

Calcot Schools
Long Term English Overview - Year 1

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Key texts	The 3 little pigs Chicken Licken The 3 Billy Goats Gruff	The colour monster Stickman Lost and Found Non-fiction texts based on penguins	Can't you sleep, little bear? Mr Wolf's Pancakes How to wash a woolly Mammoth. Peace at Last Non-fiction texts based on Lemurs	The Way Back Home	Farmer Duck The Tunnel Naughty Bus The great fire of London.	Supertato Once upon an Ordinary School Day The Paperbag Princess
Writing opportunities	Character descriptions Retelling traditional tales	Creating speech and thought bubbles for characters Retelling narratives Non Chronological reports linked to Geography	Writing instructions Retelling and innovating narratives Non Chronological reports linked to Geography	Retelling and innovating narratives	Recounts based on The Great Fire of London (link to History) Non Chronological reports linked to History	Character descriptions Retelling narratives
Writing outcomes (Composition)	Say out loud what I want to write about Practise my sentence out loud before I write it	Say out loud what I want to write about Practise my sentence out loud before I write it Join words using "and" Sequence single clause sentences to form a narrative	Join clauses using "and" Understand how to form a compound sentence Discuss what I have written with the teacher or other pupils	Use the conjunctions "and" and "because" to join clauses Read my work aloud to the class, clearly enough to be heard by others Re-read my work and checks it makes sense	Use the conjunctions "and" and "because" to join clauses Read my work aloud to the class, clearly enough to be heard by others Re-read my work and checks it makes sense	Use the conjunctions "and" and "because" to join clauses Read my work aloud to the class, clearly enough to be heard by others Re-read my work and checks it makes sense
Writing outcomes (Vocabulary, punctuation and grammar)	Understand how words can be combined to make sentences Punctuate simple sentences with a capital letter and full stop Leave spaces between words Understand the difference between a letter, a word and a sentence	Use a capital letter for the personal pronoun "I"	Begin to punctuate questions with a question mark Use a capital letter for names of people and the days of the week	Punctuate sentences with question marks and exclamation marks as appropriate Use s and es to turn singular nouns into plurals Use capital letters for places	Punctuate sentences with a capital letter and a full stop, question mark or exclamation mark Use the prefix un Use the suffixes ing and ed Use capital letters for all proper nouns	Punctuate sentences with a capital letter and a full stop, question mark or exclamation mark Use the suffixes ing, ed, er and est Use capital letters for all proper nouns

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	Understand the difference between uppercase and lowercase letters					
Reading - word reading	<p>Apply phonic knowledge and skills as the route to decode words respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including alternative sounds for graphemes</p> <p>Read aloud accurately books that are consistent with my developing phonic knowledge and that do not require me to use other strategies to work out words</p> <p>Re-read these books to build up my fluency and confidence in word reading</p>	<p>Read accurately by blending sounds in unfamiliar words containing GPCs that have been taught read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word</p>	<p>Read words containing taught GPCs and –s, –es, –ing, –ed, –er and –est endings</p> <p>Read other words of more than one syllable that contain taught GPCs</p>	<p>Read words containing taught GPCs and –s, –es, –ing, –ed, –er and –est endings</p> <p>Read other words of more than one syllable that contain taught GPCs</p> <p>Read aloud accurately books that are consistent with my developing phonic knowledge and that do not require me to use other strategies to work out words</p> <p>Re-read these books to build up my fluency and confidence in word reading.</p>	<p>Read words with contractions [for example, I'm, I'll, we'll], and understand that the apostrophe represents the omitted letter(s)</p> <p>Read aloud accurately books that are consistent with my developing phonic knowledge and that do not require me to use other strategies to work out words</p> <p>Re-read these books to build up my fluency and confidence in word reading.</p>	<p>Read words with contractions [for example, I'm, I'll, we'll], and understand that the apostrophe represents the omitted letter(s)</p> <p>Read aloud accurately books that are consistent with my developing phonic knowledge and that do not require me to use other strategies to work out words</p> <p>Re-read these books to build up my fluency and confidence in word reading.</p>
Reading - comprehension	<p>Retell familiar stories Join in with repeated refrains</p> <p>Discuss new word meaning and links these to words already known</p> <p>Participate in discussion about what is read to them, taking turns and listening to what others say.</p>	<p>Know that some books tell stories and others give information.</p>	<p>Demonstrate a growing awareness of how to use non-fiction books to find information.</p>	<p>Make simple inferences on the basis of what is being said and done.</p> <p>Predict what might happen on the basis of what has been read so far.</p>	<p><i>Outline</i> a familiar story using key points</p> <p>Predict what a book may be about based on the front cover</p> <p>Predict what might happen next, giving reasons for their thinking.</p>	<p><i>Outline</i> a familiar story using key points</p> <p>Predict what a book may be about based on the front cover</p> <p>Predict what might happen next, giving reasons for their thinking.</p>