

## English Overview Year 1 2023 - 2024

### Term 1.1

Reading	Writing
<p><b><u>Outcomes – see NC Statutory Requirements</u></b></p> <p><b>Class Novel –</b> Olivia Saves the Circus by Ian Falconer</p> <p><u>Text type:</u> journey story <u>Focus:</u> Description</p> <p><b>Other suggested linked texts-</b> Olivia - Ian Falconer Olivia in Venice - Ian Falconer Olivia and the Missing Toy - Ian Falconer Paddington at the Circus – Michael Bond If I ran the Circus – Dr Seuss Elfa and the Box of Treasure – Michelle Belle</p> <p><b>Poetry Spine -</b> Mr Brown the Clown Kenn Nesbitt</p> <p><b>Non Fiction</b> Start-up History; Toys - Stewart Ross</p>	<p><b><u>National Curriculum Outcomes (in bold) - Also see NC statutory composition requirements</u></b></p> <p><b>To leave spaces between words</b> in all forms of writing  <b>To join words and clauses using and</b> in a character description  <b>To punctuate sentences using a capital letter and a full stop</b> in a character description, instructions and captions  <b>To compose a sentence orally before writing it,</b> in all forms of writing.</p> <p><b><u>Suggested writing</u></b></p> <ul style="list-style-type: none"> <li>- Labels and captions</li> <li>- Instructions on how to put your coat on and getting dressed</li> <li>- Character description of Olivia</li> <li>- Write an imitation of part of Olivia Saves the Circus</li> <li>-</li> </ul> <p><b><u>SPAG Focus</u></b></p> <ul style="list-style-type: none"> <li>- To understand what a noun is</li> <li>- To understand what a verb is and use these to begin commands</li> <li>- To use adjectives to describe a noun</li> <li>- To begin to write simple sentences using capital letters and full stops</li> <li>- To join clauses using ‘and’</li> </ul>

## Term 1.2

### Reading

#### **Outcomes – see NC Statutory Requirements**

**Class Novel** – Elmer and the Wind  
by David McKee

**Other suggested linked texts-**  
Season Come, Seasons Go – Tree  
By Britta Teckertrup

Mr Grumpy's Outing  
by John Burningham

Focus - Setting  
Innovation- substitution

#### **Poetry Spine -**

The Winter Wind Blows

Who has seen the wind?  
by Christina Rossetti

The Works KS1, chosen by Pie Corbett  
(The Natural World chapter)  
Pg 243 – The Music of the Wind, by Wes  
Magee

#### **Comprehension Focus-**

Features of fiction and non-fiction text

Practice checking that a text makes  
sense as they read and correcting  
inaccurate reading

Retrieval with a focus on answering  
test style questions.

PIRA Autumn 1

### Writing

#### **National Curriculum Outcomes (in bold) - Also see NC statutory composition requirements**

**To compose a sentence orally before writing it**, in all forms of writing.

**To sequence sentences to form a short narrative** when writing a non-chronological report and a journey story.

**To punctuate sentences with a capital letter**

**To re-read what they have written to check it makes sense** in all forms of writing.

**To write verbs in the present tense (ing) in a non-chronological report**

#### **Suggested Writing**

- Innovation by substitution 'Olivia saves ....'
- Write poems about seasons/weather
- Innovated by substitution a poem about a season
- Non-Chronological report about a season
- Recount of Autumn walk

#### **SPAG Focus**

- Learn the names of the letters of the alphabet (inc how to form)
- To use a capital letter to begin sentences
- Rhyming words
- To use coordinating conjunctions (and, so)
- To re-read what they have written to check it makes sense
- Adding the suffix 'ing' to verbs

## Term 2.1

### Reading

#### **Outcomes – see NC Statutory Requirements**

Nat Fantastic  
by Giles Andreae

Text type: Portal Story  
Foci: Action

#### **Other suggested linked texts-**

Charlie's Superhero Underpants  
by Paul Bright

Cops and Robbers  
by Alan and Janet Ahleberg

Super Daisy  
by Kes Gray

#### **Poetry Spine -**

If I was a superhero...  
by Sally Grey

#### **Comprehension Focus-**

Discuss the significance of the title and events

Retrieval

### Writing

#### **National Curriculum Outcomes (in bold) - Also see NC statutory composition requirements**

**To add the suffix –ed to root words where no change is needed** when writing letters, post cards and narratives.

**To add the suffix –er to root words where no change is needed** to create comparative adjectives when writing narratives and recounts

#### **Suggested Writing**

- Comic strips
- Nat Fantastic character description (wanted posters)
- Innovate by changing what Nat Fantastic does
- Invent own portal story
- Write thank-you letters in role as character from Nat (. ! ?)

