



Y1 English Overview 2023 – 2024

Year 1	Autumn Term		Spring Term		Summer Term	
Cross-curricular		History- Schools from the Past	DT -Smoothie Making	Science – Animals topic	Science – Animals topic	Science - Plants
Enrichment e.g. visit, visitor, author, poet etc.		Pantomime	Rossall Visit – healthy eating	Visit to the Zoo		
English texts	Harry the Happy Mouse Hickory Dickory Dock Nursery rhymes Cave Baby	Supertato series by Sue Hendra A range of information text on schools in the past Christmas stories	Billy and the Beast series by Nadia Shireen A range of instructional texts texts	Lost and Found by Oliver Jeffers Books which recount visits to the zoo	The Magic Bed by John Birmingham Non-fiction books on animals	No- fiction texts on plants Owl and the Pussy cat poem Internet research sun safety
Possible writing outcomes throughout the unit Links to Lancashire planning	Oral presentation of a poem Innovated poem based on a structure Labels, captions, sentences. Innovated story based on plot pattern	Story on a theme innovate characters and setting Information text Recount in the form of a letter	Stories by the same author Innovate story to entertain Simple set of instructions	Story on a theme innovate setting 1 st person recount on an event	Fantasy Story innovate new adventures Non- chronological report on animals.	Explanation text Innovate a simple rhyme based on traditional rhyme Poster

<p>Key Learning Reading</p>	<p>Make predictions based on what has been read so far. Listen to and discuss a range of texts at a level beyond that at which they can read independently, including stories, non-fiction and poems. Recognise and join in with language patterns and repetition. Enjoy and recite rhymes and poems by heart. Introduce and discuss key vocabulary, linking meanings of new words to those already known. Split two and three syllables words into separate syllables to support blending for reading. Give opinions and support with reasons. Make personal choices and explain reasons for choices. Listen to others, in groups and whole class. Listen to what others say.</p>	<p>Make predictions based on what has been read so far. Discuss the title and how it relates to the events in the whole story. Identify and discuss the main events in stories. Identify and discuss the main characters in stories. Develop and demonstrate their understanding of characters and events through role play and drama, drawing on language from the text. Apply phonic knowledge and skills as the route to decode words. Read words containing –ed, –er and –est endings. Use patterns and repetition to support oral retelling. Give opinions and support with reasons e.g. I like Peter Rabbit because... Listen to and discuss a range of texts at a</p>	<p>Read accurately by blending sounds in unfamiliar words. Relate texts to own experiences. Develop and demonstrate their understanding of characters through role play and drama, drawing on language from the text. Use patterns and repetition to support oral retelling. Make predictions based on what has been read so far. Identify and discuss the main events in stories. Identify and discuss the main characters in stories. Orally retell familiar stories in a range of contexts e.g. small world, role play, storytelling. Recall specific information in fiction texts. Make basic inferences about what is being said and done. Introduce and discuss key</p>	<p>Listen to and discuss a range of texts at a level beyond that at which they can read independently – traditional tales Introduce and discuss key vocabulary, linking meanings of new words to those already known. Make predictions based on what has been read so far. Identify and discuss the main events in stories. Identify and discuss the main characters in stories. Make basic inferences about what is being said and done. Apply phonic knowledge and skills as the route to decode words. Use patterns and repetition to</p>	<p>Listen to and discuss a range of texts at a level beyond that at which they can read independently, including stories, non-fiction and poems. Recognise and join in with language patterns and repetition. Use patterns and repetition to support oral retelling, e.g. fairy stories, traditional tales and stories by well-known authors. Orally retell familiar stories in a range of contexts, e.g. small world, role play, storytelling. Introduce and discuss key vocabulary, linking meanings of new words to those already known.</p>	<p>Read words containing –s, -es, -ing, -ed, -er, -est endings. Read more challenging texts using phonics and common exception word recognition. Develop fluency, accuracy and confidence by re-reading books Listen to and discuss a range of texts at a level beyond that at which they can read independently including stories, non-fiction and poems. Discuss the title and how it relates to the events in the whole story e.g. Peace at Last by Jill Murphy. Identify and discuss the main events in stories. Identify and discuss the main</p>
