



English Overview – Summer – Year 1

Composition

NC Areas	Summer 1		Summer 2	
Class Reader	<p>The Man on the Moon – picture book Martin’s Mice – Short chapter book</p>		<p>The Amazing Grace – picture book The Enchanted Wood – Short chapter book</p>	
Genre and writing focus	<p>Model Text: Monkey See, Monkey Do Journey tale Focus: Description</p>	<p>Love that book Invention Whole school response to a chosen text</p>	<p>Model Text: Naughty Monkeys! Non-chronological report Curriculum linked invention-Animal report linked to science</p>	<p>Poetry (List poem) The Picture Focus: Using senses to describe</p>
Toolkits	<p>Description Toolkit</p> <p>Use precise noun to ‘name’ it e.g. poodle rather than dog Choose adjectives to help the reader picture the scene (separate with comma if 2 together e.g. the small, round pot...) Sentence or power of 3 to describe e.g. Santa was red, fat and friendly. Choose powerful verbs Use adverbs to describe how something does something e.g. she tiptoed quietly Experiment with alliteration Use ‘as’ and ‘like’ similes Observe closely and select details Draw on all senses when describing</p>	<p>Specific toolkit will be dependent on the chosen written response to the text and co-constructed with class</p> <p>Draw on previously taught toolkits (from Y1 fiction units) or non-fiction structures if doing a non-fiction response</p> <p>Golden Toolkit will be applied (non-negotiables of Y1-see below)</p>	<p>Structure To be adapted for year group</p> <p>Introduction (orientate the reader) Chunks of information (paragraphs) Main heading and sub-headings Paragraphs beginning with a topic sentence Final paragraph sums up the information, relates the subject to the reader and/or makes an amazing final point</p> <p>Language To be adapted for year group</p> <p>Generalisers such as most, many, some, a few, the majority Sentence sign-posts to add informationfurthermore, additionally, in addition, also, moreover Usually in present tense Usually in third person Usually formal tone (no contractions) Detail and description for clarity, including comparisons</p>	<p>Poetry Toolkit</p> <p>Similes using ‘as’ and ‘like’ Alliteration Fresh new combinations Carefully chosen adjectives, verbs and adverbs Precise nouns Use of senses to describe Use of adverbs to describe Use of powerful verbs</p>

Planning and Text structure	<p>Story map for planning (substitution)</p> <p>Understand the 5 parts of a story as Opening, Build-up, Problem, Resolution and Ending (Once upon a time, One day, Unfortunately, Luckily, Finally)</p> <p>Past tense</p>	<p>Planning structure dependent on chosen response to text</p> <p>Co-construct box-up from model text for writing</p>	<p>Use report skeleton to plan ideas</p> <p>Box-up grid to plan text structure</p> <p>Secure use of lay out suitable for text (link to reading)</p> <p>Introduction-orientates the reader to the subject matter (what the report is about)</p> <p>Paragraphs with subheadings</p> <p>Present tense</p>	
Sentence construction	<p>Statements, questions, exclamations (varying sentence types)</p> <p>Compound sentences using 'and, but, so, or'</p> <p>'ly' openers (Fortunately, Unfortunately, Finally, Slowly etc)</p> <p>Simple and embellished sentences using adjectives (They shook their giant fists.</p> <p>use of complex sentences using 'who' and 'because'</p> <p>Repetition for rhythm e.g. So he walked and he walked and he walked.</p>	<p>Statements, questions and exclamations (varying sentence types)</p> <p>Joining words and clauses using 'and'</p>	<p>Statements, questions, exclamations (varying sentence types)</p> <p>Compound sentences using 'and, but, so, or'</p> <p>Complex sentences 'which, because, when'</p> <p>Embellished simple sentences using adjectives for clarity</p> <p>'ly' openers (Amazingly, Surprisingly etc)</p>	<p>Statements, questions, exclamations (varying sentence types)</p> <p>Using 'and' to join clauses and words</p> <p>Embellished simple sentences using adjectives for description</p>
Language	<p>Sequencing words (First, Next, After that, Finally)</p> <p>Use of prepositions (inside, outside, towards, across, under etc)</p> <p>Alliteration e.g tall trees</p> <p>Adjectives to describe</p> <p>Determiners-a, the, some, his, her, their</p>	<p>Use of prepositions</p> <p>Use of adjectives to write embellished simple sentences</p> <p>Alliteration</p> <p>Similes using 'as' and 'like'</p>	<p>'Adding on' words-Also, In addition, Furthermore</p> <p>Generalisers-Most, some, many, a few etc</p> <p>Adjectives for clarity</p> <p>Prepositions</p>	<p>Use of prepositions</p> <p>Use of adjectives to describe</p> <p>Alliteration</p> <p>Similes using 'as' and 'like'</p> <p>Repetition for rhythm e.g. I can see the blue, blue sky.</p> <p>Repetition for description e.g. 'I can see the wide sky, the blue sky'</p> <p>Use of adverbs to describe e.g. ...the clouds floating slowly across the sky</p> <p>Use of powerful verbs e.g.I can hear the children giggling and shrieking</p>
Punctuation	<p>Finger spaces</p> <p>full stops</p> <p>capital letters for start of sentence, names and personal pronoun 'I'</p> <p>question marks</p> <p>exclamation marks</p> <p>Commas after 'ly' openers and sequencing words (First, Finally etc)</p>	<p>Finger spaces</p> <p>full stops</p> <p>capital letters for start of sentence, names and personal pronoun 'I'</p>	<p>Finger spaces</p> <p>full stops</p> <p>capital letters for start of sentence and proper nouns (names of people and places)</p> <p>question marks</p> <p>exclamation marks</p> <p>Commas after 'ly' openers (Amazingly, Surprisingly, Interestingly etc)</p>	<p>Finger spaces</p> <p>Full stops</p> <p>Capital letter for personal pronoun 'I'</p> <p>Capital letters for the start of a sentence</p> <p>Question mark</p> <p>exclamation marks</p>
Terminology to consolidate	<p>Finger space, letter, word, sentence, full stops, capital letter</p>			