#### **SPAG Focus**

- To use expanded noun phrases
- To understand the difference between past and present tense
- To add the suffix –ed to root words where no change is needed
- To add the suffix er and est to comparative adjectives

Term 2.2	
Reading	Writing
<p><b><u>Outcomes – see NC Statutory Requirements</u></b></p> <p><b>Class Novel –</b> Paddington at the Palace by Michael Bond</p> <p>Text type: Journey Story</p> <p>Foci: Description</p> <p><b>Other suggested linked texts-</b></p> <p>Kipper’s Birthday &amp; Kipper in London by Mick Inkpen</p> <p>Dick Wittington and his cat</p> <p>The tale of St George</p> <p><b>Poetry Spine -</b> The Village Child Around London (busyteacher.org)</p> <p><b>Comprehension Focus-</b></p> <p>Making links to their own experiences Retrieval and Inference</p> <p>PIRA Spring 1</p>	<p><b><u>National Curriculum Outcomes (in bold)</u> Also see NC statutory composition requirements</b></p> <p><b>To re-read what they have written to check it makes sense.</b> <b>To use a capital letter for names, places, the days of the week and the personal pronoun I</b> when writing a narrative and information text <b>To correctly punctuate sentences using a capital letter, full stop or question mark</b> in a narrative, information text and postcard. <b>To use a range of conjunctions</b> (and, but, so, because, when, until) to extend sentences.</p> <p><b><u>Suggested Writing</u></b></p> <ul style="list-style-type: none"> <li>- Write an information page about London landmarks</li> <li>- Writing postcards/letters from different London landmark in the role of Paddington (noun phrases)</li> <li>- Innovate the story of Paddington to different London landmarks</li> <li>- Invent a journey story to a city, town or village</li> </ul> <p><b><u>SPAG Focus</u></b></p> <ul style="list-style-type: none"> <li>- To recap adding the suffix –ed to root words where no change is needed</li> <li>- To punctuate sentences using capital letters, full stops and question marks</li> <li>- To use a range of conjunctions (because/ when/ until) to extend sentences.</li> </ul>

## Term 3.1

Reading	Writing
<p><b><u>Outcomes – see NC Statutory Requirements</u></b></p> <p><b>Class Novel –</b> Elves and the Shoemaker Brothers Grimm</p> <p>Text Type: Traditional Tale Foci: Action</p> <p><b>Other suggested linked texts-</b> Traditional Tales: Little Red Riding Hood The Three Little Pigs Goldilocks Snow White Rumpelstiltskin</p> <p>Non-fiction Election by Eleanor Levenson</p> <p><b>Poetry Spine</b> - 'I Wandered Lonely as a Cloud' By William Wordsworth</p> <p><b>Comprehension Focus-</b></p> <p>Focus on discussing word meaning, linking to those already known</p> <p>Retrieval</p> <p>Making inferences on the basis of what is being said and done</p> <p>PIRA Summer 1</p>	<p><b><u>National Curriculum Outcomes (in bold)</u></b> - Also see NC statutory composition requirements</p> <p><b>To write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far.</b></p> <p><b>To add the suffix est to root words where no change is needed</b> to create superlative adjectives when writing narratives and a recount.</p> <p><b>To correctly punctuate sentences using a capital letter, full stop, question mark and exclamation mark</b> in a narrative and recount</p> <p><b>To add the prefix un</b></p> <p><b><u>Suggested Writing</u></b></p> <ul style="list-style-type: none"> <li>- Write letters in role as shoemaker</li> <li>- Imitate and innovate a narrative linked to Elves and the Shoemaker</li> <li>- Recount of an election day role play linked to the 'Election' book</li> </ul> <p><b><u>SPAG Focus</u></b></p> <ul style="list-style-type: none"> <li>- To add the prefix un and use it when writing</li> <li>- To use a range of punctuation (.?! ) correctly</li> <li>- Using apostrophes when reading and writing contractions</li> <li>- To understand what questions and exclamations are and how to punctuate them correctly.</li> </ul>

## Term 3.2

### Reading

#### **Outcomes – see NC Statutory Requirements**

#### **Class Novel –**

How the Leopard got his Spots-  
Rudyard Kipling's

Text Type: Wishing Tale

Foci: Characterisation

#### **Other suggested linked texts-**

The Tiger Who Came to Tea  
by Judith Kerr

The Tiger Child  
by Joanna Troughton

Information texts about animals

#### **Poetry Spine –**

Nursery rhymes based on animals

Old MacDonald had a farm  
Mary had a little lamb  
Hickory Dickory Dock  
A wise old owl  
Little bunny Foo Foo  
Pussy cat, pussy cat

#### **Comprehension Focus-**

To recognise and join in with  
predictable phrases

To recite poems by heart

Retrieval with a focus on answering  
reading test style questions.

### Writing

#### **National Curriculum Outcomes (in bold) - Also see NC statutory composition requirements**

**To correctly punctuate sentences using a capital letter, full stops, question marks and exclamation marks** in a narrative and instructions.

**To use the spelling rule for adding –s or –es as a plural marker to nouns**

#### **Suggested Writing**

- Write a character description
- Innovate and invent fables
- Write a list of items needed to be a good zookeeper
- Write instructions about how to be a zookeeper
- Write an Information booklet about Animals
- Write a recount about Year 1 trip

#### **SPAG Focus**

- To use the spelling rule for adding –s or –es as a plural marker to nouns
- To write in the past tense
- Creating and identifying compound words
- Read aloud their own writing clearly to the class