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	<p>Take turns to listen and speak in different contexts. Take turns. Relate texts to own experiences. Read common exception words, noting tricky parts. Apply phonic knowledge and skills as a route to decode words. Make predictions based on what is being read to them. Explain clearly their understanding of what is read to them. Identify and discuss the main characters in stories. Identify and discuss main events in stories. Demonstrate understanding of texts by answering questions related to who, what, where, when, why, how. Introduce and discuss key vocabulary, linking meanings of new words to those already known. Make basic</p>	<p>level beyond that at which they can read independently, including non-fiction - a range of instructions. Recall specific information in non-fiction texts. Introduce and discuss key vocabulary, linking meanings of new words to those already known. Listen to what others say. Take turns. Explain clearly their understanding of what is read to them. Read aloud accurately books that are consistent with their developing phonic knowledge.</p>	<p>vocabulary, linking meanings of words to those already known. Activate prior knowledge e.g. what do you know about this animal? Explain clearly their understanding of what is read to them. Recall specific information in non-fiction texts. Locate parts of text that give particular information, e.g. titles, contents page and labelled diagram. Demonstrate understanding of texts by answering questions related to who, what, where, when, why and how.</p>	<p>support oral retelling. Orally retell familiar stories in a range of contexts e.g. small world, role play, storytelling. Give opinions and support with reasons. Listen to and discuss a range of non-fiction texts (recounts) at a level beyond that at which they can read independently. Activate prior knowledge e.g. what do you know about weddings? Recall specific information in non-fiction texts. Relate texts to own experiences. Demonstrate understanding of texts by answering questions related to who, what, where, when, why, how. Listen</p>	<p>Activate prior knowledge, e.g. what do you know about minibeads? Develop and demonstrate their understanding of characters and events through role play and drama, drawing on language from the text. Give opinions and support with reasons, e.g. I like the Little Red Hen because she... Explain clearly their understanding of what is read to them. Demonstrate understanding of texts by answering questions related to who, what, where, when, why, how. Identify and discuss the main events in stories. Identify and discuss the main</p>	<p>characters in stories. Use patterns and repetition to support oral retelling, e.g. fairy stories, traditional tales and stories by well-known authors. Orally retell familiar stories in a range of contexts, e.g. small world, role play, storytelling. Make predictions based on what has been read so far. Make basic inferences about what is being said and done. Apply phonic knowledge and skills as the route to decode words. Read common exception words, noting tricky parts. Develop fluency, accuracy and confidence by re-reading books.</p>
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	<p>inferences about what is being said and done. Orally retell familiar stories in a range of contexts, e.g. small world, role play, storytelling.</p>			<p>to what others say. Take turns.</p>	<p>characters in stories. Recall specific information in fiction and non-fiction texts. Discuss the title and how it relates to the events in the whole story, e.g. Peace at Last by Jill Murphy. Make basic inferences about what is being said and done. Make predictions based on what has been read so far. Listen to what others say. Take turns.</p>	<p>Listen to and discuss a range of texts at a level beyond that at which they can read independently including stories, non-fiction and poems. Recall specific information in fiction and non-fiction texts. Relate texts to own experiences. Activate prior knowledge. Check that texts make sense while reading and self-correct. Listen to what others say. Take turns</p>
<p>Key Learning Writing</p>	<p>Say and hold in memory whilst writing, simple sentences which make sense. Separate words with spaces. Orally plan and rehearse ideas. Discuss their writing with adults and peers.</p>	<p>Orally compose every sentence before writing. Reread every sentence to check it makes sense. Use punctuation to demarcate simple sentences (capital letters and full stops). Say, and hold in memory whilst</p>	<p>Say, and hold in memory whilst writing, simple sentences which make sense. Orally compose every sentence before writing. Write simple sentences that can be read by</p>	<p>Orally compose every sentence before writing. Reread every sentence to check it makes sense. Use punctuation to demarcate simple sentences (capital letters and full stops) Use the</p>	<p>Say, and hold in memory whilst writing, simple sentences which make sense. Write simple sentences that can be read by themselves and others.</p>	<p>Orally compose every sentence before writing. Say and hold in memory whilst writing, simple sentences which make sense. Write simple sentences that can be read by</p>

