

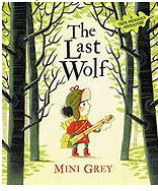

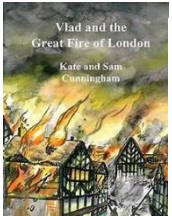

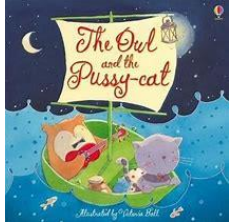
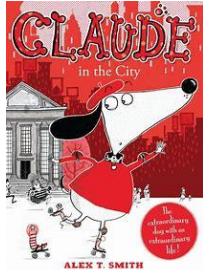



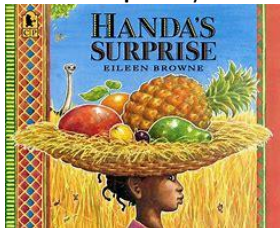
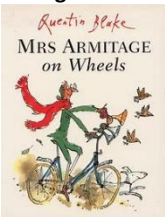


Year 1 – English Overview

Autumn Term	Autumn 1		Autumn 2	
Topic:	Childhood		Childhood	
Text Type:	Poetry		Traditional and Twisted Fairy Tales	Christmas focus
Text:	Whole School Literacy Project		Little Red Riding Hood and The Last Wolf by Mini Grey	Letter to Father Christmas (Read, Write, perform)
	<p>Question Time – Julia Donaldson Sick by Shel Silverstein Bleezer’s Ice Cream by Jack Prelutsky</p> <div style="display: flex; justify-content: space-around;">   </div>			
Key Writing Outcomes:	<p><u>CST: Big Question Lesson (choose ones relevant to text)</u></p>		<p><u>List poem</u> <u>Children to perform their poems to the class.</u></p>	<p><u>Letter</u></p>
Grammar focus: (SU = Step Up reference)	<p>SU1.1: Introduce spelling of phase 3 letters and sounds within words. SU1.4: Spell words containing phonemes from phase 2 and 3. SU3/SU19.3/SU20: Spell the days of the week with capital letters and using phonic knowledge where applicable. SU2.1: Introduce Phase 3 CEW for children to learn to spell this term. SU9: apply simple rules and guidelines for spelling – f, l, s, z and k. SU11: Begin to form letters in the correct direction, starting and finishing in the right place and sitting on the line. SU16: Leave spaces between words. SU20: Ensure children know the term ‘word’.</p>		<p>SU1.1: Can spell most of phase 3 letters and sounds within words. SU1.4: Spell words containing phonemes from phase 2 and 3. SU2.1: Practice Phase 3 CEW for children to learn to spell this term. SU4: Name letters of alphabet – name and aware they have a sound. SU12/SU20: Capital letters – understand the purpose, where to use them and how to form them. SU19.1/SU20: begin to punctuate sentences with a capital letter and full stop.</p>	
Length of unit	3 -4 weeks		2 weeks	3 weeks

