**Year 1 Overview**

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| **Autumn** | | **Autumn 1**  Theme: Superheroes | | | | | | | | **Autumn 2**  Theme: Splendid Skies | | | | | | | |
| **Week 1** | **Week 2** | **Week 3** | **Week 4** | **Week 5** | | **Week 6** | **Week 7** | **Week 8** | **Week 9** | **Week 10** | **Week 11** | **Week 12** | **Week 13** | **Week 14** | **Week 15** |
| **Text / Focus** | | Traction Man is Here!  Traction Man is Here! By Mini Grey | | | | | ::Screen Shot 2019-08-19 at 20.03.39.png  Supertato by Sue Hendra | | | **::Screen Shot 2019-08-19 at 20.06.47.png**  Out and About Poems by Shirley Hughes | | | | https://www.clpe.org.uk/sites/default/files/One%20day%20on%20our%20blue%20planet.jpg  One Day On Our Blue Planet ... In the Savannah  By Ella Bailey | | | |
| **Phonics** | | Set 1 – working below  Set 2 - core | | | | | | | | Revising Set 1 and Beginning Set 2 – working below  Set 2 and Beginning Set 3- core- core | | | | | | | |
| **Spelling** | | * The sounds /f/, /l/, /s/, /z/ and /k/ spelt ff, ll, ss, zz and ck * The /ŋ/ sound spelt n before k * Division of words into syllables * Vowel digraphs and trigraphs * name the letters of the alphabet in order * using letter names to distinguish between alternative spellings of the same sound | | | | | | | | * -tch * The /v/ sound at the end of words * Adding s and es to words (plural of nouns and the third person singular of verbs) * Adding the endings –ing, –ed and –er to verbs where no change is needed to the root word * Vowel digraphs and trigraphs * Spell: * words containing each of the 40+ phonemes already taught * some common exception words * naming the letters of the alphabet in order * using letter names to distinguish between alternative spellings of the same sound * apply simple spelling rules * write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far | | | | | | | |
| **Word Reading** | | • 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, where applicable, alternative sounds for graphemes  • read accurately by blending sounds in unfamiliar words containing GPCs that have been taught  • read books aloud, accurately, that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words  • reread these books to build up their fluency and confidence in word reading | | | | | | | | * 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, where applicable, alternative sounds for graphemes  • read accurately by blending sounds in unfamiliar words containing GPCs that have been taught  • read books aloud, accurately, that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words  • reread these books to build up their fluency and confidence in word reading | | | | | | | |
| **Comprehension** | | ***Develop pleasure in reading, motivation to read, vocabulary and understanding by:***   * + listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently   + being encouraged to link what they read or hear to their own experiences   ***Understand both the books they can already read accurately and fluently and those they listen to by:***   * + checking that the text makes sense to them as they read, and correcting inaccurate reading   + discussing the significance of the title and events   + predicting what might happen on the basis of what has been read so far * participate in discussion about what is read to them, taking turns and listening to what others say * explain clearly their understanding of what is read to them | | | | | | | | ***Develop pleasure in reading, motivation to read, vocabulary and understanding by:***   * + becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics   + recognising and joining in with predictable phrases   + learning to appreciate rhymes and poems, and to recite some by heart   + discussing word meanings, linking new meanings to those already known   ***Understand both the books they can already read accurately and fluently and those they listen to by:***   * + drawing on what they already know or on background information and vocabulary provided by the teacher   + making inferences on the basis of what is being said and done * participate in discussion about what is read to them, taking turns and listening to what others say * explain clearly their understanding of what is read to them | | | | | | | |
| **Spoken Language** | | • 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 | | | | | | | | • 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 | | | | | | | |
| **Writing** | **Composition** | ***Write sentences by:***  • saying out loud what they are going to write about  • composing a sentence orally before writing it | | | | | | | | ***Write sentences by:***  • saying out loud what they are going to write about  • composing a sentence orally before writing it  • re-reading what they have written to check that it makes sense | | | | | | | |
