
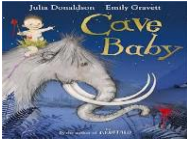




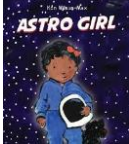


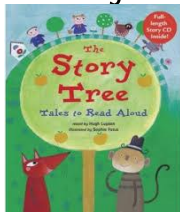



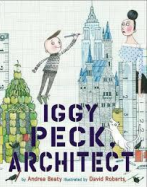


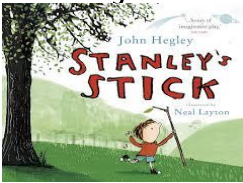





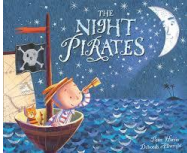
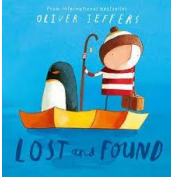
Woolston Infant School English Overview (Year 1)




Term	Text	Potential Writing Outcome	Focus objectives	Ongoing objectives
Autumn 1	<p>Naughty Bus Weeks 2-4</p> 	<p><u>Outcome:</u> writing about our own toy who goes on an adventure.</p> <p><u>Purpose:</u> To entertain</p>	<ul style="list-style-type: none"> <li>• Oral rehearsal</li> <li>• Dictated sentences</li> <li>• Adjectives to describe</li> <li>• Knowing how to combine words to form a grammatically accurate sentence.</li> </ul>	<ul style="list-style-type: none"> <li>• Capital letters</li> <li>• Finger spaces</li> <li>• Full stops</li> <li>• Letter formation</li> </ul>
	<p>Cave Baby Weeks 5-7</p> 	<p><u>Outcome:</u> Fact-file about an animal</p> <p><u>Purpose:</u> To inform</p>	<ul style="list-style-type: none"> <li>• Oral rehearsal</li> <li>• Dictated sentences</li> <li>• Conjunctions: and</li> <li>• Adjectives to describe</li> <li>• Knowing how to combine words to form a grammatically accurate sentence</li> </ul>	<ul style="list-style-type: none"> <li>• Capital letters</li> <li>• Finger spaces</li> <li>• Full stops</li> <li>• Letter formation</li> </ul>
	<p>Harvest Poetry Week 8</p> 	<p><u>Outcome:</u> Thank you harvest poem</p> <p><u>Purpose:</u> To perform</p>	<ul style="list-style-type: none"> <li>• Adjectives to describe</li> <li>• Finding rhyming words and continuing a rhyming string</li> <li>• Reciting a poem to an audience</li> </ul>	<ul style="list-style-type: none"> <li>• Oral rehearsal</li> <li>• Capital letters</li> <li>• Finger spaces</li> <li>• Letter formation</li> </ul>
	<p>Poetry and performance opportunities</p> 	<p>Reciting harvest poem to an audience (school service) Retelling of Naughty Bus/ Cave Baby Poems to listen to and perform: Cauliflowers Fluffy, the Puffin Book of Fantastic First Poems, Poem of the day.</p>		
	<p>Super Six</p> 	<p>1) The Owl Who Was Afraid of the Dark 2) Oi Dog 3) Dear Earth (NF) 4) Little Red and the Very Hungry Lion 5) The Invisible 6) Little People, Big Dreams – Queen Elizabeth (NF)</p>		
Term	Text	Potential Writing Outcome	Focus objectives	Ongoing objectives

