



English Overview – Spring – Year 1

Composition

NC Areas	Spring 1		Spring	
Class Reader	The Tiger Who Came to Tea, Lost & Found, Dogger		Knuffle Bunny, The Elephant and the Bad Baby, Beegu	
Genre and writing focus	<p>Model Text: The Magic Porridge Pot Finding Tale</p> <p>Focus: Openings and Endings</p>	<p>Poetry</p> <p>Rainbow Similes</p>	<p>Model Text: Postcard from Poppy Recount</p> <p>Curriculum linked invention - Postcard from planet Earth</p>	<p>Model Text: How to Make Magic Porridge Instructions</p> <p>Curriculum linked invention - Fruit kebabs</p>
Toolkits	<p>Openings and Endings Toolkit</p> <p>Think about what the character wants/feels before the story starts</p> <p>Add more ways to start a story using the 'time' starter 'one e.g. One morning, One day, One night, One afternoon ...</p> <p>Add in 'early' or 'late' e.g. Late one night, Early one morning ...</p>	<p>Poetry Toolkit</p> <p>Similes Alliteration Fresh new combinations Carefully chosen adjectives, verbs and adverbs Precise nouns</p>	<p>Structure To be adapted for year group</p> <p>Beginning, middle and end in chronological order Paragraphs/sections often begin with topic sentence e.g. I have done lots of different things. Opening paragraph-Orientation (greeting question, where, when, who, what) Middle section/s based around a theme e.g. What you've seen, what you've done, what you're going to do next Final section-what you're going to do next, sign off e.g. Tomorrow I'm going to look at the pyramids. Hope to see you soon. Love from ...</p>	<p>Structure To be adapted for year group</p> <p>Main heading that tells the reader what the instructions are for Opening that explains what the instructions are for and why they might be necessary List of what is needed in order of use List of steps to be taken in chronological order Use of diagrams or other images to aid understanding Ending-that adds any extra points, warnings, reminders or encouragement to the reader</p>

	<p>Use 'place' starters e.g In a distant land, Far, far away, On the other side of the mountain, In a small cottage, etc</p> <p>Use more time starters e.g. Once not twice, Long ago, Many moons ago</p> <p>End by stating how the character has changed or what has been learned e.g. "She would never step off the path again."</p>		<p>Language To be adapted for year group</p> <p>Past tense Time sentence sign-posts e.g. Yesterday, Today, Tomorrow, First, After that, Finally, Later on, A few days later Adding-on sign-posts e.g. Also, Specific and descriptive vocabulary often in the style of information or instructions.</p>	<p>Language To be adapted for year group</p> <p>Temporal signposts e.g. first, next, after that, finally Steps to be taken organised by numbers, letters or bullet points Formal Second person (usually) Use of short sentences to make the writing clear and easy to follow Use of imperatives verbs (bossy) e.g. turn, take, put Subject specific and technical vocabulary Commas used when writing list of things needed (ingredients and equipment) Use of colon before a list.</p>
Planning and Text structure	<p>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</p>	<p>Generate ideas collectively Experiment with combinations Plan text map to plan Follow structure of model poem</p>	<p>Use recount skeleton to plan ideas Use text map to plan (substitution) Secure use of lay out suitable for text type (link to reading) 3 sections – opening to greet the reader, middle to give information based around a theme, ending to tell the reader what will happen next and sign off</p>	<p>Use instruction skeleton to plan ideas Use text map to plan (substitution) Secure use of lay out suitable for text (link to reading) Title-How to Opening paragraph to introduce the subject matter e.g. Have you ever wanted to grow a plant? Final sentence of opening paragraph leads reader into instructions-Read on to find out how to... List of things needed and equipment Steps in time order Diagrams/pictures to support understanding Concluding paragraph-extra points, warnings, reminders or encouragement to reader.</p>
Sentence construction	<p>Vary types of sentences-statements and exclamations Compound sentences using coordinating conjunctions and/but/so 'ly' openers e.g. Luckily, Unfortunately, Fortunately, Finally, Sadly Embellished simple sentences using adjectives e.g. Soon the pot was full of sweet, hot porridge. Use of 'who' (relative clause) e.g. Once upon a time there was a girl called Poppy who lived with her mother.</p>	<p>Vary types of sentences-statements and exclamations Compound sentences using coordinating conjunctions 'and' Embellished simple sentences using adjectives to describe Repetition for effect e.g. a greedy goblin, a mean goblin Repetition for rhythm e.g. A cave is black like a deep, deep hole</p>	<p>Vary types of sentences-statements, questions and exclamations Compound sentences using coordinating conjunctions and/but/so/or Use 'ly' openers e.g. Unfortunately, Luckily, Sadly Embellished simple sentences using adjectives Use of relative clause (which)</p>	<p>Vary types of sentences-statements, questions and exclamations Compound sentences using coordinating conjunctions and/but/so/or Other connectives – while, when, where etc and also as openers While...When... Use 'ly' openers e.g. Unfortunately, Luckily, Sadly Embellished simple sentences using adjectives (for clarity rather than description) Use of short sentences to make the writing clear and easy to follow</p>

