



## Year 1 English Yearly Overview – Ellel St. John’s CofE Primary School

National curriculum- Reading	Topic (May or may not have links with English)	Class novel/book(s)
<p><b>Reading - word reading</b> <i>Pupils should be taught to:</i></p> <ul style="list-style-type: none"> <li>• apply phonic knowledge and skills as the route to decode words</li> <li>• respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes</li> <li>• read accurately by blending sounds in unfamiliar words containing GPCs that have been taught</li> <li>• read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word</li> <li>• read words containing taught GPCs and –s, –es, –ing, –ed, –er and –est endings</li> <li>• read other words of more than one syllable that contain taught GPCs</li> <li>• read words with contractions [for example, I’m, I’ll, we’ll], and understand that the apostrophe represents the omitted letter(s)</li> <li>• 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</li> <li>• reread these books to build up their fluency and confidence in word reading</li> </ul> <p><b>Reading – comprehension</b> <i>Pupils should be taught to:</i> <i>develop pleasure in reading, motivation to read, vocabulary and understanding by:</i></p>	Autumn 1 –  Home Sweet Home	The Adventures of Paddington by Michael Bond
	Autumn 2 –  Frozen Planet	The Gruffalo  The Gruffalo’s Child by Julia Donaldson
	Spring 1  Frozen Planet	A Dot in the Snow by Corrinne Averiss



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<ul style="list-style-type: none"> <li>• listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently</li> <li>• being encouraged to link what they read or hear to their own experiences</li> <li>• becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics</li> <li>• recognising and joining in with predictable phrases</li> <li>• learning to appreciate rhymes and poems, and to recite some by heart</li> <li>• discussing word meanings, linking new meanings to those already known</li> </ul> <p><i>understand both the books they can already read accurately and fluently and those they listen to by:</i></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>• 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> <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> <li>• participate in discussion about what is read to them, taking turns and listening to what others say</li> <li>• explain clearly their understanding of what is read to them</li> </ul>	Spring 2 –  Terrific Transport	Look Up by Nathan Byron  Mae Among the Stars- Roda Ahmed
	Summer 1 –  Plants and Animals	<b>Handa’s          Surprise          Handa’s Hen</b> Eileen Brown
	Summer 2 –  Happy Holidays	The Seasaw by Tom Percival
National curriculum- Writing	Writing Units	



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<p><b>Writing – transcription</b></p> <p><b>Spelling - see English appendix 1</b>  <i>Pupils should be taught to:</i>  <i>spell:</i></p> <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> </ul> <p><i>name the letters of the alphabet:</i></p> <ul style="list-style-type: none"> <li>• naming the letters of the alphabet in order</li> <li>• using letter names to distinguish between alternative spellings of the same sound</li> </ul> <p><i>add prefixes and suffixes:</i></p> <ul style="list-style-type: none"> <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 English appendix 1</li> </ul> <p><i>write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far</i></p> <p><b>Handwriting-</b></p>	Autumn 1	Autumn 1 –  Labels, Lists and Captions  Stories with Familiar Settings  Stories from the Same Author – Alan Ahlbergh
	Autumn 2	Autumn 2 –  Poems on a theme  Stories with Repeating Patterns – The Gruffalo / Gruffalo’s Child  Information Texts
	Spring 1	Spring 1  Polar Stories – A Dot in the Snow  Poems using the senses  Instructions – recipes  Poems for learning by heart



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<p><i>Pupils should be taught to:</i></p> <ul style="list-style-type: none"> <li>• sit correctly at a table, holding a pencil comfortably and correctly</li> <li>• begin to form lower-case letters in the correct direction, starting and finishing in the right place</li> <li>• form capital letters</li> <li>• form digits 0-9</li> <li>• understand which letters belong to which handwriting ‘families’ (ie letters that are formed in similar ways) and to practise these</li> </ul> <p><b>Writing – composition-</b> <i>Pupils should be taught to:</i> <i>write sentences by:</i></p> <ul style="list-style-type: none"> <li>• saying out loud what they are going to write about</li> <li>• composing a sentence orally before writing it</li> <li>• sequencing sentences to form short narratives</li> <li>• re-reading what they have written to check that it makes sense</li> <li>• discuss what they have written with the teacher or other pupils</li> <li>• read their writing aloud, clearly enough to be heard by their peers and the teacher</li> </ul>	Spring 2	<p>Stories about fantasy worlds – The Night Pirates</p> <p>Astro Girl and Look Up</p> <p>Traditional rhymes including innovation</p>
	Summer 1	<p>Non Chronological Reports</p> <p>Traditional and fairy stories</p>
	Summer 2	<p>Stories form a range of cultures</p> <p>Recount of familiar events</p> <p>The Sea Saw Sharing a Shell What the Ladybird Heard at the Seaside.</p>
National curriculum- Spoken Language		
<p><b>Spoken language-</b> <i>Pupils should be taught to:</i></p>		



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- 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, role play/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