Autumn 2	<p><b>Man On The Moon</b> Weeks 1-3</p> 	<p><u>Outcome</u> Our own alien story</p> <p><u>Purpose:</u> To retell</p>	<ul style="list-style-type: none"> <li>Using a question mark to demarcate a sentence.</li> <li>Knowing how to combine words to form a grammatically accurate sentence.</li> <li>Writing dictated sentences with phonic knowledge taught so far.</li> <li>Describing a noun using adjectives (knowledge of what constitutes a noun).</li> <li>Use of and as a conjunction to join two clauses.</li> </ul>	<ul style="list-style-type: none"> <li>Oral rehearsal.</li> <li>Capital letters</li> <li>Finger spaces</li> <li>Full stops</li> <li>Letter formation</li> <li>Tricky word spelling</li> </ul>
	<p><b>Astro Girl</b> Weeks 4-6</p> 	<p><u>Outcome</u> Fact-file</p> <p><u>Purpose:</u> To inform</p>	<ul style="list-style-type: none"> <li>Writing in the first person using 'I'.</li> <li>What a verb is, how to use a verb in a grammatically accurate sentence.</li> <li>Dictated sentences with known GPCs and tricky words.</li> <li>Oral rehearsal.</li> <li>Sequencing sentences to form short narratives.</li> </ul>	<ul style="list-style-type: none"> <li>Capital letters</li> <li>Finger spaces</li> <li>Full stops</li> <li>Letter formation</li> <li>Adjectives</li> <li>Question marks</li> <li>Tricky word spelling</li> </ul>
	<p><b>Poetry and performance opportunities</b></p> 	<p>Performing their work to their family (sharing of work). Presenting the nativity at the Christmas church service. Poetry to discuss and perform: Chocolate Cake (Michael Rosen), Poem of the day.</p>		
	<p><b>Super Six</b></p> 	<ol style="list-style-type: none"> <li>The Go Away Bird</li> <li>By The Light Of The Moon</li> <li>Where The Wild Things Are</li> <li>Little People Big Dreams: Amelia Earhart (NF)</li> <li>We're Going To Find The Monster</li> <li>Beegu</li> </ol>		
<b>Term</b>	<b>Text</b>	<b>Potential Writing Outcome</b>	<b>Focus objectives</b>	<b>Ongoing objectives</b>
Spring 1	<p><b>Rapunzel</b></p> 	<p><u>Outcome</u> Wanted Poster</p> <p><u>Purpose:</u> To inform</p>	<ul style="list-style-type: none"> <li>To know that a verb tells us the action someone is doing.</li> <li>To add the suffix -ed to change verbs to the past tense (regular verbs).</li> <li>To form noun phrases.</li> <li>Use of because as a conjunction (Y2!)</li> </ul>	<ul style="list-style-type: none"> <li>Capital letters</li> <li>Finger spaces</li> <li>Full stops</li> <li>Adjectives</li> <li>Use of and as a conjunction</li> <li>Tricky word spelling</li> </ul>

			<ul style="list-style-type: none"> <li>• Read their writing aloud to check that it makes sense.</li> <li>• Using the suffix -s/es as the plural marker for verbs and third person plural.</li> </ul>	
	<p>The Story Tree</p> 	<p><b>Outcome</b> Recycled story</p> <p><b>Purpose:</b> To entertain</p>	<ul style="list-style-type: none"> <li>• To sequence sentences to form short, grammatically accurate narratives.</li> <li>• To write simple dictated sentences that includes GPCs taught so far.</li> <li>• To use formulaic openings and ending (e.g. once upon a time, the end).</li> <li>• To use simple time order language to sequence events (and then).</li> <li>• Read their writing aloud to check that it makes sense.</li> </ul>	<ul style="list-style-type: none"> <li>• Capital letters</li> <li>• Finger spaces</li> <li>• Full stops</li> <li>• Tricky word spelling</li> <li>• Oral rehearsal</li> </ul>
	<p>Poetry and performance opportunities</p> 	<p>Read and perform poetry – poem of the day, Queue for the Zoo – Clare Bevan, Out and About – Shirley Hughes. Fairytale Ball World Book Day – sharing stories with parents. Hot seating as Rapunzel. Acting – Monkeys and Hats story.</p>		
	<p>Super Six</p> 	<ol style="list-style-type: none"> <li>1) The Odd Egg</li> <li>2) The Tree Next Door</li> <li>3) Pig The Pug</li> <li>4) Yeti And The Bird</li> <li>5) What We'll Build</li> <li>6) Hey You!</li> </ol>		
<b>Term</b>	<b>Text</b>	<b>Potential Writing Outcome</b>	<b>Focus objectives</b>	<b>Ongoing objectives</b>
Spring 2	<p>Manor Farm Recount</p> 	<p><b>Outcome</b> Real-life recount</p> <p><b>Purpose:</b> To retell</p>	<ul style="list-style-type: none"> <li>• To know that a verb tells us the action someone is doing.</li> <li>• To add the suffix -ed to change verbs to the past tense (regular verbs).</li> <li>• Using the suffix -ing, er and est when no change is needed to the spelling of the root word.</li> <li>• Writing simple sentences dictated by the teacher using known GPCs and tricky words.</li> <li>• Time words to sequence.</li> </ul>	<ul style="list-style-type: none"> <li>• Capital letters</li> <li>• Finger spaces</li> <li>• Full stops</li> <li>• Tricky word spelling</li> <li>• Oral rehearsal</li> </ul>