Language	Prepositions e.g. over, on, out, in, across Determiners e.g. the, a, an, her, Adjectives to describe e.g. sweet porridge, old lady, black pot Regular plural noun suffixes e.g. dog/s, wish/es Suffixes added to regular verbs e.g. -ed, -ing	Alliteration Similes using 'as' Adjectives to describe E.g. A cucumber is green like a greedy goblin's eye Blood is red like fiery flames The sun is orange like a blackbird's beak	Prepositions e.g. on, in, down, over etc Determiners e.g. the, a, an, my, his, your, some etc Adjectives to describe Regular plural noun suffixes e.g. dog/s, wish/es Suffixes added to regular verbs e.g. -ed, -ing Past tense Time sentence sign-posts e.g. Yesterday, Today, Tomorrow, First, After that, Finally, Later on, A few days later Adding-on sign-posts e.g. Also, Specific and descriptive vocabulary often in the style of information or instructions.	Prepositions e.g. on, over, in, out etc Determiners e.g. the, a, an, my, his, your, some etc Adjectives to describe Regular plural noun suffixes e.g. dog/s, wish/es Suffixes added to regular verbs e.g. -ed, -ing Temporal signposts e.g. first, next, after that, finally Steps to be taken organised by numbers, letters or bullet points Formal (no contractions) Second person (usually) Use of imperatives verbs (bossy) e.g. turn, take, put Subject specific and technical vocabulary
Punctuation	Full stops Capital letters for start of sentence Capital letter for names of people and places (proper nouns) Exclamation marks	Full stops Question marks e.g. What is green? Exclamation marks	Full stops Capital letters for start of sentence Capital letter for names of people and places (proper nouns) Question marks Exclamation marks Commas after greeting and sign-off e.g. Dear Jane, Love from,	Full stops Capital letters for start of sentence Capital letter for names of people and places (proper nouns) Question marks Exclamation marks Commas used when writing list of things needed (ingredients and equipment) Use of colon before a list.
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	Storytelling using class story map and own plan Discussion, role play and drama within Reading as a Reader Use of new vocabulary in sentences	Discussion of ideas using given stems e.g. I like/do not like this idea because... Collaborative writing (as a class, small groups and pairs) Presentation of poems to own class or another class Use of new vocabulary in sentences	Oral rehearsal of text map and own plan Discussion of ideas during brainstorm of places/activities etc on planet earth Small group work choosing pictures to use as a basis for writing-negotiation skills (modelled by teacher) Use of new vocabulary in sentences	Oral rehearsal of text map and own plan Collaborative work generating ideas for innovations Giving oral instructions following a model e.g. How to brush your teeth, How to make a mud cake Use of new vocabulary in sentences

Transcription

Handwriting	<p>15 minutes everyday Day 1 and 2 Letter formation Day 3 and 4 Apply in words Day 5 Hold a Sentence (see Handwriting Policy for further detail) Consolidate all number formation 0-9 Consolidate all capital letters 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>	<p>15 minutes everyday Day 1 and 2 Letter formation Day 3 and 4 Apply in words Day 5 Hold a Sentence (see Handwriting Policy for further detail) Consolidate all number formation 0-9 Consolidate all capital letters 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. Revision of letter names and letters of alphabet in order 2. Spell the days of the week (Saturday, Sunday) 3. The /v/ sound at the end of words 4. Adding s and es to words (plural of nouns and the third person singular of verbs) 5. Dictations-sentences including taught GPCs and common exception words <p>6. <u>Y1 Common Exception words</u> is, love, me, my, no, of, off, once</p>	<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. Revise days of the week (Monday, Tuesday, Wednesday, Thursday, Friday, Saturday, Sunday) 2. Adding the endings –ing, –ed and –er to verbs where no change is needed to the root word 3. Adding –er and –est to adjectives where no change is needed to the root word 4. Words ending –y (/i:/ or /ɪ/) 5. Dictations-sentences including taught GPCs and common exception words <p>6. <u>Y1 Common Exception words</u> one, our, pull, push, put, said, says, school</p>
Spelling ongoing	<p><u>Learning Spellings</u> 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>	