

Weeks	Genre/ Text	Reading objectives	SPAG	Writing objectives	Writing ideas	Class end of day book
1 - 2	<b>Narrative</b>  <u>Text:</u> Lost and Found	<p><b>Comprehension:</b> Listen to and discussing a wide range of stories at a level beyond that at which they can read independently.</p> <p>Being encouraged to link what they read or hear to their own experiences.</p> <p>Becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics.</p> <p>Recognising and joining in with predictable phrases.</p> <p>Discussing word meanings, linking new meanings to those already known.</p> <p>Discussing word meanings, linking new meanings to those already known.</p> <p>Understand both the books they can already read accurately and fluently and those they listen to by:</p> <ul style="list-style-type: none"> <li>• drawing on what they already know or on background information and vocabulary provided by the teacher</li> <li>• making inferences on the basis of what is being said and done</li> <li>• predicting what might happen on the basis of what has been read so far</li> </ul> <p><b>Word reading:</b> Apply phonic knowledge and skills as the route to decode words.</p> <p>Read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word.</p> <p>Read books aloud, accurately that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words.</p>	<p>Leaving spaces between words.</p> <p>Joining words and joining clauses using "and".</p> <p>Beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark.</p> <p>Using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'.</p> <p><b>Spelling:</b> Spell: words containing each of the 40+ phonemes already taught common exception words the days of the week.</p> <p>Add prefixes and suffixes: using the spelling rule for adding –s or –es as the plural marker for nouns and the third person singular marker for verbs.</p> <p>Write from memory simple sentences dictated by the teacher.</p>	<p><b>Write sentences by:</b> Saying out loud what they are going to write about.</p> <p>Composing a sentence orally before writing it.</p> <p>Sequencing sentences to form short narratives.</p> <p>Re-reading what they have written to check that it makes sense.</p> <p><b>Composition:</b> Discuss what they have written with the teacher or other pupils.</p> <p>Read their writing aloud clearly enough to be heard by their peers and the teacher.</p>	<ul style="list-style-type: none"> <li>• Sequencing story</li> <li>• Character description</li> <li>• Setting description</li> <li>• Retelling story</li> <li>• Alternative character/ending</li> <li>• Vocabulary building</li> </ul>	<p>'Ratty Tatty' by Joy Cowley</p> <p>'Blue Kangaroo' by Emma Chichester Clark</p>

		Reread these books to build up their fluency and confidence in word reading.				
3 - 4	<b>Recount</b>  Trip to Museum of Lincolnshire Life	<p><b>Comprehension:</b> Listen to and discussing a wide range of non-fiction texts at a level beyond that at which they can read independently.</p> <p>Discussing word meanings, linking new meanings to those already known.</p> <p>Understand both the books they can already read accurately and fluently and those they listen to by:</p> <ul style="list-style-type: none"> <li>checking that the text makes sense to them as they read and correcting inaccurate reading</li> <li>discussing the significance of the title and events</li> </ul> <p><b>Word reading:</b> Apply phonic knowledge and skills as the route to decode words.</p> <p>Read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word.</p> <p>Read other words of more than one syllable that contain taught GPCs.</p>	<p>Leaving spaces between words.</p> <p>Joining words and joining clauses using "and".</p> <p>Beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark.</p> <p>Using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'.</p> <p><b>Spelling:</b> Spell: words containing each of the 40+ phonemes already taught common exception words the days of the week.</p> <p>Write from memory simple sentences dictated by the teacher.</p> <p>Name the letters of the alphabet: naming the letters of the alphabet in order using letter names to distinguish between alternative spellings of the same sound.</p>	<p><b>Write sentences by:</b> Saying out loud what they are going to write about.</p> <p>Composing a sentence orally before writing it.</p> <p>Re-reading what they have written to check that it makes sense.</p> <p><b>Composition:</b> Discuss what they have written with the teacher or other pupils.</p> <p>Read their writing aloud clearly enough to be heard by their peers and the teacher.</p>	<ul style="list-style-type: none"> <li>Sequencing events from trip</li> <li>Writing simple sentences linked to sequencing</li> <li>Writing a recount of trip in the correct order.</li> <li>Vocabulary building</li> </ul>	<p>'Handa's surprise' by Eileen Browne</p> <p>'The tiger who came to tea' by Judith Kerr</p> <p>'We're going on a bear hunt' by Michael Rosen</p>
5 - 7	<b>Instructions</b>  How to plant a bulb	<p><b>Comprehension:</b> Listen to and discussing a wide range of non-fiction texts at a level beyond that at which they can read independently.</p> <p>Discussing word meanings, linking new meanings to those already known.</p> <p>Discussing word meanings, linking new meanings to those already known.</p> <p>Understand both the books they can already read accurately and fluently and those they listen to by:</p> <ul style="list-style-type: none"> <li>checking that the text makes sense to them as they read and correcting inaccurate reading</li> <li>discussing the significance of the title and events</li> </ul> <p><b>Word reading:</b> Apply phonic knowledge and skills as the route to decode words.</p> <p>Read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word.</p> <p>Read other words of more than one syllable that contain taught GPCs.</p>	<p>Leaving spaces between words.</p> <p>Joining words and joining clauses using "and".</p> <p>Beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark.</p> <p>Using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'.</p> <p><b>Spelling:</b> Spell: words containing each of the 40+ phonemes already taught common exception words the days of the week.</p> <p>Write from memory simple sentences dictated by the teacher.</p> <p>Name the letters of the alphabet:</p>	<p><b>Write sentences by:</b> Saying out loud what they are going to write about.</p> <p>Composing a sentence orally before writing it.</p> <p>Re-reading what they have written to check that it makes sense.</p> <p><b>Composition:</b> Discuss what they have written with the teacher or other pupils.</p> <p>Read their writing aloud clearly enough to be heard by their peers and the teacher.</p>	<ul style="list-style-type: none"> <li>Order instructions</li> <li>Writing instructions for real purposes-brushing teeth/making sandwich etc.</li> <li>Writing a set of instructions for planting a bulb.</li> <li>Vocabulary building</li> </ul>	

