



English Overview – Year 1

	Autumn 1 Blast from the Past	Autumn 2 Twist and Shout	Spring 1 United	Spring 2 Amazon	Summer 1 Amazing Animals	Summer 2 Dinosaur Discovery
Texts studied	Grandad's Island I am the seed that grew the tree Autumn poems The colour monster	The story of the orchestra: Sleeping beauty Supertato The story of the orchestra: The Nutcracker	Beegu, The Queens hat Toby and the great fire of London	Rainforest adventures Carnival of the animals Little kids first big book of the rain forest	Monkey puzzle The tiger who came to tea Amazing animals Peace at last	Mary Anning The Dinosaur that pooped a planet! .
Writing Genres	Narrative A setting description Non-chronological report about Autumn Autumn poems Retelling the story	Narrative Retelling Narrative (comic strips) Character description	Narrative Letter Rewrite story for the King Recipe Setting description	Narrative Diary entry Poetry Non-Chronological report	Narrative Setting description Alternative ending Description (real animals) Narrative (peace at last based in jungle)	Narrative Mary Anning fact file recount from trip Poem
Spelling and phonic focus	Set 1, 2 and 3 Reads individual letters by saying the sounds for them Is able to spell words by identifying the sounds and then writing the sound with letter/s Is able to blend sounds into words, so that he/she can read short words made up of known letter-sound correspondences Can read some letter groups that each represent one sound and say the sounds for them	Set 1, 2 and 3 Reads all set 2 sounds speedily including longer words. Is able to spell words by identifying the consonant digraphs which have been taught and the sounds which they represent.	Set 1, 2 and 3 Reads the first six set 3 sounds speedily, can read these sounds in real and nonsense words. Is able to spell words by identifying the vowel digraphs which have been taught and the sounds which they represent.	Set 1, 2 and 3 Reads the first six set 3 sounds speedily, can read these sounds in real and nonsense words. Be able to spell words by adding s and es to words (plural of nouns and the third person singular of verbs). Be able to spell words by adding the endings -ing, -ed and -er to verbs where no change is needed to the root word	Set 3 Read all Set 3 sounds speedily both in real words and nonsense words. Read a passage at 70-80 words per minute, attempting intonation to show comprehension. Be able to spell words by adding -er and -est to adjectives where no change is needed to the root word. Be able to spell words by adding the prefix -un	Set 3 Read all Set 3 sounds speedily both in real words and nonsense words. Read a passage at 70-80 words per minute, attempting intonation to show comprehension. Be able to spell common exception words.

N.B. Specific Reading, spelling, grammar, and punctuation skills to be covered across the academic year in line with the National Curriculum