	<p>Read aloud their writing audibly to adults and peers. Say and hold in memory whilst writing, simple sentences which make sense.</p> <p>Say and hold in memory, whilst writing simple sentences which make sense.</p> <p>Orally compose every sentence before writing.</p> <p>Separate words with spaces.</p> <p>Write simple sentences that can be read by themselves and others.</p> <p>Use capital letter for the personal pronoun 'I.'</p> <p>Use punctuation to demarcate simple sentences (full stops).</p> <p>Use the joining word 'and' to link words.</p> <p>Orally plan and rehearse ideas.</p> <p>Discuss their writing with adults and peers.</p> <p>Read aloud their</p>	<p>writing, simple sentences which makes sense.</p> <p>Compose and sequence their own sentences to write short narratives.</p> <p>Sequence ideas and events in narrative.</p> <p>Identify and use exclamation marks.</p> <p>Add suffixes to verbs where no spelling change is needed to the root word, e.g. pull – pulled.</p> <p>Write simple sentences that can be read by themselves and others.</p> <p>Use punctuation to demarcate simple sentences (capital letters and full stops).</p> <p>Orally plan and rehearse ideas.</p> <p>Compose and sequence their own sentences to write short non-fiction texts – instructions.</p> <p>Sequence ideas and events in non-fiction.</p> <p>Write in different forms with simple text</p>	<p>themselves and others.</p> <p>Separate words with spaces.</p> <p>Re-read every sentence to check it makes sense. Use punctuation to demarcate simple sentences (capital letters and full stops). Compose and sequence their own sentences to write short narratives.</p> <p>Use formulaic phrases to open and close texts.</p> <p>Use familiar plots for structuring the opening, middle and end of their stories.</p> <p>Write in different text type features – narrative</p> <p>Compose and sequence their own sentences to write short non-fiction texts.</p> <p>Use the joining word and to link words and clauses.</p>	<p>joining word and to link words and clauses.</p> <p>Extend the range of joining words to link words and clauses using but and or. Say, and hold in memory whilst writing, simple sentences which makes sense. Sequence ideas and events in narrative.</p> <p>Use formulaic phrases to open and close texts.</p> <p>Add the prefix 'un' to verbs and adjectives to change the meaning e.g. untie, unkind</p> <p>Write simple sentences that can be read by themselves and others. Punctuate simple sentences with capital letters and full stops. Use a capital letter for the personal pronoun 'I'. Use</p>	<p>Separate words with spaces.</p> <p>Use punctuation to demarcate simple sentences (capital letters and full stops). Use the joining word and to link words and clauses.</p> <p>Extend range of joining words to link words and clauses using but and or.</p> <p>Make singular nouns plural using 's' and 'es', e.g. dog, dogs; wish, wishes.</p> <p>Add suffixes to verbs where no spelling change is needed to the root word, e.g. helping, helped, helper.</p> <p>Orally plan and rehearse ideas.</p> <p>Sequence ideas and events in narrative.</p> <p>Sequence ideas and events in non-fiction.</p>	<p>themselves and others.</p> <p>Separate words with spaces. Use punctuation to demarcate simple sentences (capital letters and full stops). Use capital letters for names of people, places and days of the week.</p> <p>Identify and use question marks and exclamation marks.</p> <p>Extend range of joining words to link words and clauses using but and or.</p> <p>Re-read every sentence to check it makes sense.</p> <p>Make singular nouns plural using 's' e.g. dog, dogs; (revision from previous unit) and 'es', e.g. wish, wishes. Sequence ideas and events in narrative.</p>
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	<p>writing audibly to adults and peers. Say and hold in memory whilst writing, simple sentences which make sense</p>	<p>type features e.g. instructions. Read aloud their writing audibly to adults and peers.</p>	<p>Use punctuation to demarcate simple sentences (capital letters and full stops). Identify and use question marks. Compose and sequence their own sentences to write short non-fiction texts – information texts Write in different forms with simple text type features – information texts.</p>	<p>capital letters for people, places and days of the week. Orally plan and rehearse ideas. Sequence ideas and events in non-fiction. Compose and sequence their own sentences to write non-fiction texts. Write in different forms with simple text features e.g. recounts. Read aloud their writing to adults and peers.</p>	<p>Use familiar plots for structuring the opening, middle and end of their stories. Re-read every sentence to check it makes sense. Compose and sequence their own sentences to write short narratives. Compose and sequence their own sentences to write short nonfiction texts, e.g. recounts, information texts, instructions. Discuss their writing with adults and peers</p>	<p>Use formulaic phrases to open and close texts. Use familiar plots for structuring the opening, middle and end of their stories. Read aloud their writing audibly to adults and peers. Use punctuation to demarcate simple sentences (capital letters and full stops). Use capital letter for the personal pronoun I. Extend range of joining words to link words and clauses using but and or. Make singular nouns plural using 's' and 'es' e.g. dog, dogs; wish, wishes. Add the prefix 'un-' to verbs and adjectives to change the meaning e.g. untie, unkind. Sequence ideas</p>
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						and events in non-fiction. Write in different forms with simple text type features e.g. recounts. Discuss their writing with adults and peers.
