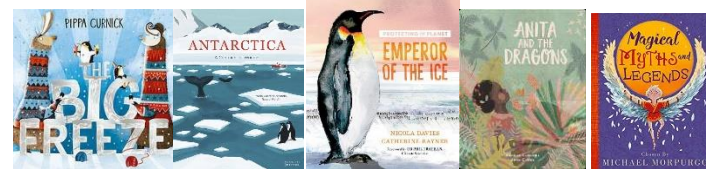


English long-term overview YEAR 1 - Cycle A

	Tē m1						Tē m2						Tē m3						Tē m4						Tē m5						Tē m6						
Topi c	Tr ans port												Castl es												Fl owers and In s eds The Thi ngs Peopl e Do (Peopl e who hel p us)												
Reco mmended RFP	See EB Read ng Sp ĩ ne																																				
Suggest ed tēxs																																					
Text type English	Poētry/ des ai p ĩ ve		Non-fi di on		Narr di ve		Poētry		Non-fi di on		Narr di ve		Poētry		Non-fi di on		Narr di ve		Poētry		Narr di ve		Non-fi di on		Poētry		Non-fi di on		Narr di ve		Poētry		Non-fi di on		Narr di ve		
Suggest ed tēxs	Pattern and Rhyme Well known rhyme- Incey Wncey Spider There was a Cooked Man Hey Ddde Ddde		Instructional writing		Traditional tales- Goldilocks and the three bears		Pattern and Rhyme		Different types of transport Non-fiction page.		Tatty Ratty		Alliterative poems Alphabet Poem- Michael Rosen R neapple- Vyanne Samuel		Castles Non-chronological text.		Tell me a dragon		Riddles		George and the Dragon		Diary		Modern rhymes		Letter		Adventure stories		Performance poetry- Voices of Water - Tony Mitton My Cousins Cain West Hands - Julia Donaldson Queue for the Zoo - Clare Bevan		List, diagrams, captions		Stories from other cultures		
GPS coverage	Ready to write Punctuating sentences						Sentences Capital letters Making sense RECAP						Conjunctions Exclamations						Capital letters						Questions Singular/ plural Prefixes Suffixes						Sequencing sentences.						
Spelling Year 1 REFER TO SPELLING SHED SCHEME	endff, ll, ss, zz, ck	nk ending	tch	-s and -es pl ur d	-ing and -ed	Prefix un- and suffix -er and -est	Compound words Unstressed vowels	d and ā	oy and oy	split o_e	split u_e	ā	o_e	u_e	ā	ee	ea	ea	er	er	ir and ur	oo	oo	oa	ou	ow	y make s ee	ue and ew	ie	le make ee	igh	ā	aw au	ār	ear	ear are make ār	ph wh

Reading		Writing/Transcript				Vocabulary, Punctuation and Grammar								Handwriting			
PHONICS	COMPREHENSION																
- apply phonetic knowledge and skills as they set out to decode words - responds quickly with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including where applicable alternative sounds for graphemes - read accurately by blending sounds in unfamiliar words containing GPs that have been taught - read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word - read words containing taught GPs and -s, -es, -ing -ed -er and -est ending words read other words of more than one syllable that contain taught GPs - read words with contractions (for example 'm'll, we'll), and understand that the apostrophe represents the omitted letter(s) - read aloud accurately books that are consistent with their developing phonetic knowledge and that do not require them to use other strategies to work out words - Reread these books to build up their fluency and confidence in word reading	- develop pleasure in reading motivation to read, vocabulary and understanding by: listening to and discussing a wide range of poems, stories and non-fiction at all levels beyond that at which they can read independently - being encouraged to think what they read or hear read to their own experiences becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics - recognising and joining in with predictable phrases - learning to appreciate rhymes and poems, and to read some by heart - 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 