

OVERVIEW YR 1	Term 1		Term 2		Term 3	
STIMULUS THEMES/PROJECTS	All About Me	Out and About	Dragons	Under the Sea	Let it Grow	Handa's Surprise
<b>READING RANGE, KEY TEXTS AND WHOLE-CLASS FOCUS</b>	<ul style="list-style-type: none"> <li>Traditional stories and fairy tales Something Different – Jill Lewis and Ali Pye</li> <li>Silly Billy – Anthony Brown</li> </ul>	<ul style="list-style-type: none"> <li>Snow</li> <li>The Night Before Christmas</li> </ul>	<ul style="list-style-type: none"> <li>Traditional stories and fairy tales</li> <li>Dragon stories</li> <li>Zog by Julia Donaldson</li> <li>King Jack and the Dragon - Peter Bentley</li> </ul>	<ul style="list-style-type: none"> <li>Commotion in the Ocean</li> <li>Sharing Shell by Julia Donaldson Barry the fish with fingers – Sue Hendra</li> </ul>	<ul style="list-style-type: none"> <li>The Hungry Caterpillar</li> <li>Christopher Nibbles – Charlotte Middleton</li> <li>Ella – Alex T Smith</li> </ul>	<ul style="list-style-type: none"> <li>Stories from other cultures Handas Surprise</li> <li>Jamela's Dress – Niki Daly</li> <li>Where's Jamela? – Niki Daly</li> <li>No so fast Songololo – Niki Daly</li> <li>The swirling Hijab - Na'ima bint Robert and Nilesh Mistry</li> </ul>
<b>TEXT TYPES AND RANGE including PURPOSE AND AUDIENCE</b>	<ul style="list-style-type: none"> <li>Labels To inform their parents how to set up the obstacle courses</li> <li>Sentence composition - descriptions of how they felt after exercise</li> <li>'House for Sale' posters To persuade potential buyers</li> </ul>	<ul style="list-style-type: none"> <li>Bonfire descriptions</li> <li>Autumn poetry – 'I can' using senses To entertain Mr Walker</li> <li>Letters to Father Christmas To inform Father Christmas about how we get ready for Christmas</li> </ul>	<ul style="list-style-type: none"> <li>Story writing – fairy tale To entertain the parents and visitors at our celebration event</li> <li>Wanted posters</li> <li>Instructions for den building To instruct our parents to build dens</li> </ul>	<ul style="list-style-type: none"> <li>Postcards To inform the Blue Reef Aquarium about their favourite parts of the trip</li> <li>Under the sea descriptions</li> <li>Sea creature fact file To describe the different oceans to Year 2</li> </ul>	<ul style="list-style-type: none"> <li>Information booklet about the school environment</li> <li>Descriptions of the outdoor environment To inform Year R about our school grounds</li> </ul>	<ul style="list-style-type: none"> <li>Writing own version of Handa's Surprise To entertain their parents at the Horticultural show</li> <li>Posters, labels and signs To persuade parents to come to our café at the Horticultural show</li> </ul>
<b>EXTENDED WRITING/WRITE-ON including SITE OF APPLICATION OPPORTUNITY SUGGESTIONS</b>	<p>What's your favourite sport? How do you feel after exercise? What makes you feel happy? Why does your body need each food group? How has the school environment changed? Describe your house.</p>	<p>Describe the bonfire we had in the woods. Describe fireworks. What can you tell me about Autumn? Tell Mrs Hampson about the seasons. What would you like for Christmas? Describe an image of Father Christmas. I can poem about Winter</p>	<ul style="list-style-type: none"> <li>Dragon descriptions</li> <li>How do these images make you feel? (images of different dragons)</li> <li>Give chdn an image from key text, how is Jack feeling?</li> <li>Write a blurb for King Jack and the Dragon</li> <li>Write instructions to catch a dragon</li> </ul>	<ul style="list-style-type: none"> <li>Write a letter to Blue Reef Aquarium</li> <li>Description of under the sea images</li> <li>What's the school environment like during Spring?</li> <li>How is [character from sharing shell] feeling?</li> </ul>	<ul style="list-style-type: none"> <li>Spring poetry using 'I can' sentence structure</li> <li>Character descriptions – Ella the Ladybird</li> <li>Write new pages for 'The Hungry Caterpillar'</li> </ul>	<ul style="list-style-type: none"> <li>African animal fact file</li> <li>Character description of Handa</li> <li>What do different fruits taste like?</li> <li>Recount of fruit picking trip</li> <li>Describe an image from a Niki Daley text</li> <li>School environment description during Summer.</li> </ul>
<b>READING</b>	Black text: National Curriculum statements; <b>Bold/italics</b> : National Curriculum statements (NAHT KPI); <b>Red text</b> : Hampshire additional guidance					