Unit 1 Independent Outcome	Purpose – to entertain by creating an innovated poem based on a structure Audience - Orally preform their rhyme to an audience (parallel class)	Purpose – to entertain by writing a narrative based on model text with innovation of character(s) and setting (independent) Audience – present story to reception using oral retelling	Purpose – to entertain by writing a narrative based on model text to entertain (independent) Audience – publish the new story, using best handwriting, for other children to read	Purpose – to entertain by writing an innovated story, based on model text, to innovate settings (independent) Audience - Buddy read their stories to Year 2	Purpose – to inform by creating an information page about another animal Audience – publish the pages into a class information book	Purpose – To learn by heart and orally present a innovated traditional poem Audience – To perform their poems to the opposite class.
Unit 2 Independent Outcome	Purpose – to entertain by writing an innovated story based on a plot pattern (independent) Audience - read their story to the Reception class in a story time session	Purpose – to inform by creating a non-chronological information poster or booklet (teacher modelled) Audience – to create a class book to display in the class reading area	Purpose – to inform by writing a simple set of instructions (teacher modelled) Audience - present the instructions in a recipe book to be taken home and shared with parents	Purpose – to inform by writing a recount of a trip (independent) Audience – Read their recount to an older reading buddy	Purpose – to entertain by writing own fantasy story (independent) Audience – Display their fantasy adventures in the library for others to read.	Purpose – to inform by writing an explanation text on looking after their plant Audience – Take their explanation text home to share with parents on how to look after their plants.

Possible unit 3 Independent outcome		Purpose -to recount writing a letter to Santa. Audience – Post the written letters to North Pole for Santa to read				Purpose- to inform by writing an Information poster about sun safety Audience – Display sun safety posters around school
Guided Reading	<p>Small groups – oral guided reading exploring and identifying phonics sounds in the books being read. Orally answer questions around predicting, sequencing, vocabulary, retrieval and simple inference.</p> <p>We will use: Hero academy Scheme, Oxford university Press (fiction and non-fiction) and Julia Donaldson Songbirds phase 5 graphemes and phase 5 alternative pronunciations.</p>	<p>Small groups – oral and guided including, some games and written responses - reading around predicting, sequencing, vocabulary, retrieval and simple inference. The children will then move on to Badger Learning Guided Reading scheme (orange and turquoise levels).</p>	<p>As spring term for oral guided reading with class teacher. Tas will support follow on task until children have reached the purple stage. Children will then move onto Badger Learning guided reading (purple and gold levels - resources on Y2 corridor).</p>			
Class reads over the year						
Classic	<p>Meg and Mog – Helen Nicholl Cops and Robbers – Janet and Allen Alhberg</p>	<p>Cinnamon – Neil Gaiman Dogger – Shirley Hughes Tiger Who Came to Tea – Judith Kerr</p>	<p>Wishing Chair Series – Enid Blyton Any Paddington Book - Michael Bond</p>			
Modern	<p>I Can Only Draw Worms – Will Mabbit Peace at Last – Jill Murphy</p>	<p>Katie Morag Stories – Moira Hedwick A Dark Dark Tale – Ruth Brown</p>	<p>Lion in the Meadow – Margaret Maky Mister Magnolia – Quentin Blake</p>			
Multi-Cultural	<p>Full, Full, Full of Love - Trish Cooke I Love My Hair Natasha My Two Grannies - Floella Benjamin</p>	<p>Anastasia - Tapley Something Special - Nicola Moon Handa's Surprise - Eileen Browne</p>	<p>Handa's Hen - Eileen Browne So Much - Trish Cooke</p>			