Year 1 – English Overview

Spring Term	Spring 1		Spring 2	
Topic:	Bright Lights, Big City		Bright Lights, Big City	
Text Type:	Fiction with a historical link	Poetry	Modern Text (Fiction)	Classic children’s fiction
Text:	<p>Vlad and the Great Fire of London, K and S Cunningham</p> <p>The Great Fire of London by Emma Adams</p>  	<p>Pussy cat, pussy cat, where have you been?</p> <p>Owl and the pussy cat by Edward Lear</p> 	<p>Claude in the City by Alex Smith</p> 	<p>Paddington at the Palace by Michael Bond</p> 
Key Writing Outcomes:	<p><u>Diary</u></p> <p><u>Newspaper report</u></p> <p><u>Questions</u></p> <p><u>CST: Big Question lesson (Option for the Poor, Solidarity)</u></p>	<p><u>Free verse poem</u></p> <p>(children to perform their poems)</p>	<p><u>Narrative retell</u></p>	<p><u>Postcard home from London</u></p> <p>Setting Description of palace</p> <p>Fact file about London</p> <p><u>CST: Big Question Lesson (Rights and Responsibilities)</u></p>
Grammar focus: (from Step Up)	<p>SU1.2: Introduce spelling of phase 4 letters and sounds within words.</p> <p>1st person</p> <p>Past tense</p> <p>SU2.2: introduce Phase 4 CEW for children to learn to spell this term.</p> <p>SU8: using -ing, -ed, -er and -est when root word remains.</p> <p>SU17: Joining words and joining clauses using the conjunction ‘and.’</p> <p>SU18.2/SU20: To begin to punctuate sentences using a question mark.</p> <p>SU19.2/SU20: Capital letter for the names of places.</p>	<p>SU1.2: Begin spelling of phase 4 letters and sounds within words.</p> <p>SU2.2: Practice Phase 4 CEW for children to learn to spell this term.</p> <p>Question marks</p> <p>SU8: using -ing, -ed, -er and -est when root word remains.</p> <p>SU9: apply simple rules and guidelines for spelling – ff, ll, ss, zz and ck.</p>	<p>SU1.2: Can spell most of phase 4 letters and sounds within words.</p> <p>SU2.2: Practice Phase 4 CEW for children to learn to spell this term.</p> <p>SU7: Using prefix un-</p>	<p>SU1.2: Confidently can spell phase 4 letters and sounds within words.</p> <p>SU1.6/10: Write a simple sentence dictated by the teacher that includes GPCs and CEW from phase 4.</p> <p>SU1.7: recognise and write some decodable compound words.</p> <p>SU2.2: Children to be able to spell Phase 4 CEW.</p> <p>SU8: using -ing, -ed, -er and -est when root word remains.</p>
Length of unit	4 weeks	2 weeks	3 - 4 weeks	3 - 4 weeks

Year 1 – English Overview

Summer Term	Summer 1 (short term)		Summer 2	
Topic:	School Days		School Days	
Text Type:	Story from another culture	Class Text (Fiction)	Modern Text (Fiction)	Modern Text (Fiction)
Text:	Handa's Surprise by Eileen Browne 	Mrs Armitage on Wheels by Quentin Blake 	Leaf by Sandra Dieckman 	How to catch a star by Oliver Jeffers 
Key Writing Outcomes:	<u>Own version of the narrative</u>	Story map Orally retell (Talk 4 writing) Character description <u>Retell the story</u>	Conversation Character description Setting description <u>Narrative</u> <u>CST: Big Question lesson (Creation and Environment/Stewardship)</u>	Description of space <u>Instructions on how to catch a star</u>
Grammar focus:	SU1.3: Introduce spelling of phase 4 letters and sounds within words. SU1.4: Begin to spell words containing phase 5 letters and sounds confidently when spelling. SU2.3: introduce Phase 5 CEW for children to learn to spell this term. SU5.1: Understand how in some words (split digraph) the letter says its name (phase 5) SU6: Use the spelling rules for adding -s or -ed for a plural. SU9.3: Apply simple rules and guidelines: divide words into syllables. E.g. carrot, Handa. SU20: ensure children understand the meaning of singular and plural and can use examples within their writing. Time order	SU1.3: Begin spelling of phase 5 letters and sounds within words. SU1.4: Begin to spell words containing phase 5 letters and sounds confidently when spelling. Adjectives SU2.3: Practice Phase 5 CEW for children to learn to spell this term. SU5.2: Understand what a vowel is and be able to name them. SU9.2: Apply simple rules and guidelines: 'n' sound before 'k' e.g. honk, think, sunk. SU18.3/SU20: begin to punctuate sentences using an exclamation mark (horn sounds)	SU1.3: Can spell most of phase 5 letters and sounds within words SU1.4: Begin to spell words containing phase 5 letters and sounds confidently when spelling. SU2.3: Practice Phase 5 CEW for children to learn to spell this. SU5.3: Use letter names to spell exception words e.g. was. SU8: using -ing, -ed, -er and -est when root word remains. Verbs Adjectives	SU1.3: Confidently can spell phase 5 letters and sounds within words. SU1.4: Begin to spell words containing phase 5 letters and sounds confidently when spelling. SU1.6/10: Write a simple sentence dictated including GPCs and CEW from phase 5. SU1.7: recognise and write some decodable compound words. SU2.3: Children to be able to spell Phase 5 CEW. SU9.4: Spell words containing the trigraph '-tch' e.g. catch, fetch, kitchen, notch.
Length of unit	3 weeks	3 weeks	4 weeks	3 weeks