<b>Word Reading</b>	<ul style="list-style-type: none"> <li><b>Respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes</b></li> <li><b>Read accurately by blending sounds in unfamiliar words containing GPCs that have been taught</b></li> <li><b>Read common exception words</b>, noting unusual correspondences between spelling and sound and where these occur in the word</li> <li><b>Read aloud accurately books that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words</b></li> </ul>		<ul style="list-style-type: none"> <li>Re-read books to build up their fluency and confidence in word reading</li> <li>Read other words of more than one syllable that contain taught GPCs</li> <li>Read words containing taught GPCs and –s, –es, –ing, –ed, –er and –est endings</li> </ul>		<ul style="list-style-type: none"> <li>Read words with contractions [for example, I'm, I'll, we'll], and understand that the apostrophe represents the omitted letter(s)</li> </ul>	
<b>Themes and Conventions</b>	<ul style="list-style-type: none"> <li><b>Become very familiar with key stories, fairy stories and traditional tales</b></li> <li><b>Understand and use terms such as story, fairy story, rhyme, poem, cover, title, author</b></li> <li>Begin to appreciate rhymes and poems, and to recite some by heart</li> <li><b>Develop pleasure in reading, motivation to read, vocabulary and understanding by being encouraged to link what they read or hear read to their own experiences</b></li> </ul>		<ul style="list-style-type: none"> <li><b>Discuss the significance of the title and events</b></li> </ul>		<ul style="list-style-type: none"> <li><b>Become very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics</b></li> </ul>	
<b>Comprehension- Clarify</b>	<ul style="list-style-type: none"> <li><b>Understand both the books they can already read accurately and fluently and those they listen to by</b> drawing on what they already know or on background information and vocabulary provided by the teacher</li> <li><b>Can seek out books around a simple theme or topic</b></li> <li><b>Read instructional texts (those which they can read 90%+ accurately) in a phrased and fluent manner</b></li> <li><b>Check that the text makes sense to them as they read and correcting inaccurate reading</b></li> </ul>		<ul style="list-style-type: none"> <li><b>Understand the way that information texts are organised and use this when reading simple texts</b></li> </ul>		<ul style="list-style-type: none"> <li>Discuss word meanings, linking new meanings to those already known</li> </ul>	
<b>Comprehension- Monitor and Summarise</b>	<ul style="list-style-type: none"> <li><b>Recall the main points of a narrative in the correct sequence</b></li> </ul>		<ul style="list-style-type: none"> <li><b>Discuss and understand the significance of the title of a range of books</b></li> </ul>			
<b>Comprehension- Select and Retrieve</b>	<ul style="list-style-type: none"> <li>Participate in discussion about what is read to them, taking turns and listening to what others say</li> <li><b>Understand the difference between fiction and non-fiction</b></li> </ul>		<ul style="list-style-type: none"> <li><b>Identify major points in a story or some key facts from an information text</b></li> </ul>			
<b>Comprehension- Respond and Explain</b>	<ul style="list-style-type: none"> <li><b>Ask questions and express opinions about main events and characters in stories, e.g. good and bad characters</b></li> </ul>		<ul style="list-style-type: none"> <li>Explain clearly their understanding of what is read to them</li> <li><b>Talk about significant features of layout, e.g., enlarged text, bold, italic, etc.</b></li> </ul>			
<b>Inference</b>	<ul style="list-style-type: none"> <li><b>Predict what might happen on the basis of what has been read so far</b></li> <li><b>Use knowledge of simple sentence structures and repeated patterns to make predictions and check reading</b></li> </ul>		<ul style="list-style-type: none"> <li>Make inferences on the basis of what is being said and done</li> <li><b>Make predictions, talk about what characters are like, their motivations and what they might do</b></li> </ul>			