	<b>Iggy Peck Architect</b> 	<u>Outcome:</u> Letter to King Charles  <u>Purpose:</u> To persuade	<ul style="list-style-type: none"> <li>Exclamation marks to demarcate sentences.</li> <li>To use proper nouns for names and places.</li> <li>Conjunctions to join words and clauses.</li> <li>Superlatives -est suffix.</li> <li>Sequencing sentences to form a short narrative.</li> <li>Using vocabulary for impact.</li> </ul>	<ul style="list-style-type: none"> <li>Capital letters</li> <li>Finger spaces</li> <li>Full stops</li> <li>Tricky word spelling</li> <li>Oral rehearsal</li> <li>Adjectives to describe nouns</li> <li>Verbs for actions</li> </ul>
	<b>Poetry and performance opportunities</b> 	Reading letters aloud to persuade an audience which building should be built. Reading Manor Farm recounts to Year R to tell them about what it's like going on a trip. Poems to perform and discuss: poem of the day, West Hands – Julia Donaldson, Sing A Song Of Sixpence.		
	<b>Super Six</b> 	1) The Queen's Hat 2) Seasons (NF) 3) Coming To England 4) History Heroes – Victoria (NF) 5) Lights On Cotton Rock 6) The Squirrels Who Squabbled		
<b>Term</b>	<b>Text</b>	<b>Potential Writing Outcome</b>	<b>Focus objectives</b>	<b>Ongoing objectives</b>
Summer 1	<b>Stanley's Stick</b> 	<u>Outcome</u> Own object's adventure  <u>Purpose:</u> To entertain	<ul style="list-style-type: none"> <li>Place simple steps in order</li> <li>Using the prefix -un to change adjectives and verbs.</li> <li>Using noun phrases to describe.</li> <li>Dictated sentences.</li> <li>Sequencing sentences to form short narratives.</li> <li>Re-reading what they have written to check for sense.</li> </ul>	<ul style="list-style-type: none"> <li>Capital letters</li> <li>Finger spaces</li> <li>Full stops</li> <li>Tricky word spelling</li> <li>Oral rehearsal</li> <li>Conjunctions</li> </ul>
	<b>Katie and the Sunflowers (new?)</b> 	<u>Outcome</u> Beginning of a story  <u>Purpose:</u> To entertain	<ul style="list-style-type: none"> <li>Using the suffix -ing, er and est when no change is needed to the spelling of the root word.</li> <li>Dictated sentences.</li> <li>Adding the suffix -ed when no change is needed to the root word to change verbs to the past tense.</li> <li>Re-reading what they have written to check for sense.</li> </ul>	<ul style="list-style-type: none"> <li>Capital letters</li> <li>Finger spaces</li> <li>Full stops</li> <li>Tricky word spelling</li> <li>Oral rehearsal</li> <li>Conjunctions</li> <li>Adjectives</li> </ul>

	<b>Poetry and performance opportunities</b> 	Sharing of work with family/friends. Hot-seating and drama activities linked to learning journey. Perform and discuss poetry: There Was An Old Lady Who Swallowed A Fly, Super 6 – Doughnuts, thieves and chimpanzees.		
	<b>Super Six</b> 	1) The Boy with the Pink Shadow 2) Dadaji's Paintbrush 3) Little People Big Dreams: Pablo Picasso (NF) 4) Can You Get Rainbows In Space? NF 5) Leaf 6) Doughnuts, Thieves and Chimpanzees (P)		
<b>Term</b>	<b>Text</b>	<b>Potential Writing Outcome</b>	<b>Focus objectives</b>	<b>Ongoing objectives</b>
Summer 2	<b>The Night Pirates</b> 	<u>Outcome</u> Diary entry  <u>Purpose:</u> To retell/ recount	<ul style="list-style-type: none"> <li>Using the suffix -s/es as the plural marker for verbs and third person plural.</li> <li>Adding the suffix -ed when no change is needed to the root word to change verbs to the past tense.</li> <li>To use proper nouns for names and places.</li> <li>Dictated sentences with taught GPCs and tricky words.</li> <li>Using the prefix -un to change adjectives and verbs (use for adjectives).</li> </ul>	<ul style="list-style-type: none"> <li>Capital letters</li> <li>Finger spaces</li> <li>Full stops</li> <li>Tricky word spelling</li> <li>Oral rehearsal</li> <li>Noun phrases</li> <li>Re-reading to check for sense</li> </ul>
	<b>Lost and Found</b> 	<u>Outcome</u> Missing poster  <u>Purpose:</u> To inform	<ul style="list-style-type: none"> <li>Using the suffix er and est when no change is needed to the spelling of the root word.</li> <li>To use proper nouns for names and places.</li> <li>Dictated sentences with taught GPCs and tricky words.</li> <li>Selecting powerful adjectives for impact.</li> </ul>	<ul style="list-style-type: none"> <li>Capital letters</li> <li>Finger spaces</li> <li>Full stops</li> <li>Tricky word spelling</li> <li>Oral rehearsal</li> <li>Question marks</li> <li>Adjectives – noun phrases</li> <li>Re-reading to check for sense</li> </ul>