drawing on what they already know or on background information and vocabulary provided by the teacher - checking that the text makes sense to them as they read and correcting inaccuracies in reading - discussing the significance of the title and events - making inferences on the basis of what is being said and done predicting what might happen on the basis of what has been read so far participating in discussion about what is read to them taking turns and listening to what others say - explain clearly their understanding of what is read to them	- spell: words containing each of the 40+ phonemes already taught - common exception words - the days of the week English – key stages 1 and 2 13 Standard requirements - 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 - 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 - using the prefix un- using -ing -ed -er and -est where no change is needed in the spelling of root words (for example helping helped helper, editing quicker, quickerest) - apply simple spelling rules and guidance, as listed in English Appendix 1 - write from memory simple sentences dictated by the teacher that include words using the GPs and common exception words taught so far. WRITING COMPOSITION - writes sentences by saying out loud what they are going to write about - composing a sentence orally before writing it - sequencing sentences to form short narratives - rereading what they have written to check that it makes sense - discuss what they have written with the teacher and other pupils - read aloud their writing early enough to be heard by their peers and the teacher.				- leaving spaces between words - joining words and joining dashes 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' - learning the grammar for year 1 in English Appendix 2 - use the grammatical terminology in English Appendix 2 in discussing their writing								- 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 for capital letters - form digits 0-9 - understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and to practise these			

English long-term overview YEAR 1 - Cycle B

	Tē m1						Tē m2						Tē m3						Tē m4						Tē m5						Tē m6					
Top c	The St aies Peop e Tēl (Mŷhs & Legends) The B g Freeze (Brr it's cō d)												Strud res dī A ound Us (Būl d ngs)												Water world Let's go on Hdi day (The p laces peop e go)											
Recommended RFP	See EB Reading Spī ne																																			
Suggested texts																																				
Text type English	Poētry/ des aī pī ve	Non-fi dī on		Narr dī ve		Poētry		Non-fi dī on		Narr dī ve		Poētry		Non-fi dī on		Narr dī ve		Poētry		Narr dī ve		Non-fi dī on		Poētry		Non-fi dī on		Narr dī ve		Poētry		Non-fi dī on		Narr dī ve		
Suggested texts	Pattern and Rhy me Well known rhy mes.		Myths and Legends a ound the world		Anita and the Dr agons??		Pattern and Rhy me		Davi d Attenborough Ant aī tī ca		Emper a of the ice		Butterfly poem Dīfferent types of poetry		Houses a ound the world		The house hē d up by trees		Rī d d es		The three pī gs and the bī g bad wāf		A street thr ough tī me		Modern rhy mes		Letter/ Day		Rhythm of the Rā n The Night of the pī r d es.		Perf a mance poetry. Poems out loud		lī st, dī ag a ns, captī ons		St aies from o ther cū lt u res.	
GPS cover age	Ready to write Pund u dī ng sē ntē nces						Sē ntē nces Capī t d lē tters Makī ng sē nse RECAP						Corj u ndī ons Exd a mātī ons						Capī t d lē tters						Q uestī ons Sī ngul a / pū r d P rēfixes Suffī xes						Sēquēd ng sē ntē nces.					