			naming the letters of the alphabet in order using letter names to distinguish between alternative spellings of the same sound.			
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**Spoken Language (evidence to be seen across all genres)**

- Listen and respond appropriately to adults and their peers.
- Ask relevant questions to extend their understanding and knowledge.
- Use relevant strategies to build their vocabulary.
- Articulate and justify answers, arguments and opinions.
- Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings.
- Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments.
- Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas.
- Speak audibly and fluently with an increasing command of Standard English.
- Participate in discussions, presentations, performances, roleplay/improvisations and debates.
- Gain, maintain and monitor the interest of the listener(s).
- Consider and evaluate different viewpoints, attending to and building on the contributions of others.
- Select and use appropriate registers for effective communication.



# Termly Curriculum Overview 2019-20: Autumn 2

# Subject: English

# Year: 1

*'We create a nurturing environment which both inspires and challenges our whole school family, equipping our children to have high aspirations to: 'Dream big, love God and live well.'*

### Handwriting and Presentation (evidence to be seen across all genres)

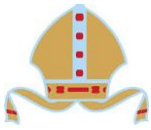
- Sit correctly at a table, holding a pencil comfortably and correctly
- Begin to form lower-case letters in the correct direction, starting and finishing in the right place
- Form capital letters
- Form digits 0-9
- Understand which letters belong to which handwriting 'families' (ie letters that are formed in similar ways) and to practise

Weeks	Genre/ Text	Reading objectives	SPAG	Writing objectives	Writing ideas	Class end of day book
1 - 4	<b>Narrative</b>  <u>Text:</u> Paddington	<p><b>Comprehension:</b> Listen to and discussing a wide range of stories at a level beyond that at which they can read independently.</p> <p>Being encouraged to link what they read or hear to their own experiences.</p> <p>Becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics.</p> <p>Recognising and joining in with predictable phrases.</p> <p>Discussing word meanings, linking new meanings to those already known.</p> <p>Discussing word meanings, linking new meanings to those already known.</p> <p>Understand both the books they can already read accurately and fluently and those they listen to by:</p> <ul style="list-style-type: none"> <li>• checking that the text makes sense to them as they read and correcting inaccurate reading</li> <li>• making inferences on the basis of what is being said and done</li> <li>• predicting what might happen on the basis of what has been read so far</li> </ul> <p><b>Word reading:</b> Apply phonic knowledge and skills as the route to decode words.</p> <p>Read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word.</p> <p>Read books aloud, accurately that are consistent with their</p>	<p>Leaving spaces between words.</p> <p>Joining words and joining clauses using "and".</p> <p>Beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark.</p> <p>Using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'.</p> <p><b>Spelling:</b> Spell: words containing each of the 40+ phonemes already taught common exception words the days of the week.</p> <p>Add prefixes and suffixes: using the spelling rule for adding -s or -es as the plural marker for nouns and the third person singular marker for verbs.</p> <p>Write from memory simple sentences dictated by the teacher.</p>	<p><b>Write sentences by:</b> Saying out loud what they are going to write about.</p> <p>Composing a sentence orally before writing it.</p> <p>Sequencing sentences to form short narratives.</p> <p>Re-reading what they have written to check that it makes sense.</p> <p><b>Composition:</b> Discuss what they have written with the teacher or other pupils.</p> <p>Read their writing aloud clearly enough to be heard by their peers and the teacher.</p>	<ul style="list-style-type: none"> <li>• Sequencing story</li> <li>• Character description</li> <li>• Setting description</li> <li>• Retelling story</li> <li>• Alternative character/ending</li> <li>• Vocabulary building</li> </ul>	'Where the wild things are' by Maurice Sendak