	 <p><b>Pirate Poetry</b></p>	<p><u>Outcome</u> Acrostic poem</p> <p><u>Purpose:</u> To perform</p>	<ul style="list-style-type: none"> <li>Recap of previously taught skills (what do you need to further consolidate from prior teaching).</li> </ul>	<p>Recap of previously taught skills (what do you need to further consolidate from prior teaching).</p>
	<p><b>Poetry and performance opportunities</b></p> 	<p>Sharing of work with family/friends. Hot-seating and drama activities linked to learning journey. Perform and discuss poetry: The Puffin Book of Fantastic First Poems, Pirate Pete – James Carter, Yo Ho Ho! A-Pirating We'll Go! – Kate Umansky</p>		
	<p><b>Super Six</b></p> 	<ol style="list-style-type: none"> <li>1) The See Saw</li> <li>2) Lubna and Pebble</li> <li>3) The Puffin Book of Fantastic First Poems (P)</li> <li>4) The Lighthouse Keeper's Lunch</li> <li>5) Sofia Valdez, Future Prez!</li> <li>6) Ravi's Roar</li> </ol>		

#### Statutory requirements

Pupils should be taught to:

- listen and respond appropriately to adults and their peers
- ask relevant questions to extend their understanding and knowledge
- use relevant strategies to build their vocabulary
- articulate and justify answers, arguments and opinions
- give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings
- maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments
- use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas
- speak audibly and fluently with an increasing command of Standard English
- participate in discussions, presentations, performances, role play, improvisations and debates
- gain, maintain and monitor the interest of the listener(s)
- consider and evaluate different viewpoints, attending to and building on the contributions of others
- select and use appropriate registers for effective communication.

#### Statutory requirements

- name the letters of the alphabet:
  - naming the letters of the alphabet in order
  - using letter names to distinguish between alternative spellings of the same sound
- add prefixes and suffixes:
  - using the spelling rule for adding –s or –es as the plural marker for nouns and the third person singular marker for verbs
  - using the prefix un–
  - using –ing, –ed, –er and –est where no change is needed in the spelling of root words [for example, helping, helped, helper, eating, quicker, quickest]
- apply simple spelling rules and guidance, as listed in [English Appendix 1](#)
- write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far.

## Year 1: Detail of content to be introduced (statutory requirement)

<b>Word</b>	<p>Regular <b>plural noun suffixes</b> –s or –es [for example, <i>dog, dogs; wish, wishes</i>], including the effects of these suffixes on the meaning of the noun</p> <p><b>Suffixes</b> that can be added to <b>verbs</b> where no change is needed in the spelling of root words (e.g. <i>helping, helped, helper</i>)</p> <p>How the <b>prefix un–</b> changes the meaning of <b>verbs</b> and <b>adjectives</b> [negation, for example, <i>unkind</i>, or <i>undoing: untie the boat</i>]</p>
<b>Sentence</b>	<p>How <b>words</b> can combine to make <b>sentences</b></p> <p>Joining <b>words</b> and joining <b>clauses</b> using <i>and</i></p>
<b>Text</b>	<p>Sequencing <b>sentences</b> to form short narratives</p>
<b>Punctuation</b>	<p>Separation of <b>words</b> with spaces</p> <p>Introduction to capital letters, full stops, question marks and exclamation marks to demarcate <b>sentences</b></p> <p>Capital letters for names and for the personal <b>pronoun I</b></p>
<b>Terminology for pupils</b>	<p>letter, capital letter</p> <p>word, singular, plural</p> <p>sentence</p> <p>punctuation, full stop, question mark, exclamation mark</p>