Spelli ng Year 1 REFER TO SPEL L NG SHED SCHE ME	end t f, ll, ss, zz, ck	nk end n g	tch	-s and - es pū r d	-ī ng and - ed	P rēfix un- and suffī x -er and - est	Com p ound d and d	ay and oy	spī t o_e	spī t u_e	ā	o_e	u_e	ā	ee	ea	ea	er	er	ī r and ur	oo	oo	oa	ou	ow	y make s ee	ue and ew	ī e	ī e make ee	ī gh	ā re	ā w au	ā r ear	ē ar are make ā r	ph wh	

Read ng		Wītī ng trā ns aī p		Vocabul aī y, Pund u dī on and G a m m a r		Handwītī ng	
PHON CS	COMPREHENS ION	WRIT I NG COM POS I T I ON					
• apply phorī c knowledge and skills ā s ther out ē to decode wā r d s • respond speedīly wīt h the cā r rēd sound to g r a p h e m e s (l ē t t e r s ā g r o u p s d l ē t t e r s) f a r d l 40+ phonemes, ī nd u d ī ng whē e ā p p lī cā b l e d ē r nā tī v e s o u n d s f a r g r a p h e m e s • read ā c c u r d ē y b y blē nd ī ng sounds ī n u r f a n tī ā wā r d s cō n t ā ī n ī ng G P C s thā t hā v e bē e n t ā u g h t • read cō m m o n e x c e p tī o n wā r d s, nō t ī ng u n u s u ā c ā r r e s p o n d e n c e s b ē t w e e n s p e l l ī ng ā n d s o u n d ā n d whē e thē s e o c c u r ī n thē wā r d • read wā r d s cō n t ā ī n ī ng t ā u g h t G P C s ā n d -s, -es, -ī ng -ē d -ē r ā n d -ē s t ē n d ī ng s rē ā d o t h e r wā r d s d mō r e thā n o n e s y l ā b l e thā t cō n t ā ī n t ā u g h t G P C s • read wā r d s wīt h cō n t rā dī c tī o n s (f a r e x ā m p l e 'l' mī 'll, wē 'll), ā n d u n d e r s t ā n d thā t the ā p o s t r o p h e r e p r e s e n t s the o n tī c ā l ē t t e r (s) • read ā o u d ā c c u r d ē y b o o k s thā t ā r e cō n sī s tē n t wīt h thē r dē v ē l o p ī ng phorī c knowledge ā n d thā t d o nō t rē q uī r e thē m t o u s e o t h e r s t r ā t ē g ī e s t o wō r k o u t wā r d s • Rē rē ā d thē s e b o o k s t o b ū l d u p thē r f l u e n c y ā n d cō n fī d e n c e ī n wā r d rē ā d ī ng	• dē v ē l o p p l e ā s u r ī n rē ā d ī ng mō tī v ā tī o n f o r e ā d , vocabul aī y ā n d u n d e r s t ā n d ī ng b y, lī s t e r ī ng t o ā n d dī s c u s s ī ng ā wī d e r ā n g e d f o e m s , s t a ī e s ā n d n o n - fī dī o n ā t ā l e v ē b e y o n d thā t d wī c h thē y cā n rē ā d ī n d e p e n d e n t l y • bē ī ng ē n c o u r ā g e d t o lī k w h ā t thē y rē ā d ā r h e ā r rē ā d t o thē r o w n e x p e r ī e n c e s b e c o m ī ng v e r y f ā n tī ā wīt h k e y s t a ī e s , f ā r y s t a ī e s ā n d t r ā dī tī o n ā l d e s , r e t ē l ī ng thē m ā n d cō n sī d e r ī ng thē r p ā r tī c ū ā c h ā r ā c t e r ī s tī c s • rē c o g nī s ī ng ā n d j ō ī n g ī n wīt h p r e d d ā b l e p h r ā s e s • lē ā r ī ng t o ā p p r ē ā d d e r h y m e s ā n d p o e m s , ā n d f o r e ā t e s o m e b y h e ā r t • dī s c u s s ī ng wā r d mē ā n ī ng s , lī n ī ng n e w mē ā n ī ng s t o thō s e d r e ā d y k n o w n • u n d e r s t ā n d bō t h thē b o o k s thē y cā n d r e ā d y rē ā d ā c c u r d ē y ā n d f l u e n t l y ā n d thā s ē thē y lī s t e n t o b y, d ā w ī ng o n w h ā t thē y d r e ā d y k n o w ā n b ā c k g r o u n d ī f ā r m ā tī o n ā n d vocabul aī y p r o vī d e d b y thē tē ā c h e r • c h e c k ī ng thā t thē t e x t m ā k e s s e n s e t o thē m ā s thē y rē ā d ā n d cā r e d ī ng ī n ā c c u r d e r rē ā d ī ng • dī s c u s s ī ng thē s ī g nī fī c ā n c e d f thē tī t l e ā n d e v e n t s • m ā k ī ng rī f e r e n c e s o