		<p>developing phonic knowledge and that do not require them to use other strategies to work out words.</p> <p>Reread these books to build up their fluency and confidence in word reading.</p>				
5 - 7	<p><b>Letter writing</b></p> <p><u>Text:</u> The Jolly Christmas Post man</p>	<p><b>Comprehension:</b> Listen to and discussing a wide range of non-fiction texts at a level beyond that at which they can read independently.</p> <p>Discussing word meanings, linking new meanings to those already known.</p> <p>Understand both the books they can already read accurately and fluently and those they listen to by:</p> <ul style="list-style-type: none"> <li>checking that the text makes sense to them as they read and correcting inaccurate reading</li> </ul> <p><b>Word reading:</b> Apply phonic knowledge and skills as the route to decode words.</p> <p>Read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word.</p> <p>Read other words of more than one syllable that contain taught GPCs.</p>	<p>Leaving spaces between words.</p> <p>Joining words and joining clauses using "and".</p> <p>Beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark.</p> <p>Using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'.</p> <p><b>Spelling:</b> Spell: words containing each of the 40+ phonemes already taught common exception words the days of the week.</p> <p>Write from memory simple sentences dictated by the teacher.</p> <p>Name the letters of the alphabet: in order using letter names to distinguish between alternative spellings of the same sound.</p>	<p><b>Write sentences by:</b> Saying out loud what they are going to write about.</p> <p>Composing a sentence orally before writing it.</p> <p>Re-reading what they have written to check that it makes sense.</p> <p><b>Composition:</b> Discuss what they have written with the teacher or other pupils.</p> <p>Read their writing aloud clearly enough to be heard by their peers and the teacher.</p>	<p>Exploring opportunities for writing for real purposes:</p> <ul style="list-style-type: none"> <li>Letter to Santa</li> <li>Letter to parents</li> </ul> <p>Vocabulary building</p>	<p>'The jolly postman' by Janet and Allan Ahlberg</p>

**Spoken Language (evidence to be seen across all genres)**

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*'We create a nurturing environment which both inspires and challenges our whole school family, equipping our children to have high aspirations to: 'Dream big, love God and live well.'*

**Handwriting and Presentation (evidence to be seen across all genres)**

- 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
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- Form digits 0-9
- Understand which letters belong to which handwriting 'families' (ie letters that are formed in similar ways) and to practise