| **Grammar/ Punctuation** | ***Develop their understanding of the concepts:***  • leaving spaces between words  • beginning to punctuate sentences using a capital letter and a full stop  ***Learning the grammar for year 1:***   * learn how words can combine to make sentences * use the grammatical terminology in English: letter, capital letter, word, sentence, punctuation, full stop, | | | | | | | | ***Develop their understanding of the concepts:***  • leaving spaces between words  • joining words and joining clauses using ‘and’  • beginning to punctuate sentences using a capital letter and a full stop  • using a capital letter for names of people  ***Learning the grammar for year 1:***   * regular plural noun suffixes –s or –es * learn how words can combine to make sentences * use the grammatical terminology in English: letter, capital letter word, singular, plural, sentence punctuation, full stop | | | | | | | |
| **Handwriting** | | **Linked to phonics, spellings, writing:**   * sit correctly at a table, holding a 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’ (ie letters that are formed in similar ways) and to practise these | | | | | | | | **Linked to phonics, spellings, writing:**   * sit correctly at a table, holding a 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’ (ie letters that are formed in similar ways) and to practise these | | | | | | | |

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| **Spring Term** | | **Spring 1**  Theme: Bright Lights, Big City | | | | | | | **Spring 2**  Theme: The Enchanted Woodland | | | | | |
|  | | **Week 16** | **Week 17** | **Week 18** | **Week 19** | | **Week 20** | **Week 21** | **Week 22** | **Week 23** | **Week 24** | **Week 25** | **Week 26** | **Week 27** |
| **Text / Focus** | | https://www.clpe.org.uk/sites/default/files/Lonely%20Beast_1.jpg  The Lonely Beast By Chris Judge | | | | ::Screen Shot 2019-08-21 at 19.54.04.png  Non-Fiction Focus- Barnet Library Loans Service | | | https://www.clpe.org.uk/sites/default/files/Where%20The%20Wild%20Things%20Are_1.jpg  Where the Wild Things Are By Maurice Sendak | | | **::Screen Shot 2019-08-19 at 19.59.11.png**  Traditional Tales | | |
| **Phonics** | | Set 2 – working below  Revising Set 2 and Beginning Set 3- core | | | | | | | Set 2 – working below  Set 3- core | | | | | |
| **Spelling** | | * Adding –er and –est to adjectives where no change is needed to the root word * Words ending –y (/i:/ or /ɪ/) * New consonant spellings ph and wh * Using k for the /k/ sound * Vowel digraphs and trigraphs * Compound words   ***Spell:***  • words containing each of the 40+ phonemes already taught  • common exception words  • the days of the week  • using letter names to distinguish between alternative spellings of the same sound  • apply simple spelling rules  • write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far | | | | | | | * -tch * The /v/ sound at the end of words * Adding s and es to words (plural of nouns and the third person singular of verbs) * Adding the endings –ing, –ed and –er to verbs where no change is needed to the root word * Vowel digraphs and trigraphs * Compound words   ***Spell:***  • words containing each of the 40+ phonemes already taught  • common exception words  • the days of the week  • using letter names to distinguish between alternative spellings of the same sound  • apply simple spelling rules  • write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far | | | | | |
| **Word Reading** | | * continue to 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, where applicable, alternative sounds for graphemes  • 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 * read words containing taught GPCs and –s, –es, –ing, –ed, –er and –est endings * read other words of more than one syllable that contain taught GPCs * read books aloud, accurately, that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words * re-read these books to build up their fluency and confidence in word reading | | | | | | | * read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word * read words containing taught GPCs and –s, –es, –ing, –ed, –er and –est endings * read other words of more than one syllable that contain taught GPCs * read words with contractions [for example, I’m, I’ll, we’ll], and understand that the apostrophe represents the omitted letter(s) * read books aloud, accurately, that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words * re-read these books to build up their fluency and confidence in word reading | | | | | |