Terminology to introduce	Punctuation, question mark, exclamation mark, bullet points, speech bubble, singular, plural, adjective, verb, connective, conjunction, alliteration, simile, suffix, prefix			
Spoken Language	<p>Storytelling using class story map and own plan</p> <p>Discussion, role play and drama within Reading as a Reader</p> <p>Use of new vocabulary in sentences-oral composition</p> <p>Oral descriptions using given images</p> <p>Dialogic talk in Talk for Reading</p>	<p>Dialogic talk in response to the chosen text-Tell Me Grids</p> <p>Sharing responses-listening and evaluating</p> <p>Drama, role play and group work to deepen understanding of the text and as response</p> <p>Dialogic talk in Talk for Reading</p> <p>Use of new vocabulary in sentences-oral composition</p>	<p>Oral rehearsal using text map</p> <p>Oral composition of information sentences</p> <p>Presentation of reports to own or another class</p> <p>Discussion (dialogic talk) about information texts</p> <p>Use of new vocabulary in sentences-oral composition</p> <p>Group work to scaffold ideas</p> <p>Dialogic talk in Talk for Reading</p>	<p>Oral rehearsal of text map</p> <p>Discussion of ideas using given images (group work talk)</p> <p>Use of new vocabulary in sentences-oral composition</p> <p>Collaborative writing</p> <p>Drama to deepen understanding and generate ideas</p> <p>Dialogic talk in Talk for Reading</p>

Transcription		
Handwriting	<p>15 minutes everyday</p> <p>By now children should be able to form and orientate all letters correctly. Handwriting lessons should still be daily but with a focus on word writing rather than just letter writing.</p> <p>Handwriting lessons should like to the Y1 common exception words and/or the focus spelling pattern for the week and/or their learning in phonics</p> <p>Teach focus: sizing (how letters are sized relative to other letters in a word)</p> <p>Consolidate orientation to the line</p> <p>Consolidate all number formation 0-9</p> <p>Consolidate all capital letters</p> <p>Consolidate letter formation in groups</p>	<p>15 minutes everyday</p> <p>By now children should be able to form and orientate all letters correctly. Handwriting lessons should still be daily but with a focus on word writing rather than just letter writing. Handwriting lessons should like to the Y1 common exception words and/or the focus spelling pattern for the week and/or their learning in phonics</p> <p>Teach focus: sizing (how letters are sized relative to other letters in a word)</p> <p>Consolidate orientation to the line</p> <p>Consolidate all number formation 0-9</p> <p>Consolidate all capital letters</p> <p>Consolidate letter formation in groups</p>
Spelling	<p>Phonics-Read Write inc (daily)-words containing each of the 40+ phonemes already taught</p> <p><u>Year 1 spelling patterns and rules</u></p> <ol style="list-style-type: none"> 1. New consonant spellings ph and wh 2. Using k for the /k/ sound 3. Adding the prefix –un 4. Compound words 5. Dictations-sentences including taught GPCs and common exception words 6. <u>Y1 Common Exception words-taught and revised daily</u> she, so, some, the, their, there, they 	<p>Phonics-Read Write inc (daily)-words containing each of the 40+ phonemes already taught</p> <p><u>Revision of Y1 prefixes and suffixes</u></p> <ol style="list-style-type: none"> 1. Adding s and es to words (plural of nouns and the third person singular of verbs) 2. Adding the endings –ing, –ed and –er to verbs where no change is needed to the root word 3. Adding –er and –est to adjectives where no change is needed to the root word 4. Adding the prefix –un 5. Dictations-sentences including taught GPCs and common exception words 6. <u>Y1 Common Exception words</u> to, today, was, were, where, you, your,
Spelling ongoing	<p><u>Learning Spellings</u></p> <p>Children:</p> <ul style="list-style-type: none"> • Learn words taught in new knowledge this term. • Group other words for cross curricular teaching. • Learn words from personal list. 	

- Use the first two or three letters of a word to check its spelling in a dictionary
- Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.