Weeks	Genre/ Text	Reading objectives	SPAG	Writing objectives	Writing ideas	Class end of day book
1 - 3	<b>Narrative</b>  <u>Text:</u> Man on the Moon	<p><b>Comprehension:</b> Listen to and discussing a wide range of stories at a level beyond that at which they can read independently.</p> <p>Being encouraged to link what they read or hear to their own experiences.</p> <p>Becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics.</p> <p>Recognising and joining in with predictable phrases.</p> <p>Discussing word meanings, linking new meanings to those already known.</p> <p>Understand both the books they can already read accurately and fluently and those they listen to by:</p> <ul style="list-style-type: none"> <li>• making inferences on the basis of what is being said and done</li> <li>• predicting what might happen on the basis of what has been read so far</li> </ul> <p><b>Word reading:</b> Apply phonic knowledge and skills as the route to decode words.</p> <p>Read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word.</p> <p>Read books aloud, accurately that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words.</p> <p>Reread these books to build up their fluency and confidence in word reading.</p>	<p>Leaving spaces between words.</p> <p>Joining words and joining clauses using "and".</p> <p>Beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark.</p> <p>Using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'.</p> <p><b>Spelling:</b> Spell: words containing each of the 40+ phonemes already taught common exception words the days of the week.</p> <p>Add prefixes and suffixes: using the spelling rule for adding -s or -es as the plural marker for nouns and the third person singular marker for verbs.</p> <p>Write from memory simple sentences dictated by the teacher.</p>	<p><b>Write sentences by:</b> Saying out loud what they are going to write about.</p> <p>Composing a sentence orally before writing it.</p> <p>Sequencing sentences to form short narratives.</p> <p>Re-reading what they have written to check that it makes sense.</p> <p><b>Composition:</b> Discuss what they have written with the teacher or other pupils.</p> <p>Read their writing aloud clearly enough to be heard by their peers and the teacher.</p>	<ul style="list-style-type: none"> <li>• Sequencing story</li> <li>• Character description</li> <li>• Setting description</li> <li>• Retelling story</li> <li>• Alternative character/ending</li> <li>• Vocabulary building</li> </ul>	'How to catch a star' by Oliver Jeffers

4 - 6	<p><b>Non Chronological Report</b></p> <p><u>Text:</u> Space</p>	<p><b>Comprehension:</b> Listen to and discussing a wide range of non-fiction texts at a level beyond that at which they can read independently.</p> <p>Discussing word meanings, linking new meanings to those already known.</p> <p><b>Word reading:</b> Apply phonic knowledge and skills as the route to decode words.</p> <p>Read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word.</p> <p>Read other words of more than one syllable that contain taught GPCs.</p> <p>Discussing word meanings, linking new meanings to those already known.</p> <p>Understand both the books they can already read accurately and fluently and those they listen to by:</p> <ul style="list-style-type: none"> <li>drawing on what they already know or on background information and vocabulary provided by the teacher</li> </ul>	<p>Leaving spaces between words.</p> <p>Joining words and joining clauses using "and".</p> <p>Beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark.</p> <p>Using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'.</p> <p><b>Spelling:</b> Spell: words containing each of the 40+ phonemes already taught common exception words the days of the week.</p> <p>Write from memory simple sentences dictated by the teacher.</p> <p>Name the letters of the alphabet: naming the letters of the alphabet in order using letter names to distinguish between alternative spellings of the same sound.</p>	<p><b>Write sentences by:</b> Saying out loud what they are going to write about.</p> <p>Composing a sentence orally before writing it.</p> <p>Re-reading what they have written to check that it makes sense.</p> <p><b>Composition:</b> Discuss what they have written with the teacher or other pupils.</p> <p>Read their writing aloud clearly enough to be heard by their peers and the teacher.</p>	<ul style="list-style-type: none"> <li>Vocabulary building</li> <li>Research/fact finding</li> <li>Writing simple sentences using facts linked to space</li> </ul>	<p>'Aliens love underpants' by Claire Freedman and Ben Cort</p> <p>'Goodnight moon' by Margaret Wise Brown</p>
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**Spoken Language (evidence to be seen across all genres)**

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- Ask relevant questions to extend their understanding and knowledge.
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- Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas.
- Speak audibly and fluently with an increasing command of Standard English.
- Participate in discussions, presentations, performances, roleplay/improvisations and debates.
- Gain, maintain and monitor the interest of the listener(s).
- Consider and evaluate different viewpoints, attending to and building on the contributions of others.
- Select and use appropriate registers for effective communication.



# Termly Curriculum Overview 2019-20: Spring 2

# Subject: English

# Year: 1

*'We create a nurturing environment which both inspires and challenges our whole school family, equipping our children to have high aspirations to: 'Dream big, love God and live well.'*

### Handwriting and Presentation (evidence to be seen across all genres)

- 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
- Form capital letters
- Form digits 0-9
- Understand which letters belong to which handwriting 'families' (ie letters that are formed in similar ways) and to practise