| **Comprehension** | | ***Develop pleasure in reading, motivation to read, vocabulary and understanding by:***   * + listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently   + being encouraged to link what they read or hear to their own experiences   ***Understand both the books they can already read accurately and fluently and those they listen to by:***   * + drawing on what they already know or on background information and vocabulary provided by the teacher   + checking that the text makes sense to them as they read, and correcting inaccurate reading   + discussing the significance of the title and events * participate in discussion about what is read to them, taking turns and listening to what others say * explain clearly their understanding of what is read to them | | | | | | | ***Develop pleasure in reading, motivation to read, vocabulary and understanding by:***   * + becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics   + recognising and joining in with predictable phrases   + discussing word meanings, linking new meanings to those already known   ***Understand both the books they can already read accurately and fluently and those they listen to by:***   * + making inferences on the basis of what is being said and done   + predicting what might happen on the basis of what has been read so far * participate in discussion about what is read to them, taking turns and listening to what others say * explain clearly their understanding of what is read to them | | | | | |
| **Spoken Language** | | • 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 | | | | | | | • 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 | | | | | |
| **Writing** | **Composition** | ***Write sentences by:***  • saying out loud what they are going to write about  • composing a sentence orally before writing it  • re-reading what they have written to check that it makes sense  • discuss what they have written with the teacher or other pupils | | | | | | | ***Write sentences by:***  • saying out loud what they are going to write about  • composing a sentence orally before writing it  • re-reading what they have written to check that it makes sense  • discuss what they have written with the teacher or other pupils | | | | | |
| **Grammar/ Punctuation** | ***Develop their understanding of the concepts:***  • leaving spaces between words  • joining words and joining clauses using ‘and’  • beginning to punctuate sentences using a capital letter and a full stop, questionmark  • using a capital letter for names of people, places, the days of the week  ***Learning the grammar for year 1:***   * regular plural noun suffixes –s or –es * suffixes that can be added to verbs where no change is needed in the spelling of the root word * Sequencing sentences to from short narratives * use the grammatical terminology in English: letter, capital letter, word, singular, plural, sentence, punctuation, full stop, question mark | | | | | | | ***Develop their understanding of the concepts:***  • leaving spaces between words  • joining words and joining clauses using ‘and’  • beginning to punctuate sentences using a capital letter and a full stop, question mark  • using a capital letter for names of people, places, the days of the week, and the personal pronoun ‘I’  ***Learning the grammar for year 1:***   * regular plural noun suffixes –s or –es * suffixes that can be added to verbs where no change is needed in the spelling of the root word * Sequencing sentences to from short narratives * use the grammatical terminology in English: letter, capital letter, word, singular, plural, sentence punctuation, full stop, question mark | | | | | |
| **Handwriting** | | **Linked to phonics, spellings, writing:**   * sit correctly at a table, holding a 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’ (ie letters that are formed in similar ways) and to practise these | | | | | | | **Linked to phonics, spellings, writing:**   * sit correctly at a table, holding a 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’ (ie letters that are formed in similar ways) and to practise these | | | | | |

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| **Summer term** | | **Summer 1**  Theme: Dinosaur Planet | | | | | | **Summer 2**  Theme: Moon Zoom! | | | | | | |
| **Week 28** | **Week 29** | **Week 30** | | **Week 31** | **Week 32** | **Week 33** | **Week 34** | **Week 35** | **Week 36** | **Week 37** | **Week 38** | **Week 39** |
| **Text / Focus** | | ::Screen Shot 2019-08-19 at 19.57.05.png  Dear Dinosaur by Chae Strathie and Nicola O’Byrne | | | **::Screen Shot 2019-08-19 at 20.12.00.png**  Dinosaur’s Diary by Julia Donaldson | | | https://www.clpe.org.uk/sites/default/files/Beegu_1.jpg  Beegu By Alexis Deacon | | | | https://www.clpe.org.uk/sites/default/files/ManOnTheMoon-SimonBartram_1.jpg  Man on the Moon (a day in the life of Bob) By Simon Bartram | | |
