

English Overview Year 1 2024 - 2025

Term 1.1

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

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

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

Non-Fiction –

A Journey Through the Weather by
John Haslam and Steve Parker
Information Texts about animals

Comprehension Focus-

Features of fiction and non-fiction
texts

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.

Suggested Writing

- Recount of autumn walk (shared write)
- Write poems about seasons/weather
- Non-Chronological report about a season
- Independent writing of own invented stories

SPAG Focus

- Learn the names of the letters of the alphabet (including 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

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

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

Non-Fiction –

The Life of Florence Nightingale by Liz
Gogerly

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 recounts and fables.

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

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

To punctuate sentences with capital letters and full stops in all forms of writing.

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

Suggested Writing

- Write a character description
- Innovate a fable
- Write recounts about Florence Nightingale and Edith Cavell
- Independent writing of own invented stories

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 to create comparative adjectives

Term 2.2

Reading

Outcomes – see NC Statutory Requirements

Class Novel –

Paddington at the Palace
by Michael Bond

Text type: Journey Story

Foci: Description

Other suggested linked texts-

Kipper's Birthday & Kipper in London
by Mick Inkpen

Dick Wittington and his cat

The tale of St George

Poetry Spine -

The Village Child
Around London (busyteacher.org)

Non-Fiction:

Living in England by Annabelle Lynch

Comprehension Focus-

Making links to their own experiences
Retrieval and Inference

PIRA Spring 1

Writing

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

To re-read what they have written to check it makes sense.

To use a capital letter for names, places, the days of the week and the personal pronoun I when writing a narrative and information text

To correctly punctuate sentences using a capital letter, full stop or question mark in a narrative, information text and postcard.

To use a range of conjunctions (and, but, so, because, when, until) to extend sentences.

Suggested Writing

- Write an information page about London landmarks
- Writing recounts (postcards/letters from different London landmarks) in the role of Paddington
- Innovate the story of Paddington to different London landmarks
- Invent a journey story to a city, town or village
- Independent writing of own invented stories

SPAG Focus

- To recap adding the suffix –ed to root words where no change is needed
- To punctuate sentences using capital letters, full stops and question marks
- To use a range of conjunctions (because/ when/ until) to extend sentences.

Term 3.1

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

Term 3.2

Reading	Writing
<p><u>Outcomes – see NC Statutory Requirements</u></p> <p>Nat Fantastic by Giles Andreae</p> <p>Text type: Portal Story Foci: Action</p> <p>Other suggested linked texts- Charlie’s Superhero Underpants by Paul Bright</p> <p>Cops and Robbers by Alan and Janet Ahleberg</p> <p>Super Daisy by Kes Gray</p> <p>Poetry Spine - If I was a superhero... by Sally Grey</p> <p>Non-fiction – Holiday brochures of Iceland and Egypt</p> <p>Comprehension Focus-</p> <p>To recognise and join in with predictable phrases</p> <p>To recite poems by heart</p> <p>Retrieval with a focus on answering reading test style questions.</p>	<p><u>National Curriculum Outcomes (in bold) - Also see NC statutory composition requirements</u></p> <p>To correctly punctuate sentences using a capital letter, full stops, question marks and exclamation marks in a narrative, letters, character descriptions and recounts.</p> <p>To use the spelling rule for adding –s or –es as a plural marker to nouns</p> <p><u>Suggested Writing</u></p> <ul style="list-style-type: none"> - 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 (. ! ?) - Write a recount about a real-life experience - Independent writing of own invented stories <p><u>SPAG Focus</u></p> <ul style="list-style-type: none"> - 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