



English Overview – Autumn – Year 1

Composition

NC Areas	Autumn 1		Autumn 2	
Class Reader	<p>Cops and Robbers Avocado baby Can' You Sleep Little Bear Stick Man</p>		<p>Elmer Where the Wild Things Are The Tiger Who Came for Tea Lost and Found</p>	
Genre and Writing Focus	<p><b>Model Text: The Three Little Pigs</b> Conquering the Monster tale Focus: Character</p>	<p><b>Short Burst Writing</b> Toolkits into Paragraphs Focus: Description</p>	<p><b>Model Text: Postcard from the Three Little Pigs</b> Recounts Curriculum Linked Invention-Postcard from St Agnes</p>	<p><b>Model Text: Animal Alphabet</b> List Poetry</p>
Toolkits	<p><b>Character Toolkit</b></p> <p><b>YR+</b> Use 2 adjectives to describe character e.g. a huge, hairy wolf Give the character a name Use simple similes to describe Think about whether the character is a 'goodie' or a 'baddie' Use a sentence of 3 e.g. The wolf was hairy, grey and had sharp teeth. Use adverbs to describe how a character does something e.g. The wolf crept slowly to the door. Use simple alliteration Include speech (start by using speech bubbles)</p>	<p><b>Description Toolkit</b></p> <p><b>YR+</b> Use precise nouns to 'name it' e.g. poodle rather than dog Choose adjectives to help the reader picture the scene Sentence of 3 to describe e.g. The key was large, heavy and gold. Choose powerful verbs (avoiding got, came, went, said, look) Use adverbs to show how something does something e.g. She tiptoes quietly Experiment with alliteration Use 'as' and 'like' similes Use all the senses when describing (see, hear, smell, feel, taste)</p>	<p><b>Recount Structure Toolkit</b></p> <p>Beginning, middle and end Chronological order Opening sentence/s which orientate the reader (where, when, what) e.g. I am writing to you from St Agnes. I am on holiday here with my family. It is Tuesday and it very sunny. Layout of postcard-greeting, sign-off, address</p> <p><b>Recount Language Toolkit</b></p> <p>Past tense First person Time sentence signposts for sequencing e.g. Yesterday, Today, Tomorrow, After, Then, Later on Specific and descriptive detail</p>	<p><b>Poetry Toolkit</b></p> <p>Alliteration Experiment and use fresh combinations Similes – 'as' and 'like' Adjectives Adverbs Powerful verbs</p>
Planning and Text structure	<p>Use story map or story mountain to plan Understand beginning, middle and end of a story</p>	<p>Use story map or story mountain to plan and create sequence of short burst writing Plan opening around weather e.g. It was sunny and the sky was blue.</p>	<p>Use text map to plan Greeting, orientation paragraph, 3 paragraphs of sequenced events (Yesterday, Today, Tomorrow), sign-off Use address of recipient</p>	<p>Use class model to create text map Use text map to plan Write as a list-start a new line for each new idea</p>

	<p>Plan opening around character e.g. Once there lived 3 happy, peaceful pigs. Use 5 sentence planning for oral rehearsal and invention i.e. Opening-Once up a time.. Build-up-One day Problem-Unfortunately Resolution-Fortunately Ending-Finally</p>			
<b>Sentence construction</b>	<p><b>Consolidate YR objectives +</b> Ensure finger spaces between words Begin to join clauses using 'and' Introduce sentence types-statements (Once there were 3 little pigs), questions (What do you think they did?), exclamations (What a naughty wolf!) Write simple sentences and simple sentences embellished with adjectives Use repetition for rhythm e.g. He ran and ran and ran.</p>	<p><b>Consolidate YR objectives +</b> Secure finger spaces between words Use 'and' to join clauses begin to use 'but' and 'so' to join clauses Use exclamations (note that in the primary curriculum exclamations begin with 'what' or 'how' e.g. What a beautiful day!) Write simple embellished sentences i.e with adjectives and/or adverbs Use repetition for rhythm e.g. He tried and he tried and he tried but he could not reach it. Revise different types of sentences-statements, questions and exclamations</p>	<p><b>Consolidate YR objectives +</b> Secure finger spaces between words Use 'and, but, so' to join clauses Use exclamations (note that in the primary curriculum exclamations begin with 'what' or 'how' e.g. What a beautiful day!) Use questions e.g. Do you like swimming? Write simple embellished sentences i.e with adjectives and/or adverbs Secure understanding of different types of sentences-statements, questions and exclamations Use 'ly' openers e.g. Sadly, we have to leave on Tuesday/Luckily, it didn't rain.</p>	<p><b>Consolidate YR objectives +</b> Secure finger spaces Use 'and' to join words and clauses Use exclamations Use questions Write simple embellished sentences</p>
<b>Language</b>	<p><b>Consolidate YR objectives +</b> Prepositions e.g. inside, outside, nearby, across, under, on top of Adjectives Alliteration Regular plural noun suffixes (-s and -es) e.g. pigs, wishes Suffixes -ing, -ed added to a verb e.g. walk, walking, walked Prefix -un and how it changes the meaning of a word to the opposite e.g. kind/unkind, tidy/untidy</p>	<p><b>Consolidate YR objectives +</b> Prepositions e.g. inside, outside, nearby, across, under, on top of Adjectives Adverbs Alliteration Regular plural noun suffixes (-s and -es) e.g. pigs, wishes Suffixes -ing, -ed added to a verb e.g. walk, walking, walked Prefix -un and how it changes the meaning of a word to the opposite e.g. kind/unkind, tidy/untidy</p>	<p><b>Consolidate YR objectives +</b> Prepositions e.g. inside, outside, nearby, across, under, on top of Adjectives Adverbs Regular plural noun suffixes (-s and -es) e.g. pigs, wishes Suffix -ed added to a verb e.g. walked Prefix -un and how it changes the meaning of a word to the opposite e.g. kind/unkind, tidy/untidy Secure use of capital 'I' for the personal pronoun Use precise, clear language to give information e.g. Our campsite is near St Agnes beach.</p>	<p><b>Consolidate YR objectives +</b> Prepositions Adjectives Adverbs Regular plural noun suffixes (-s and -es) e.g. pigs, fishes, foxes Suffix -ed added to a verb Alliteration Similes</p>
<b>Punctuation</b>	<p>Capital letter for start of sentence Capital letter for a name Full stop at end of sentence Question marks Exclamation marks</p>	<p>Capital letter for start of sentence Capital letter for a name Full stop at end of sentence Question marks Exclamation marks</p>	<p>Capital letter for start of sentence Capital letter for names, place names and days of the week Full stop at end of sentence Question marks Exclamation marks Capital 'I' for personal pronoun</p>	<p><b>Please revise in stand-alone punctuation and grammar lessons in order to secure. Dictations are useful here.</b> Capital letters and full stops to demarcate sentences, question and exclamation marks, capital letters for proper nouns.</p>

