



Year 1 English Overview



		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Purpose and genre	Inform – 3 weeks <i>Lists, labels, captions</i> Entertain – 2 weeks <i>Stories with predictable phrasing</i> Poetry – 1 week <i>Structure – rhyming couplets</i>	Entertain – 3 weeks <i>Short narratives from simple picture books</i> Inform – 3 weeks <i>Recount - postcard</i>	Inform – 3 weeks <i>Non-chronological report</i> Entertain – 3 weeks <i>Adventure story</i>	Inform – 2 weeks <i>Instructions</i> Entertain – 2 weeks <i>Traditional tale</i> Poetry – 1 week <i>Structure – rhyming couplets</i>	Entertain – 3 weeks <i>Narrative in familiar settings.</i> Inform – 3 weeks <i>Explanation</i>	Entertain – 3 weeks <i>Diary</i> Inform – 2 weeks <i>Non-chronological report</i> Inform – 1 weeks <i>Letters</i>
National Curriculum	Composition (planning, drafting, editing and proof reading)	<ul style="list-style-type: none"> • Say out loud what they are going to write about; • Compose a sentence orally before writing it • Re-read what they have written to check for sense • Sequence sentences to form short narratives • Discuss what they have written with the teacher or other pupils • Read aloud their writing clearly enough to be heard by their peers and teacher 					
National Curriculum	Text Level and composition	Lists using numbers or bullet points Labels giving a name to different parts of a picture using an arrow and a word or short phrase Caption a short sentence telling you what is in the picture Include adjectives to describe the noun	Simple past tense Rise and fall story shape.	Title, subheadings, labels and captions Rise and fall story shape.	Present tense Verbs Simple adverbial of time (e.g. first, next, finally) Title, subheadings and illustrations Careful choice of nouns and verbs Adjectives Adverbials of time using story language.	Rise and fall story shape Speech bubbles Diagrams/illustration with labels Technical vocabulary Present tense	Past tense Adverbials of time Title, subheadings, labels and captions



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National Curriculum	Sentence Level	<p>Spaces between words</p> <p>Single clause sentences (noun and verb)</p>	<p>Spaces between words</p> <p>Single clause sentences (noun and verb)</p> <p>Use 'and' to link words in sentences</p>	<p>Use 'and' to link words in sentences</p> <p>Join two clauses in a sentence using the coordinating conjunction 'and'</p>	<p>Join two clauses in a sentence using the coordinating conjunction 'and'</p>	<p>Join two clauses in a sentence using the coordinating conjunction 'and' – can introduce other conjunctions (but, because and so)</p>	<p>Join two clauses in a sentence using the coordinating conjunction 'and' – can introduce other conjunctions (but, because and so)</p>
National Curriculum	Word Level including punctuation	<p>Begin to punctuate sentences using a capital letter and a full stop</p> <p>Use capital letter for names of people and places</p>	<p>Begin to punctuate sentences using a capital letter and a full stop</p> <p>Use capital letter for names of people, places, days of the week and personal pronoun 'I'</p>	<p>Use capital letters, full stops, question marks and exclamation marks.</p>	<p>Use capital letters, full stops, question marks and exclamation marks</p>	<p>Use capital letters, full stops, question marks and exclamation marks</p>	<p>Use capital letters, full stops, question marks and exclamation marks</p>
National Curriculum	Spelling	<ul style="list-style-type: none"> • Write from memory simple sentences dictated by the teacher that include words using GPCs and common exception words taught so far • Regular plural noun suffixes -s or -es (for example dog, dogs; wish, wishes), including the effects of these suffixes on the end of the noun • Suffixes that can be added to verbs where no change is needed in the spelling (e.g. helping, helped, helper) • How the prefix un- changes the meaning of verbs and adjectives (for example: unkind, undoing, untied the boat) • Words containing each of the 40+ phonemes already taught, common exception words, days of the week 					
National Curriculum	Handwriting	<ul style="list-style-type: none"> • Sit correctly at a table, holding pencil comfortably and correctly • Begin to form lower-case letters in the correct direction, starting and finishing in the right place • Form capital letters • Form digits 0-9 • Understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and to practise these 					