



## English Overview – Spring – Year 1

### Composition

NC Areas	Spring 1		Spring 2	
Class Readers	Rapunzel (by Bethan Woolvin), Dogger, Knuffle Bunny		Anasi and the Golden Pot, The Owl who was Afraid	
Genre and Writing Focus	<b>Model Text: The Magic Porridge Pot</b> Finding tale <b>Focus: Settings</b>	<b>Short Burst Writing</b> Poetry into Prose <b>Focus: Description</b>	<b>Model Text: How to make Magic Porridge</b> Instructions <b>Curriculum-linked invention – Fruit Kebabs</b>	<b>Invention - Fiction</b> Drawing on taught genres and toolkits taught so far
Toolkits	<b>Settings Toolkit</b>  <b>YR+</b> Choose a name for the setting Use all senses to describe – see, hear, smell, feel, taste Use sentence of 3 to describe e.g. The cottage was small, cosy and tidy. Use adjectives to describe – select based on desired mood Use ‘as’ and ‘like’ similes Use time of day and weather	<b>Description Toolkit</b>  <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)	<b>Instructions Structure Toolkit</b> 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 in chronological order Often uses diagrams, fact-boxes, Top Tip boxes Ending – that adds in any extra points, reminders, warnings or encouragement to the reader  <b>Instructions Language Toolkit</b> Temporal sign-posts e.g. First, Next, After that Steps to be taken organised by numbers, letters or bullet points Formal as the reader is unknown Short, clear sentences to make instructions easy to follow Use of imperatives (bossy verbs) e.g. turn, mix, weigh, stir Subject specific and technical vocabulary Commas used when writing a list of ingredients or tools. Possible use of colon before a list e.g. What you need: a spade, bucket and trowel.	<b>Toolkits taught so far</b>  Settings Description Characterisation
Planning and Text structure	Use story map or story mountain to plan Understand beginning, middle and end of a story – use story map to show boxing-up the parts	Use images as stimuli (settings) Create spine poems based on images (spine of nouns + description using above toolkit) Use 3 part box-up to plan beginning, middle and end of setting description	Use instructions skeleton to plan ideas Use text map to plan writing and orally rehearse Use box-up template to scaffold structure – boxes to show introduction, what you need, method, top-tip box, diagrams etc	Use image, picture book, film clip, object etc as stimulus for writing Model using stimuli to plan story and story map

	<p>Plan opening around setting, time of day and weather e.g. One sunny morning in a small cottage...</p> <p>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>			<p>Use 5 sentence structure to plan story e.g. One day, After a while, Unfortunately, Luckily, Finally</p> <p>Plan opening around character, setting or description</p> <p>Orally rehearse story</p>
<b>Sentence construction</b>	<p><b>Consolidate YR objectives +</b></p> <p>Ensure finger spaces between words</p> <p>Use compound sentences using co-ordinating conjunctions 'and', 'but', 'so', 'or'</p> <p>Begin to write complex sentences with subordinating conjunction 'because' and 'when'.</p> <p>Use 'ly' openers e.g. Suddenly, Unfortunately, Luckily, Finally</p> <p>Introduce sentence types-statements (One day she decided to go for a walk) questions (What do you think she did?), exclamations (How amazing!)</p> <p>Write simple sentences and simple sentences embellished with adjectives</p> <p>Use repetition for rhythm e.g. It poured and poured and poured.</p>	<p><b>Consolidate YR objectives +</b></p> <p>Secure finger spaces between words</p> <p>Use compound sentences using co-ordinating conjunctions 'and', 'but', 'so', 'or'</p> <p>Begin to write complex sentences with subordinating conjunction 'because' and 'when'.</p> <p>Use exclamations (note that in the primary curriculum exclamations begin with 'what' or 'how' e.g. What a beautiful day!)</p> <p>Write simple embellished sentences i.e with adjectives and/or adverbs</p> <p>Use repetition for rhythm e.g. The branches shook and shook and shook.</p> <p>Use repetition for description – The woods were dark, the woods were cold.</p> <p>Revise different types of sentences-statements, questions and exclamations</p>	<p><b>Consolidate YR objectives +</b></p> <p>Secure finger spaces between words</p> <p>Temporal sign-posts to sequence method e.g. First, Next, After that, Then, Finally</p> <p>Use compound sentences using co-ordinating conjunctions 'and', 'but', 'so', 'or'</p> <p>Begin to write complex sentences with subordinating conjunction 'because', 'when', 'while', 'so that'</p> <p>Use exclamations (note that in the primary curriculum exclamations begin with 'what' or 'how' e.g. How delicious!, What a fantastic gift for a friend!)</p> <p>Use questions e.g. Do you want to know how to make delicious magic porridge?</p> <p>Write simple embellished sentences i.e with adjectives and/or adverbs</p> <p>Secure understanding of different types of sentences-statements, questions and exclamations</p> <p>Use 'ly' openers e.g. Carefully, pour in the magic glitter. Finally, serve in large bowls.</p>	<p><b>Consolidate YR objectives +</b></p> <p>National Curriculum objectives :</p> <p>Consolidate joining clauses using 'and' (also using 'but, or and so)</p> <p>Sequencing sentences to form short narratives (One day, After that, Unfortunately, Luckily, Finally)</p>
<b>Language</b>	<p><b>Consolidate YR objectives +</b></p> <p>Prepositions e.g. inside, outside, nearby, across, under, on top of</p> <p>Correct use of determiners – her, his, their, some, many, lots of, those</p> <p>Adjectives</p> <p>Alliteration – the gloopy gruel</p> <p>Similes e.g. The porridge ran like a river.</p> <p>Regular plural noun suffixes (-s and -es) e.g. chairs, dishes</p> <p>Suffixes -ing, -ed added to a verb e.g. spill, spilling, spilled, help, helped, helper</p>	<p><b>Consolidate YR objectives +</b></p> <p>Prepositions e.g. inside, outside, nearby, across, under, on top of</p> <p>Correct use of determiners – her, his, their, some, many, lots of, those</p> <p>Adjectives</p> <p>Adverbs</p> <p>Alliteration</p> <p>Similes 'as' and 'like'</p> <p>Regular plural noun suffixes (-s and -es) e.g. woods, flowers</p> <p>Suffixes -ing, -ed added to a verb e.g. rustle, rustled, rustling, trickle, trickled, trickling</p>	<p><b>Consolidate YR objectives +</b></p> <p>Prepositions e.g. on top of, in, on, by etc</p> <p>Adjectives for clarity</p> <p>Adverbs for clarity</p> <p>Regular plural noun suffixes (-s and -es) e.g. bowls, dishes</p> <p>Prefix -un – do/undo</p> <p>Use of imperatives (bossy verbs) e.g. turn, mix, weigh, stir</p> <p>Subject specific and technical vocabulary</p>	<p><b>Consolidate YR objectives +</b></p> <p>National curriculum objectives :</p> <p>Spelling of CEW for Y1</p> <p>Plural noun suffixes -s or -es (dog/dogs, wish/wishes)</p> <p>Suffixes that can be added where no change is needed to root word: lift, lifted, lifting, lifter</p> <p>Use of prefix -un in changing meaning of verbs and adjectives e.g. untie, unkind</p>

