

Year 1 Key Stage 1 English Overview

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Enquiry	What Changes around me? Who helps us now and in the past?	What is my hat made of?	What do artists do? What am I?	Where is my city? What grows near me?	What grows near me? How do we move around?	How do children play now and in the past? What might I do in the future?
Writing NC	Record ideas Form lower case letters capital letters and digits 0 – 9 correctly Leave spaces between words. Orally rehearse sentences before writing down Demarcate sentences using a capital letters and full stops e.g. mostly accurate esp. for simple sentences Plan by talking about ideas	Read own writing aloud clearly Spell the days of the week Use a capital letter for names of people, places, the days of the week, and the personal pronoun 'I' e.g. can include edited writing/with support Join words using 'and' e.g. to list in a sentence Write sequences of linked sentences e.g. not always punctuated, closely linked to oral retelling or known texts Generally use the present and past tense accurately e.g. subject verb agreement I was/we were Sequence sentences to form simple non-fiction texts e.g. invitations/recounts/simple reports/letters/postcards Discuss what they have written with the teacher or other pupils	Use simple language features for non-fiction e.g. precise nouns, bossy verbs for instructions, genre specific features from known texts Use simple organisational features in fiction and non-fiction e.g. headings, labels and captions, structures linked to story maps Use 'and' to join simple sentences e.g. I went to the park and I met my friend (compound sentences)	Use names of people places and things e.g. identify nouns and that they are different to verbs/adjectives Sequence sentences to form short narratives e.g. beginning/middle/end from known texts Use adjectives to describe Use pronouns in place of names Write for simple audiences and purposes based on real life experiences e.g. linked to topic/quality texts/wow days/opening experiences	Use simple language features for fiction e.g. adjectives to describe, once upon a time, nouns and pronouns Begin to demarcate sentences using exclamation mark e.g. sometimes accurate Begin to demarcate sentences using question mark e.g. sometimes accurate Reread writing to check it makes sense and make simple changes e.g. can include edited writing	Write so that other people can understand the meaning of sentences e.g. linked to audience and purpose Proof read and edit their writing e.g. using word banks, displays Can spell plural nouns by adding s and es e.g. can include edited writing Can spell adjectives ending in er and est e.g. can include edited writing Add verbs using -ing, -ed, and er where no change is needed in the spelling of root words e.g. can include edited writing Can spell words using the prefix un e.g. can include edited writing
Word NC					Regular plural noun suffixes -s or -es including the effects of these suffixes on the meaning of the noun Suffixes that can be added to verbs where no change is needed in root word (-ing -ed -er -est) How the prefix un changes the meaning of verbs and adjectives.	Review: Regular plural noun suffixes -s or -es including the effects of these suffixes on the meaning of the noun Suffixes that can be added to verbs where no change is needed in root word (-ing -ed -er -est) How the prefix un changes the meaning of verbs and adjectives.
Sentence NC		How words can combine to make sentences. Joining words and joining clauses using and	How words can combine to make sentences. Joining words and joining clauses using and			
Text NC		Sequencing sentences to form short narratives				
Punctuation	Separation of words with spaces Introduction to capital letters and full stops to demarcate sentences. [Introduction to question marks – linked to enquiry].	Capital letters for names and the personal pronoun I and days of the week			Consolidation of full stops, capital letters and question marks. Introduction to exclamation marks to demarcate sentences.	
Composition	Saying out loud what they are going to write about Composing a sentence orally before writing it	Sequencing sentences to form short narratives	Read aloud their writing clearly enough to be heard by their peers and the teacher. Discuss what they have written with the teacher or other pupils	Continuing to sequence sentences to form short narratives	Rereading what they have written to check that it makes sense	[Self –editing]
Spelling	[Term 1: Recap of Spelling words containing phonemes learnt in Reception (phase 2-4)] [Term 2- 6: Spelling words containing the range of Year 1 phonemes (phase 5)]. [Grow the code for awareness of alternative spellings]. Spell common exception words [LW: tricky words] and compound words e.g. can include edited writing.					
Terminology	Letter, Capital letter, Word, Singular, Plural, Punctuation, Full stop, Question mark, Exclamation mark					
Handwriting	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 (letters that are formed in similar ways)					
Phonics	Whole class phase 3 and 4 recap	Whole class phase 5	Whole class phase 5	Whole class phase 5	Whole class alien/nonsense words	Whole class revision/phonics screening test
Key Text	What a Wonderful World by Hannah Campling (non-fiction) Storm by Sam Usher (fiction) Little people, big dreams books by Maria Isabel Sanchez Vegara (non-fiction)	Three Little Pigs (traditional tale) Old Hat by Emily Gravett (narrative fiction) Beegu by Alexis Deacon (fiction)	The Dot by Peter H. Reynolds (Fiction) Mix It Up! By Herve Tulle (Non fiction) Dear Zoo by Rod Campbell (Fiction) Flip Flap Books by Axel Schaffer (poetry)	Me on the Map by Jo Sweeney Non-fiction The Last Tree by Ingrid Chabbert Fiction The Kew Gardens Children's Cookbook- non-fiction Plant, Cook, Eat by Caroline Craig (Recipes)	Handa's Surprise – Eileen Brown (Fiction) Journey – Aaron Becker (Adventure Picture Book) Fiction Plants books and videos non-fiction	When I grow up by Andrew Daddo (Fiction) Lost in the toy museum – David Lucas (Fiction) The Bookshop Cat – Cindy Wume (fiction)
Fiction	Description writing of setting	Story writing – beginning, middle, end Letter and postcards writing - writing in first person	Innovate a story Write in character- letter, postcard, invite, etc	Description writing of setting/characters Diary entry	Story writing	Letter writing
Non Fiction	Fact file about Princess Campbell	N/A, oracy focus around Christmas	Instructions Explanation	Recipe writing Poster – saving the planet/trees	Directions Instructions on planting Comparison between hot and cold crops Fact files on fruits Recount	Instructions on how to play a game Planning for the future
Poetry	Innovate a well-known rhyme National Poetry Day- Michael Rosen focus	Christmas Performance Poems Acrostic poems	Alliterative List Poems Alphabet Poem Michael Rosen Pineapple Vyanne Samuels	Spring Imagery poems- adjectives and similes	Pineapple by Vyanne Williams The Owl and the Pussycat (TS Eliot)	Animal Riddles- Axel Scheffler
Word Reading	Little Wandle Letters and Sounds					
Comprehension	Reading Practise sessions - 1. Fluency 2. Prosody 3, Comprehension [comprehension questions in back]					
Oracy	I speak clearly and confidently in front of people in my class. I re-tell a well known story and remember the main characters. I hold attention when playing and learning with others. I join in with conversations in a group. I join in with role play.			I keep to the main topic when we are talking in a group. I ask questions in order to get more information. I start a conversation with an adult I know well or with my friends. I listen carefully to the things other people have to say in a group.		
Class Readers	Picture books selected by the children			Roald Dahl books (Not George's Marvelous Medicine)	Roald Dahl books Not George's Marvelous Medicine)	Jeremy Strong books Charlotte's web