

English - Long Term Overview for Year One

| Term One | | | Term Two | | |
|---|---|---|--|--|--|
| Class Books: Mr Gumpy's Outing, Avocado Baby and Oi, Get Off My Train! - John Burningham; The Magic Finger - Roald Dahl | | | Class Book: This is Not My Hat, I Want My Hat Back and Square - Jon Klassen; The Cave - Rob Hodgson; Cops & Robbers and Burglar Bill - Janet & Allan Ahlberg | | |
| Fiction | Non-fiction | Poetry | Fiction | Non-fiction | Poetry |
| Text: Mr Gumpy's Outing - Picture Book by John Burningham Genre: Narrative: Repetitive Tale | Text: Chickens Genre: Inform: Non-chronological report | Text: On the Ning Nang Nong by Spike Milligan Genre: Entertain: Nonsense Poem | Text: This is Not My Hat - Picture Book by Jon Klassen Genre: Narrative: Finding Tale | Text: Should The Little Fish Have Taken The Hat? Genre: Discuss: Reasoned Argument | Text: Winter Walk - Wendy Larmont (within Pie Corbett's The Works at Key Stage One) Genre: Entertain: Patterned Poetry |
| Writing Features: Plot - Chronological; predictable, repeated phrases Setting - familiar (farm/countryside) Characters - familiar, animals with predictable characteristics Problem - a triggering event is included (e.g. animal action) | Writing Features: Title Headings Labels Captions Present tense | Writing Features: Alliteration Rhyme Nonsense words (onomatopoeia) | Writing Features: Plot - Chronological; patterned, repeated phrases Setting - geographical (under the sea) Characters - familiar, sea creatures (fishes, crab) Problem - a triggering event is included (e.g. animal behaviour) Conjunctions to link clauses - and | Writing Features: Opening question Statements - for and against Summary Conjunctions to link clauses - e.g. because, but | Writing Features: Rhyme |
| Skills Progression: <i>Non-negotiables</i> To develop their own narratives by connecting ideas or events Sit correctly at a table, holding a pencil comfortably and correctly To write simple sentences which can be read by themselves Apply known graphemes to spell some words correctly and others phonetically plausibly (Phase 2/3) | Skills Progression: <i>Non-negotiables</i> Spell words containing each of the 40+ phonemes already taught Understand the terms word and sentence Write sentences by saying out loud what they are going to write about | Skills Progression: <i>Non-negotiables</i> Be secure in Phase 4 letters and sounds Understand the terminology noun and proper noun Begin to form capital letters Join words and clauses using 'and' | Skills Progression: Write sentences by composing a sentence orally before writing it Understand the terminology singular and plural Use the spelling rule for adding -s or -es as the plural marker for nouns and the third person singular marker for verbs Coordination - and | Skills Progression: Leave spaces between words Begin to punctuate sentences using a capital letter and a full stop Coordination - because, but | Skills Progression: Understand which letters belong to which handwriting 'families' |

Talk For Writing is used throughout Year One - Children will use familiar plots for structuring the opening, middle and end of a story and specially created example texts for structuring other genres of writing

