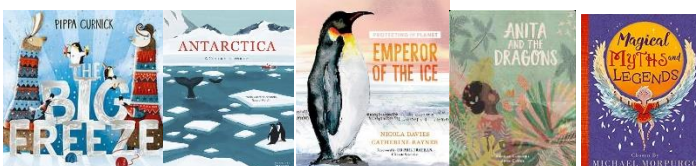
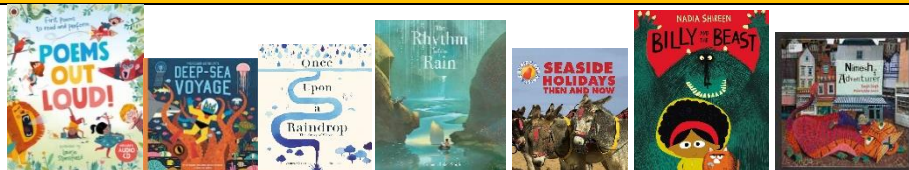


English Long-term Overview YEAR 1 - Cycle A

	Term 1						Term 2						Term 3						Term 4						Term 5						Term 6									
Topic	Transport												Castles												Flowers and Insects The Things People Do (People who help us)															
Recommended RFP	See EB Reading Spine																																							
Suggested texts																																								
Text type English	Poetry/ descriptive		Non-fiction		Narrative		Poetry		Non-fiction		Narrative		Poetry		Non-fiction		Narrative		Poetry		Non-fiction		Narrative		Poetry		Non-fiction		Narrative		Poetry		Non-fiction		Narrative					
Suggested texts	Pattern and Rhyme Well known rhyme- Incey Wincey Spider There was a Crooked Man Hey Diddle Diddle		Instructional writing		Traditional tale- Goldilocks and the three bears		Pattern and Rhyme		Different types of transport Non-fiction page.		Tatty Ratty George and the Dragon		Alliterative poems Alphabet Poem – Michael Rosen Pineapple – Vyanne Samuel		Castles Non-chronological text.		Tell me a dragon		Riddles		Stories about a fantasy world		Diary		Modern rhymes		Letter		Adventure stories		Performance poetry- Voices of Water – Tony Mitton My Colours Colin 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	end ff, ll, ss, zz,ck	nk ending	tch	-s and -es plural	-ing and - ed	Prefix un- and suffix -er and - est	Compound words Unstr essed vowel s	ai and oi	ay and oy	split o_e	split u_e	ar	o_e	u_e	ar	ee	ea	ea	er	er	ir and ur	oo	oo	oa	ou	ow	y makes ee	ue and ew	ie	le makee e	igh	or ore	aw au	air ear	ear are make air	ph wh				

Reading		Writing transcript	Vocabulary, Punctuation and Grammar	Handwriting
<u>PHONICS</u> • apply phonic knowledge and skills as the route to decode words • respond speedily 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 GPCs 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 GPCs and –s, –es, –ing, –ed, –er and –est endings read other words of more than one syllable that contain taught GPCs • read words with contractions [for example, I’m, I’ll, we’ll], and understand that the apostrophe represents the omitted letter(s) • read aloud accurately books that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words • Rre-read these books to build up their fluency and confidence in word reading.	<u>COMPREHENSION</u> • 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 a level beyond that at which they can read independently • being encouraged to link 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 recite 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 inaccurate 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 participate 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 Statutory 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, eating, quicker, quickest] • 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 GPCs and common exception words taught so far. <u>WRITING COMPOSITION</u> • write 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 • re-reading what they have written to check that it makes sense • discuss what they have written with the teacher or other pupils • read aloud their writing clearly enough to be heard by their peers and the teacher.	• 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’ • 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 form 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

	Term 1						Term 2						Term 3						Term 4						Term 5						Term 6					
Topic	The Stories People Tell (Myths & Legends) The Big Freeze (Brrrr it's cold!)												Structures All Around Us (Buildings)												Water world Let's Go On Holiday (The places people go)											
Recommended RFP	See EB Reading Spine																																			
Suggested texts																																				
Text type English	Poetry/ descriptive	Non-fiction		Narrative		Poetry	Non-fiction		Narrative		Poetry	Non-fiction		Narrative		Poetry	Narrative		Non-fiction		Poetry	Non-fiction		Narrative		Poetry	Non-fiction		Narrative							
Suggested texts	Pattern and Rhyme Well known rhymes.	Myths and legends around the world.		Anita and the Dragons??		Pattern and Rhyme Antartica	David Attenborough		Emperor of the ice		Butterfly poem Different types of poetry	Houses around the world		The house held up by trees		Riddles	The three pigs and the big bad wolf		A street through time		Modern rhymes	Letter/ Diary		Rhythm of the Rain The Night of the pirates.		Performance poetry. Poems out loud	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	end ff, ll, ss, zz,ck	nk ending	tch	-s and -es plural	-ing and - ed	Prefix un- and suffix -er and - est	Comp ound words Unstr essed vowel s	ai and oi	ay and oy	split o_e	split u_e	ar	o_e	u_e	ar	ee	ea	ea	er	er	ir and ur	oo	oo	oa	ou	ow	y makes ee	ue and ew	ie	le makee e	igh	or ore	aw au	air ear	ear are make air	ph wh

Reading		Writing transcript	Vocabulary, Punctuation and Grammar	Handwriting
PHONICS • apply phonic knowledge and skills as the route to decode words • respond speedily 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 GPCs 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 GPCs and –s, –es, –ing, –ed, –er and –est endings read other words of more than one syllable that contain taught GPCs • read words with contractions [for example, I’m, I’ll, we’ll], and understand that the apostrophe represents the omitted letter(s) • read aloud accurately books that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words • Rre-read these books to build up their fluency and confidence in word reading.	COMPREHENSION • 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 a level beyond that at which they can read independently • being encouraged to link 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 recite 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 inaccurate 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 participate 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 Statutory 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, eating, quicker, quickest] • 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 GPCs and common exception words taught so far. WRITING COMPOSITION • write 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 • re-reading what they have written to check that it makes sense • discuss what they have written with the teacher or other pupils • read aloud their writing clearly enough to be heard by their peers and the teacher.	• 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’ • 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 form 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.