



English Overview – Summer – Year 1

Composition

NC Areas	Summer 1		Summer 2	
Class Reader	Peace at Last, The Owl who was Afraid of the Dark		The Enchanted Wood, Martin's Mice	
Genre and writing focus	<p>Model Text: Monkey See, Monkey Do Journey tale Focus: Description</p>	<p>Love that book</p> <p>Whole school response to a chosen text</p>	<p>Model Text: Naughty Monkeys! Non-chronological report Curriculum linked invention-The lemurs of Hong Kong</p>	<p>Poetry (List poem) The Picture Focus: Using senses to describe</p>
Toolkits	<p>Description Toolkit</p> <p>Use precise noun to 'name' it e.g. poodle rather than dog Choose adjectives to help the reader picture the scene (separate with comma if 2 together e.g. the small, round pot...) Sentence or power of 3 to describe e.g. Santa was red, fat and friendly. Choose powerful verbs Use adverbs to describe how something does something e.g. she tiptoed quietly Experiment with alliteration Use 'as' and 'like' similes Observe closely and select details Draw on all senses when describing</p>	<p>Specific toolkit will be dependent on the chosen written response to the text and co-constructed with class</p> <p>Golden Toolkit will be applied (non-negotiables of Y1-see below)</p>	<p>Structure To be adapted for year group Introduction (orientate the reader) Chunks of information (paragraphs) Main heading and sub-headings Paragraphs beginning with a topic sentence Final paragraph sums up the information, relates the subject to the reader and/or makes an amazing final point</p> <p>Language To be adapted for year group Generalisers such as most, many, some, a few, the majority Sentence sign-posts to add information furthermore, additionally, in addition, also, moreover Usually in present tense Usually in third person Usually formal tone (no contractions) Detail and description for clarity, including comparisons</p>	<p>Poetry Toolkit</p> <p>Similes using 'as' and 'like' Alliteration Fresh new combinations Carefully chosen adjectives, verbs and adverbs Precise nouns Use of senses to describe Use of adverbs to describe Use of powerful verbs</p>

Planning and Text structure	Story map for planning (substitution) Understand the 5 parts of a story as Opening, Build-up, Problem, Resolution and Ending (Once upon a time, One day, Unfortunately, Luckily, Finally) Past tense	Planning structure dependent on chosen response to text Co-construct box-up from model text for writing	Use report skeleton to plan ideas Box-up grid to plan text structure Secure use of lay out suitable for text (link to reading) Introduction-orientates the reader to the subject matter (what the report is about) Paragraphs with subheadings Present tense	
Sentence construction	Statements, questions, exclamations (varying sentence types) Compound sentences using 'and, but, so, or' 'ly' openers (Fortunately, Unfortunately, Finally, Slowly etc) Simple and embellished sentences using adjectives (They shook their giant fists. use of complex sentences using 'who' and 'because' Repetition for rhythm e.g. So he walked and he walked and he walked.	Statements, questions and exclamations (varying sentence types) Joining words and clauses using 'and'	Statements, questions, exclamations (varying sentence types) Compound sentences using 'and, but, so, or' Complex sentences 'which, because, when' Embellished simple sentences using adjectives for clarity 'ly' openers (Amazingly, Surprisingly etc)	Statements, questions, exclamations (varying sentence types) Using 'and' to join clauses and words Embellished simple sentences using adjectives for description
Language	Sequencing words (First, Next, After that, Finally) Use of prepositions (inside, outside, towards, across, under etc) Alliteration e.g tall trees Adjectives to describe Determiners-a, the, some, his, her, their	Use of prepositions Use of adjectives to write embellished simple sentences Alliteration Similes using 'as' and 'like'	'Adding on' words-Also, In addition, Furthermore Generalisers-Most, some, many, a few etc Adjectives for clarity Prepositions	Use of prepositions Use of adjectives to describe Alliteration Similes using 'as' and 'like' Repetition for rhythm e.g. I can see the blue, blue sky. Repetition for description e.g. 'I can see the wide sky, the blue sky' Use of adverbs to describe e.g. ...the clouds floating slowly across the sky Use of powerful verbs e.g.I can hear the children giggling and shrieking
Punctuation	Finger spaces full stops capital letters for start of sentence, names and personal pronoun 'I' question marks exclamation marks Commas after 'ly' openers and sequencing words (First, Finally etc)	Finger spaces full stops capital letters for start of sentence, names and personal pronoun 'I'	Finger spaces full stops capital letters for start of sentence and proper nouns (names of people and places) question marks exclamation marks Commas after 'ly' openers (Amazingly, Surprisingly, Interestingly etc)	Finger spaces Full stops Capital letter for personal pronoun 'I' Capital letters for the start of a sentence Question mark exclamation marks
Terminology to consolidate	Finger space, letter, word, sentence, full stops, capital letter			

Terminology to introduce	Punctuation, question mark, exclamation mark, bullet points, speech bubble, singular, plural, adjective, verb, connective, conjunction, alliteration, simile, suffix, prefix			
Spoken Language	<p>Storytelling using class story map and own plan</p> <p>Discussion, role play and drama within Reading as a Reader</p> <p>Use of new vocabulary in sentences</p> <p>Oral descriptions using given images</p>	<p>Dialogic talk in response to the chosen text-Tell Me Grids</p> <p>Sharing responses-listening and evaluating</p> <p>Drama, role play and group work to deepen understanding of the text and as response</p>	<p>Oral rehearsal using text map</p> <p>Oral composition of information sentences</p> <p>Presentation of reports to own or another class</p> <p>Discussion (dialogic talk) about information texts</p> <p>Use of new vocabulary in sentences</p> <p>Group work to scaffold ideas</p>	<p>Oral rehearsal of text map</p> <p>Discussion of ideas using given images (group work talk)</p> <p>use of new vocabulary in sentences</p> <p>Collaborative writing</p> <p>Drama to deepen understanding and generate ideas</p>

Transcription	
Handwriting	<p>15 minutes everyday</p> <p>Day 1 and 2 Letter formation Day 3 and 4 Apply in words Day 5 Hold a Sentence (see Handwriting Policy for further detail)</p> <p>Consolidate all number formation 0-9</p> <p>Consolidate all capital letters</p> <p>Consolidate letter formation in groups (a, c, d, e, f, g, o, q, s), (b, h, k, m, n, p, r), (i, j, l, t, u, y), (v,w,x,z)</p>
Spelling	<p>Phonics-Read Write inc (daily)-words containing each of the 40+ phonemes already taught</p> <p><u>Year 1 spelling patterns and rules</u></p> <ol style="list-style-type: none"> 1. New consonant spellings ph and wh 2. Using k for the /k/ sound 3. Adding the prefix –un 4. Compound words 5. Dictations-sentences including taught GPCs and common exception words <p>6. <u>Y1 Common Exception words-taught and revised daily</u> she, so, some, the, their, there, they</p>
Spelling ongoing	<p><u>Learning Spellings</u></p> <p>Children:</p> <ul style="list-style-type: none"> • Learn words taught in new knowledge this term. • Group other words for cross curricular teaching. • Learn words from personal list. • Use the first two or three letters of a word to check its spelling in a dictionary <p>Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.</p>