| **Phonics** | | Revision of Set 2 and Beginning Set 3– working below  Revision of Set 3- core | | | | | | Revision of Set 2 and Beginning Set 3– working below  Revision of Set 3- core | | | | | | |
| **Spelling** | | * Adding –er and –est to adjectives where no change is needed to the root word * Words ending –y (/i:/ or /ɪ/) * New consonant spellings ph and wh * Using k for the /k/ sound * Vowel digraphs and trigraphs * Compound words | | | | | | * Adding the prefix –un * Compound words * Vowel digraphs and trigraphs * Common exception words | | | | | | |
| **Word Reading** | | * read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word * read words containing taught GPCs and –s, –es, –ing, –ed, –er and –est endings * read other words of more than one syllable that contain taught GPCs * read words with contractions [for example, I’m, I’ll, we’ll], and understand that the apostrophe represents the omitted letter(s) * read books aloud, accurately, that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words * re-read these books to build up their fluency and confidence in word reading | | | | | | * read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word * read words containing taught GPCs and –s, –es, –ing, –ed, –er and –est endings * read other words of more than one syllable that contain taught GPCs * read words with contractions [for example, I’m, I’ll, we’ll], and understand that the apostrophe represents the omitted letter(s) * read books aloud, accurately, that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words * re-read these books to build up their fluency and confidence in word reading | | | | | | |
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| **Spoken Language** | | • 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. | | | | | | • 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. | | | | | | |
| **Writing** | **Composition** | ***Write sentences by:***  • saying out loud what they are going to write about  • composing a sentence orally before writing it  • re-reading what they have written to check that it makes sense  • discuss what they have written with the teacher or other pupils  • read their writing aloud, clearly enough to be heard by their peers and the teacher | | | | | | ***Write sentences by:***  • saying out loud what they are going to write about  • composing a sentence orally before writing it  • re-reading what they have written to check that it makes sense  • discuss what they have written with the teacher or other pupils  • read their writing aloud, clearly enough to be heard by their peers and the teacher | | | | | | |
| **Grammar/ Punctuation** | ***Develop their understanding of the concepts:***  • joining words and joining clauses using ‘and’  • beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark  • using a capital letter for names of people, places, the days of the week, and the personal pronoun ‘I’  ***Learning the grammar for year 1:***   * regular plural noun suffixes –s or –es * suffixes that can be added to verbs where no change is needed in the spelling of the root word * sequencing sentences to from short narratives * use the grammatical terminology in English: letter, capital letter word, singular, plural sentence punctuation, full stop, question mark, exclamation mark | | | | | | ***Develop their understanding of the concepts:***  • joining words and joining clauses using ‘and’  • beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark  • using a capital letter for names of people, places, the days of the week, and the personal pronoun ‘I’  ***Learning the grammar for year 1:***   * regular plural noun suffixes –s or –es * suffixes that can be added to verbs where no change is needed in the spelling of the root word * using the prefix un- to change the meaning of verbs and adjectives * sequencing sentences to from short narratives * use the grammatical terminology in English: letter, capital letter word, singular, plural sentence punctuation, full stop, question mark, exclamation mark | | | | | | |
| **Handwriting** | | ***Linked to phonics, spellings, writing:***   * form lower-case letters in the correct direction, starting and finishing in the right place * form lower-case letters of the correct size relative to one another in some of the writing using spacing between words. | | | | | | **Linked to phonics, spellings, writing:**   * form lower-case letters in the correct direction, starting and finishing in the right place * form lower-case letters of the correct size relative to one another in some of the writing using spacing between words. * start using some of the diagonal and horizontal strokes needed to join letters | | | | | | |