Weeks	Genre/ Text	Reading objectives	SPAG	Writing objectives	Writing ideas	Class end of day book
1 - 3	<p><b>Narrative</b></p> <p><u>Text:</u> Meerkat Mail</p>	<p><b>Comprehension:</b> Listen to and discussing a wide range of stories at a level beyond that at which they can read independently.</p> <p>Being encouraged to link what they read or hear to their own experiences.</p> <p>Becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics.</p> <p>Recognising and joining in with predictable phrases.</p> <p>Discussing word meanings, linking new meanings to those already known.</p> <p>Understand both the books they can already read accurately and fluently and those they listen to by:</p> <ul style="list-style-type: none"> <li>• drawing on what they already know or on background information and vocabulary provided by the teacher</li> <li>• making inferences on the basis of what is being said and done</li> <li>• predicting what might happen on the basis of what has been read so far</li> </ul> <p><b>Word reading:</b> Apply phonic knowledge and skills as the route to decode words.</p> <p>Read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word.</p> <p>Read books aloud, accurately that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words.</p> <p>Reread these books to build up their fluency and confidence in word reading.</p>	<p>Leaving spaces between words.</p> <p>Joining words and joining clauses using "and".</p> <p>Beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark.</p> <p>Using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'.</p> <p><b>Spelling:</b> Spell: words containing each of the 40+ phonemes already taught common exception words the days of the week.</p> <p>Add prefixes and suffixes: using the spelling rule for adding -s or -es as the plural marker for nouns and the third person singular marker for verbs.</p>	<p><b>Write sentences by:</b> Saying out loud what they are going to write about.</p> <p>Composing a sentence orally before writing it.</p> <p>Sequencing sentences to form short narratives.</p> <p>Re-reading what they have written to check that it makes sense.</p> <p><b>Composition:</b> Discuss what they have written with the teacher or other pupils.</p> <p>Read their writing aloud clearly enough to be heard by their peers and the teacher.</p>	<ul style="list-style-type: none"> <li>• Sequencing story</li> <li>• Character description</li> <li>• Setting description</li> <li>• Retelling story</li> <li>• Alternative character/ending</li> <li>• Vocabulary building</li> </ul>	Funny fairytales



4 - 6	<p><b>Diary Entry</b></p> <p><u>Text:</u> Meerkat Mail</p>	<p><b>Comprehension:</b> Listen to and discussing a wide range of non-fiction texts at a level beyond that at which they can read independently.</p> <p>Discussing word meanings, linking new meanings to those already known.</p> <p>Understand both the books they can already read accurately and fluently and those they listen to by:</p> <ul style="list-style-type: none"> <li>drawing on what they already know or on background information and vocabulary provided by the teacher</li> <li>making inferences on the basis of what is being said and done</li> </ul> <p><b>Word reading:</b> Apply phonic knowledge and skills as the route to decode words.</p> <p>Read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word.</p> <p>Read other words of more than one syllable that contain taught GPCs.</p>	<p>Leaving spaces between words.</p> <p>Joining words and joining clauses using "and".</p> <p>Beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark.</p> <p>Using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'.</p>	<p><b>Write sentences by:</b> Saying out loud what they are going to write about.</p> <p>Composing a sentence orally before writing it.</p> <p>Re-reading what they have written to check that it makes sense.</p> <p><b>Composition:</b> Discuss what they have written with the teacher or other pupils.</p> <p>Read their writing aloud clearly enough to be heard by their peers and the teacher.</p> <p><b>Spelling:</b> Spell: words containing each of the 40+ phonemes already taught common exception words the days of the week.</p> <p>Write from memory simple sentences dictated by the teacher.</p> <p>Name the letters of the alphabet: naming the letters of the alphabet in order using letter names to distinguish between alternative spellings of the same sound.</p>	<ul style="list-style-type: none"> <li>Vocabulary building</li> <li>Retelling main parts of story</li> <li>Simple sentences in past tense</li> </ul>	A range of fairytales
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**Spoken Language (evidence to be seen across all genres)**

- Listen and respond appropriately to adults and their peers.
- Ask relevant questions to extend their understanding and knowledge.
- Use relevant strategies to build their vocabulary.
- Articulate and justify answers, arguments and opinions.
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- Speak audibly and fluently with an increasing command of Standard English.
- Participate in discussions, presentations, performances, roleplay/improvisations and debates.
- Gain, maintain and monitor the interest of the listener(s).
- Consider and evaluate different viewpoints, attending to and building on the contributions of others.
- Select and use appropriate registers for effective communication.