	Prefix -un and how it changes the meaning of a word to the opposite e.g. able/unable, stoppable, unstoppable	Prefix -un and how it changes the meaning of a word to the opposite e.g. tidy/untidy, happy/unhappy, locked/unlocked		
<b>Punctuation</b>	Capital letter for start of sentence Capital letter for a name, place name and days of the week Full stop at end of sentence Question marks Exclamation marks	Capital letter for start of sentence Capital letter for a name, place name and days of the week Capital letter for personal pronoun 'I' Full stop at end of sentence Question marks Exclamation marks	Capital letter for start of sentence Capital letter for names Full stop at end of sentence Question marks Exclamation marks Bullet points Commas in a list	Capital letter for start of sentence Capital letter for a name, place name and days of the week Capital letter for personal pronoun 'I' Full stop at end of sentence Question marks Exclamation marks
<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>	Storytelling using class story map and own plan Discussion, role play and drama within Reading as a Reader (role play, improvisations, listening, responding, asking questions) Presentation of chosen sections of writing to class or other audience	Generating ideas through discussion (listening, responding, asking questions) Collaborative writing (maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments) Presentation of writing to class or other audience	Whole class discussions to generate and organise content Short burst oral practice-INSTRUCTIONS – First, weigh the ingredients, Next, sieve the flour into a bowl, After that, mix in 4 eggs, Then, stir in 25g of butter and beat, When the batter is smooth, sprinkle in 2 cups of magic glitter, Finally, pour into large bowls and serve.  Presentation of writing to class or other audience	Whole class discussions to generate and organise content Short burst oral 5 sentence stories – One day, After a while, Unfortunately, Luckily, Finally Present favourite section to class or parallel class

<b>Transcription</b>		
<b>NC Area</b>	<b>Spring 1</b>	<b>Spring 2</b>
<b>Handwriting</b>	<b>Taught handwriting sessions-daily x 15 mins</b> Consolidate writing posture (bottom at back of chair, tummy to table, both feet on floor) Consolidate pencil grip Consolidate capital letter formation – A, B, C, D, E, F, G, H, I, J, K, L, M Consolidate print formation of a, b, c, d, e, f, g, h, i, j, k, l, m (link to RWI + spelling of CEW) Consolidate formation of digits 0-9	<b>Taught handwriting sessions-daily x 15 mins</b> Consolidate writing posture (bottom at back of chair, tummy to table, both feet on floor?) Consolidate pencil grip Consolidate capital letter formation – N, O, P, Q, R, S, T, U, V, W, X, Y, Z Consolidate print formation of n, o, p, q, r, s, t, u, v, w, x, y, z (link to RWI + spelling of CEW) Consolidate formation of digits 0-9
<b>Spelling</b>	Phonics-Read Write inc (daily)-words containing each of the 40+ phonemes already taught Year 1 spelling patterns and rules 1. Revision of letter names and letters of alphabet in order	Phonics-Read Write inc (daily)-words containing each of the 40+ phonemes already taught Year 1 spelling patterns and rules 1. Revise days of the week (Monday, Tuesday, Wednesday, Thursday, Friday,

	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  6. Y1 Common Exception words is, love, me, my, no, of, off, once	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  6. Y1 Common Exception words one, our, pull, push, put, said, says, school,
<b>Spelling ongoing</b>	<b><u>Learning Spellings</u></b> Children: <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>	