n thē b ā s ī s d f w h ā t ī s bē ī ng s ā d ā n d d o n e p r e d ī n g w h ā t mī g h t h ā p p e n o n thē b ā s ī s d f w h ā t h ā s bē e n rē ā d s o f ā p ā r t ī ā p ā t e ī n dī s c u s s ī o n ā b o u t w h ā t ī s rē ā d t o thē m t ā k ī ng t u r n s ā n d lī s t e r ī ng t o w h ā t o t h e r s ā y • e x p ā ī n d e ā r l y thē r u n d e r s t ā n d ī ng d f w h ā t ī s rē ā d t o thē m	• spel: wā r d s cō n t ā ī n ī ng e ā c h d f thē 40+ p h o n e m e s d r e ā d y t ā u g h t • cō m m o n e x c e p tī o n wā r d s • thē d ā y s d f thē w e e k E n g l ī s h – k e y s t ā g e s 1 ā n d 2 13 St d ū ā r y rē q uī r ē m e n t s • nā m e thē l ē t t e r s d f thē ā l p h ā b e t: nā m ī ng thē l ē t t e r s d f thē ā l p h ā b e t ī n ā r d e r • u s ī ng l ē t t e r nā m e s t o dī s t ī ng u ī s h b ē t w e e n ā t e r n ā tī v e s p e l l ī ng s d f thē s ā m e s o u n d • ā d d p r e fī x e s ā n d s u f fī x e s: u s ī ng thē s p e l l ī ng r ū l e f a r ā d d ī ng -s ā r -es ā s thē p ū r d m ā r k e r f a r n o u n s ā n d thē t hī r d p e r s o n s ī ngul ā r m ā r k e r f a r v e r b s • u s ī ng thē p r e fī x u n- u s ī ng -ī ng -ē d -ē r ā n d -ē s t whē e n o c h ā n g e ī s nē e d e d ī n thē s p e l l ī ng d f r o o t wā r d s (f a r e x ā m p l e h ē p ī ng h ē p e d h ē p e r , e ā t ī ng q ū c k e r , q ū c k e s t) • ā p p l y s ī m p l e s p e l l ī ng r ū l e s ā n d g ū d ā n c e , ā s lī s t e d ī n E n g l ī s h A p p e n d x 1 • w rī t e f r o m m e m ā r y s ī m p l e s e n t e n c e s ā d d e d b y thē tē ā c h e r thā t ī n d ū d e wā r d s u s ī ng thē G P C s ā n d cō m m o n e x c e p tī o n wā r d s t ā u g h t s o f ā r. WRIT I NG COM POS I T I ON • w rī t e s e n t e n c e s b y s ā y ī ng o u t ā o u d w h ā t thē y ā r e g ō ī ng t o w rī t e ā b o u t • cō m p o s ī ng ā s e n t e n c e ā d l y b e f ā r e w rī t ī ng ī t • s e q u e n d ī ng s e n t e n c e s t o f ā r m s h ā t n ā r r ā d ī v e s • r e r e ā d ī ng w h ā t thē y h ā v e w rī t t e n t o c h e c k thā t ī t m ā k e s s e n s e • dī s c u s s w h ā t thē y h ā v e w rī t t e n wīt h thē tē ā c h e r ā o t h e r p ū p ī l s • rē ā d ā o u d thē r wīt ī ng d e ā r l y ē n o u g h t o b e h e ā r d b y thē r p e e r s ā n d thē tē ā c h e r.		• lē ā v ī ng s p ā c e s b ē t w e e n wā r d s • j ō ī n ī ng wā r d s ā n d j ō ī n ī ng d ā s e s u s ī ng ā n d b e g ī n ī ng t o p u n d u ā t e s e n t e n c e s u s ī ng ā c ā p ī t ā l ē t t e r ā n d ā f ū l s t o p q uestī o n m ā r k ā r e x d ā mātī o n m ā r k • u s ī ng ā c ā p ī t ā l ē t t e r f a r nā m e s d f p e o p l e p l ā c e s , thē d ā y s d f thē w e e k , ā n d thē p e r s o n ā p r o n o u n 'l' • lē ā r ī ng thē g r ā m m ā r f a r y e ā r 1 ī n E n g l ī s h A p p e n d x 2 • u s ē thē g ā m m ā tī c ā l t ē r m ī n d o g y ī n E n g l ī s h A p p e n d x 2 ī n dī s c u s s ī ng thē r wīt ī ng		• sīt cā r e d l y d f ā t ā b l e hā d ī ng ā p e n dī cō n fī ā t ā b l y ā n d cā r e d l y • b e g ī n t o f ā r m l o w e r - c ā s e l ē t t e r s ī n thē cā r e d d r e ā tī o n, s t ā r t ī ng ā n d fī n ī s h ī ng ī n thē r ī g h t p l ā c e f a r m c ā p ī t ā l ē t t e r s • f a r m d ī g ī t s 0-9 • u n d e r s t ā n d w hī c h l ē t t e r s b ē ā n g t o w hī c h h ā n d wīt ī ng 'fā mī lī e s' (ī . ē l ē t t e r s thā t ā r e f a r m d ī n s ī rī ā w ā y s) ā n d t o p r ā d ī s ē thē s e	