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| Term Three | | | Term Four | | |
|--|---|-----------------------------------|---|--|--|
| Class Books: The Magic Porridge Pot - Traditional The Enchanted Wood - Enid Blyton; Greatest Animal Stories - Michael Morpurgo; The Puffin Book Of Fantastic First Poems - June Crebbin | | | Class Book: Dogger, Alfie and Alfie Wins A Prize - Shirley Hughes; Lost and Found - Oliver Jeffers; Knuffle Bunny - Mo Willems; Beegu - Alexis Deacon | | |
| Fiction | Non-fiction | Book Week | Fiction | Non-fiction | Poetry |
| Text: The Magic Porridge Pot Genre: Narrative: Wishing Tale (traditional) | Text: Dear Mayor of Fairyland Genre: Inform: Letter | Text: Genre: | Text: Dogger by Shirley Hughes Genre: Narrative: Losing Tale | Text: How Dogger Got Lost Genre: Discuss: Recount (Explanation) | Text: My Friend by Emily Hearn Genre: Entertain: Poetry |
| Writing Features: Plot - Chronological, traditional (magic) Setting - familiar (e.g. wood/house/town) Characters - familiar (e.g. little girl, old woman, mother) Problem - a triggering event is included (e.g. forgotten magic words) | Writing Features: Layout: Address, date, greeting, introduction, more details, conclusion, sign off Persuasive language: emotive, one sided argument Conjunctions to link clauses - e.g. because, and | Writing Features: | Writing Features: Plot - Chronological; five parts (opening, build up, problem, resolution, ending) Setting - familiar (e.g. house/ school) Characters - familiar (e.g. boy, Mum, Dad, sister, little girl) Problem - a triggering event is included (e.g. lost toy) | Writing Features: Opening question Chronological statements/ details Past tense Conjunctions (temporal) Conclusion | Writing Features: Similes |
| Skills Progression: Use –ing, –ed where no change is needed in the spelling of root words Coordination - and, but Discuss what they have written with the teacher or other pupils | Skills Progression: Beginning to punctuate sentences using a capital letter and a full stop or exclamation mark Use a capital letter for the personal pronoun "I" Coordination - and, because | Skills Progression: | Skills Progression: Begin to spell the days of the week Begin to use capital letters for names of people, places and dates Sequence sentences to write short narratives | Skills Progression: Sequence ideas and events in non-fiction Begin to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark | Skills Progression: Choose words for interest |

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| Term Five | | | Term Six | | |
|---|--|--|---|---|--|
| Class Books: The Dragon Machine - Helen Ward; Willy the Wizard, Bear Goes To Town, Silly Billy and Into The Forest - Anthony Browne; Something Else - Kathryn Cave & Chris Riddell; Hey Little Bug - James Carter (Poems) | | | Class Book: The Tiger Who Came To Tea - Judith Kerr; The Elephant and the Bad Baby - Elfrida Vipont; Can't You Sleep Little Bear? - Martin Waddell; Wolves - Emily Gravett; When We Were Young - A.A. Milne | | |
| Fiction | Non-fiction | Poetry | Fiction | Non-fiction | Poetry |
| Text: The Dragon Machine by Helen Ward Genre: Narrative: Journey Tale | Text: Kimono Dragons Genre: Persuade: Poster | Text: Mrs Sprockett's Strange Machine by Michaela Morgan Within Pie Corbett's The Works at Key Stage One Genre: Entertain: Performance Poetry | Text: The Tiger Who Came To Tea by Judith Kerr Genre: Narrative: Tale of Defeating a Monster | Text: How to Make Tea For a Tiger Genre: Inform: Instruction | Text: The Cupboard by Walter de la Mare Within Pie Corbett's The Works at Key Stage One Genre: Entertain: Classic poetry |
| Writing Features: Plot - Chronological; five parts (opening, build up, problem, resolution, end) Setting - familiar into fantasy (e.g. house/town/land of the dragons) Characters - familiar into fantasy (e.g. boy, people, dragons) Problem - triggering event (e.g. dragons don't belong in real world) | Writing Features: Layout: Headings/slogans; varied text types (e.g. use of capital letters) Use of facts/statistics Emotive language Technical vocabulary | Writing Features: Rhyming strings Onomatopoeia | Writing Features: Plot - Chronological; five parts (opening, build up, problem, resolution, ending) Setting - familiar (e.g. house/garden) Characters - familiar/fantasy (e.g. girl, Mum, Dad, tiger) Problem - triggering event (e.g. hungry tiger) | Writing Features: Title Question Sequence - numerical Imperative verbs Present tense | Writing Features: Rhyme |
| Skills Progression: Begin to form lower-case letters in the correct direction, starting and finishing in the right place Use the prefix un- Begin to use adjectives to describe (noun phrases) | Skills Progression: Form capital letters and form lowercase letters in the correct direction, starting and finishing in the right place Begin to spell number words | Skills Progression: Spell number words correctly Read their writing aloud, clearly enough to be heard by their peers and the teacher | Skills Progression: Use -er and -est where no change is needed in the spelling of root words Use adjectives to describe (noun phrases) Coordination - and, but | Skills Progression: Use the spelling rule for adding -s or -es as the plural marker for nouns and the third person singular marker for verbs Spell common exception words Write sentences by re-reading what they have written to check that it makes sense | Skills Progression: Form lowercase letters correctly, showing clear ascenders and descenders |

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