**Termly Curriculum Overview 2019-20: Summer 1**

**Subject: English**

**Year: 1**

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**Handwriting and Presentation (evidence to be seen across all genres)**

-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  
 -Form capital letters  
 -Form digits 0-9  
 -Understand which letters belong to which handwriting 'families' (ie letters that are formed in similar ways) and to practise

Weeks	Genre/ Text	Reading objectives	SPAG	Writing objectives	Writing ideas	Class end of day book
1 - 3	<b>Letter writing</b> Text: The Day the Crayons Quit	<p><b>Comprehension:</b> Listen to and discussing a wide range of non-fiction texts at a level beyond that at which they can read independently.</p> <p>Discussing word meanings, linking new meanings to those already known.</p> <p>Understand both the books they can already read accurately and fluently and those they listen to by:</p> <ul style="list-style-type: none"> <li>checking that the text makes sense to them as they read and correcting inaccurate reading</li> </ul> <p><b>Word reading:</b> Apply phonic knowledge and skills as the route to decode words.</p> <p>Read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word.</p> <p>Read other words of more than one syllable that contain taught GPCs.</p>	<p>Leaving spaces between words.</p> <p>Joining words and joining clauses using "and".</p> <p>Beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark.</p> <p>Using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'.</p> <p><b>Spelling:</b> Spell: words containing each of the 40+ phonemes already taught common exception words the days of the week.</p> <p>Write from memory simple sentences dictated by the teacher.</p> <p>Name the letters of the alphabet: naming the letters of the alphabet in order using letter names to distinguish between alternative spellings of the same sound.</p>	<p><b>Write sentences by:</b> Saying out loud what they are going to write about.</p> <p>Composing a sentence orally before writing it.</p> <p>Re-reading what they have written to check that it makes sense.</p> <p><b>Composition:</b> Discuss what they have written with the teacher or other pupils</p> <p>Read their writing aloud clearly enough to be heard by their peers and the teacher.</p>	<p>Exploring opportunities for writing for real purposes:</p> <ul style="list-style-type: none"> <li>Letter to Mrs Wheatley</li> <li>Letter to Author</li> </ul> <p>Vocabulary building</p>	'Meerkat mail' by Emily Gravett
4 - 5	<b>Poetry</b> Acrostic List	<p><b>Comprehension:</b> Listening to and discussing a wide range of poems.</p> <p>Learning to appreciate rhymes and poems, and to recite some by heart.</p> <p>Discussing word meanings, linking new meanings to those already known.</p>	<p>Leaving spaces between words.</p> <p>Joining words and joining clauses using "and".</p> <p>Beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark.</p>	<p><b>Write sentences by:</b> Saying out loud what they are going to write about.</p> <p>Composing a sentence orally before writing it.</p> <p>Re-reading what they have written to check that it makes sense.</p>	<ul style="list-style-type: none"> <li>Vocabulary building</li> <li>Descriptive sentences</li> <li>Performance</li> </ul>	

		<p>Understand both the books they can already read accurately and fluently and those they listen to by:</p> <ul style="list-style-type: none"> <li>• checking that the text makes sense to them as they read and correcting inaccurate reading</li> </ul> <p><b>Word reading:</b> Apply phonic knowledge and skills as the route to decode words.</p> <p>Read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word.</p> <p>Read other words of more than one syllable that contain taught GPCs.</p>	<p>Using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'.</p> <p><b>Spelling:</b> Spell: words containing each of the 40+ phonemes already taught common exception words the days of the week.</p> <p>Name the letters of the alphabet: naming the letters of the alphabet in order using letter names to distinguish between alternative spellings of the same sound.</p>	<p><b>Composition:</b> Discuss what they have written with the teacher or other pupils.</p> <p>Read their writing aloud clearly enough to be heard by their peers and the teacher.</p>	<ul style="list-style-type: none"> <li>• A range of poetry writing</li> </ul>	
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**Spoken Language (evidence to be seen across all genres)**

- Listen and respond appropriately to adults and their peers.
- Ask relevant questions to extend their understanding and knowledge.
- Use relevant strategies to build their vocabulary.
- Articulate and justify answers, arguments and opinions.
- Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings.
- Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments.
- Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas.
- Speak audibly and fluently with an increasing command of Standard English.
- Participate in discussions, presentations, performances, roleplay/improvisations and debates.
- Gain, maintain and monitor the interest of the listener(s).
- Consider and evaluate different viewpoints, attending to and building on the contributions of others.
- Select and use appropriate registers for effective communication.