<b>Terminology to consolidate</b>	<b>Finger space, letter, word, sentence, full stops, capital letter</b>			
<b>Terminology to introduce</b>	<b>Punctuation, question mark, exclamation mark, bullet points, speech bubble, singular, plural, adjective, verb, connective, conjunction, alliteration, simile, suffix, prefix</b>			
<b>Spoken Language</b>	<p>Storytelling using class story map and own plan</p> <p>Discussion, role play and drama within Reading as a Reader (role play, improvisations, listening, responding, asking questions)</p> <p>Presentation of chosen sections of writing to class or other audience</p>	<p>Generating ideas through discussion (listening, responding, asking questions)</p> <p>Collaborative writing (maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments)</p> <p>Presentation of writing to class or other audience</p>	<p>Whole class discussions to generate and organise content</p> <p>Short burst practice-SILLY SENTENCES-children use time connectives to orally rehearse sentence e.g. Yesterday I flew to the moon. Today, I am going to the park. Tomorrow I am going skiing.</p> <p>Presentation of writing to class or other audience</p>	<p>Generating ideas through discussion (listening, responding, asking questions)</p> <p>Collaborative writing (maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments)</p> <p>Performance of poetry</p>

<b>Transcription</b>		
<b>NC Area</b>	<b>Autumn 1</b>	<b>Autumn 2</b>
<b>Handwriting</b>	<p><b>Taught handwriting sessions-daily x 15 mins</b></p> <p>Revise writing posture (bottom at back of chair, tummy to table, both feet on floor)</p> <p>Revise pencil grip</p> <p>Formation of capital letters (As needed in writing + discrete teaching of A, E, F, H, I, L, M, N, T)</p> <p>Print formation of a, c, d, g, q, s, e, o, f (link to RWI + spelling of CEW)</p> <p>Formation of digits 0-9</p>	<p><b>Taught handwriting sessions-daily x 15 mins</b></p> <p>Revise writing posture (bottom at back of chair, tummy to table, both feet on floor?)</p> <p>Revise pencil grip</p> <p>Formation of capital letters (as need in writing + discrete teaching of B, D, P, R, U, C, G, O, Q, S)</p> <p>Print formation of b, h, l, j, i, t, p (link to RWI + spelling of CEW)</p> <p>Formation of digits 0-9</p>
<b>Spelling</b>	<p>Phonics-Read Write inc (daily)-words containing each of the 40+ phonemes already taught</p> <p><b><u>Year 1 spelling patterns and rules</u></b></p> <ol style="list-style-type: none"> <li>Revision of letter names and letters of alphabet in order</li> <li>Spell the days of the week (Monday, Tuesday, Wednesday)</li> <li>The /f/, /l/, /s/, /z/ and /k/ sounds spelt as ff, ll, ss, zz and ck when after a single vowel letter in short words e.g. miss, buzz, fluff, kill, back</li> <li>The /ŋ/ sound spelt n before k</li> <li>Dictations-sentences including taught GPCs and common exception words</li> <li><b><u>Y1 Common Exception words</u></b> a, are, ask, be, by, come, do, friend</li> </ol>	<p>Phonics-Read Write inc (daily)-words containing each of the 40+ phonemes already taught</p> <p><b><u>Year 1 spelling patterns and rules</u></b></p> <ol style="list-style-type: none"> <li>Revision of letter names and letters of alphabet in order</li> <li>Spell the days of the week (Thursday, Friday)</li> <li>Division of words into syllables</li> <li>The /tʃ/ sound is usually spelt as tch if it comes straight after a single vowel letter.</li> <li>Dictations-sentences including taught GPCs and common exception words</li> <li><b><u>Y1 Common Exception words</u></b> full, go, has, he, here, his, house, I</li> </ol>
<b>Spelling ongoing</b>	<p><b><u>Learning Spellings</u></b></p> <p>Children:</p> <ul style="list-style-type: none"> <li>Learn words taught in new knowledge this term.</li> <li>Group other words from cross curricular teaching.</li> <li>Learn words from personal list</li> <li>Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.</li> </ul>	