*'We create a nurturing environment which both inspires and challenges our whole school family, equipping our children to have high aspirations to: 'Dream big, love God and live well.'*

**Handwriting and Presentation (evidence to be seen across all genres)**

- 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
- Form capital letters
- Form digits 0-9
- Understand which letters belong to which handwriting 'families' (ie letters that are formed in similar ways) and to practise

Weeks	Genre/ Text	Reading objectives	SPAG	Writing objectives	Writing ideas	Class end of day book
1 - 3	<b>Narrative</b> Text: 'The Three Little Pigs' – traditional tale	<p><b>Comprehension:</b> Listen to and discussing a wide range of stories at a level beyond that at which they can read independently.</p> <p>Being encouraged to link what they read or hear to their own experiences.</p> <p>Becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics.</p> <p>Recognising and joining in with predictable phrases.</p> <p>Understand both the books they can already read accurately and fluently and those they listen to by:</p> <ul style="list-style-type: none"> <li>• drawing on what they already know or on background information and vocabulary provided by the teacher</li> <li>• making inferences on the basis of what is being said and done</li> <li>• predicting what might happen on the basis of what has been read so far</li> </ul> <p><b>Word reading:</b> Read words with contractions, and understand that the apostrophe represents the omitted letter(s).</p> <p>Read books aloud, accurately that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words.</p> <p>Reread these books to build up their fluency and confidence in word reading.</p>	<p>Leaving spaces between words.</p> <p>Joining words and joining clauses using "and".</p> <p>Beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark.</p> <p>Using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'.</p> <p><b>Spelling:</b> Spell: words containing each of the 40+ phonemes already taught common exception words the days of the week.</p> <p>Add prefixes and suffixes: using the spelling rule for adding –s or –es as the plural marker for nouns and the third person singular marker for verbs.</p> <p>Write from memory simple sentences dictated by the teacher.</p>	<p><b>Write sentences by:</b> Saying out loud what they are going to write about.</p> <p>Composing a sentence orally before writing it.</p> <p>Sequencing sentences to form short narratives.</p> <p>Re-reading what they have written to check that it makes sense.</p> <p><b>Composition:</b> Discuss what they have written with the teacher or other pupils.</p> <p>Read their writing aloud clearly enough to be heard by their peers and the teacher.</p>	<ul style="list-style-type: none"> <li>• Sequencing story</li> <li>• Character description</li> <li>• Setting description</li> <li>• Retelling story</li> <li>• Alternative character/ending</li> <li>• Vocabulary building</li> </ul>	'The true story of the 3 little pigs' by Jon Scieszka

4 - 6	<b>Instructions</b> How to build a den/How to make a house for the Three Little Pigs	<b>Comprehension:</b> Listen to and discussing a wide range of non-fiction texts at a level beyond that at which they can read independently.  Discussing word meanings, linking new meanings to those already known.  Understand both the books they can already read accurately and fluently and those they listen to by: <ul style="list-style-type: none"> <li>• checking that the text makes sense to them as they read and correcting inaccurate reading</li> <li>• discussing the significance of the title and events</li> </ul> <b>Word reading:</b> Read words with contractions, and understand that the apostrophe represents the omitted letter(s).  Read other words of more than one syllable that contain taught GPCs.	Leaving spaces between words.  Joining words and joining clauses using "and".  Beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark.  Using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'.  <b>Spelling:</b> Spell: words containing each of the 40+ phonemes already taught common exception words the days of the week.  Write from memory simple sentences dictated by the teacher.  Name the letters of the alphabet: naming the letters of the alphabet in order using letter names to distinguish between alternative spellings of the same sound.	Saying out loud what they are going to write about.  Composing a sentence orally before writing it.  Re-reading what they have written to check that it makes sense.  <b>Composition:</b> Discuss what they have written with the teacher or other pupils.  Read their writing aloud clearly enough to be heard by their peers and the teacher.	<ul style="list-style-type: none"> <li>• Order instructions</li> <li>• Writing instructions for real purposes- brushing teeth/making sandwich etc.</li> <li>• Writing a set of instructions for how to build a den/a house for the 3 little pigs.</li> </ul>	
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**Spoken Language (evidence to be seen across all genres)**

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- Ask relevant questions to extend their understanding and knowledge.
- Use relevant strategies to build their vocabulary.
- Articulate and justify answers, arguments and opinions.
- Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings.
- Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments.
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- Speak audibly and fluently with an increasing command of Standard English.
- Participate in discussions, presentations, performances, roleplay/improvisations and debates.
- Gain, maintain and monitor the interest of the listener(s).
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- Select and use appropriate registers for effective communication.