Language for Effect	<ul style="list-style-type: none"> <li>Use the language of a known story for re-telling. Particularly repetitive patterns, e.g. 'I'll huff and I'll puff.'</li> <li>Recognise and join in with predictable phrases</li> <li>Talk about rhyme and repetition in patterned texts</li> <li>Enjoy word-play in books and be able to identify words and phrases they like</li> </ul>					
<b>WRITING</b> Black text: National Curriculum statements; <b>Bold/italics</b> : National Curriculum statements (NAHT KPI); <b>Red text</b> : Hampshire additional guidance						
VOCABULARY, GRAMMAR AND PUNCTUATION	<ul style="list-style-type: none"> <li>Leave spaces between words</li> <li><b>Begin to punctuate sentences using a capital letter and a full stop</b></li> <li>Use capital letter for 'I'</li> <li>Use capital letter for names</li> <li>Use capital letter for days of the week</li> </ul>	<ul style="list-style-type: none"> <li>To orally use simple co-ordinating conjunctions 'and' &amp; 'but'</li> <li>Use determiners - the, a, an, my, your, his, her</li> <li>Use noun phrases</li> <li>adjective + noun</li> </ul>	<ul style="list-style-type: none"> <li><b>Begin to punctuate sentences using an exclamation mark</b></li> <li>Write a compound sentence using the coordinating conjunction 'and'</li> <li>Use prepositions - up, down, in, into, out, to, onto, under, inside, outside, above</li> <li>Use connectives of sequence</li> <li>first, second, then</li> <li>Use a regular simple-past-tense verb in a sentence</li> <li>He walked to school.</li> <li>First person (I and we), second person (you) and third person (he, she)</li> </ul>	<ul style="list-style-type: none"> <li>Similes - ...as big as an elephant...</li> <li>Move from generic to specific nouns - 'dog' to 'terrier'</li> <li>Subject-verb agreement with 'to do', 'to be' and 'to have'</li> <li>Write a sentence that includes an adjective</li> </ul>		<ul style="list-style-type: none"> <li>Orally devise alliteration - ...a cool cat..., ...a sneaky snake...</li> </ul>
TRANSCRIPTION	<ul style="list-style-type: none"> <li><b>Spell words containing each of the 40+ phonemes already taught</b></li> <li>Correctly spell HFW at L&amp;S Phase 5 or equivalent</li> <li>Spell common exception words taught in this phase</li> <li>Spell <b>all</b> the days of the week (correctly)</li> <li><b>Name the letters of the alphabet in order</b></li> </ul>	<ul style="list-style-type: none"> <li>Use letter names to distinguish between alternative spellings of the same sound</li> <li>Add prefixes and suffixes as listed in English Appendix 1</li> </ul>		<ul style="list-style-type: none"> <li>Use the spelling rule for adding -s or -es as the plural marker for nouns and the third person singular marker for verbs</li> </ul>	<ul style="list-style-type: none"> <li>Use -ing, -er and -ed, where no change is needed in the spelling of root words</li> <li>Can add the prefix un-</li> </ul>	<ul style="list-style-type: none"> <li>Can add prefixes and suffixes using -er and -est where no change is needed in the spelling of root words</li> </ul>
COMPOSITION AND EFFECT	<ul style="list-style-type: none"> <li>Select basic ideas and content usually linked to the purpose of a task, e.g. a formulaic opening/ending for a story, a phrase or sentence of information to label a picture, simple commands to give instructions</li> </ul>	<ul style="list-style-type: none"> <li>Use simple word choice that helps to convey information and ideas, e.g. story or topic related vocabulary</li> <li><b>Re-read what they have written to check that it makes sense</b></li> </ul>				
TEXT STRUCTURE AND ORGANISATION	<ul style="list-style-type: none"> <li><b>Sequence sentences to form short narratives using a simple opening or closing phrase (often formulaic)</b></li> </ul>	<ul style="list-style-type: none"> <li>Has an awareness that ideas/events may be put into an appropriate order, e.g. use of simple time related words, numbers, ordering of pictures/captions</li> </ul>	<ul style="list-style-type: none"> <li>Link ideas and events with connecting vocabulary</li> <li>Has an awareness that ideas/events may be put into an appropriate order, e.g. use of simple time related words, numbers, ordering of pictures/captions</li> </ul>			
SENTENCE STRUCTURE	<ul style="list-style-type: none"> <li><b>Write sentences by</b> saying out loud what they are going to write about</li> <li>Recognise sentence boundaries in spoken sentences</li> <li>Use simple words, phrases and clauses in sentence-like structures to communicate meaning</li> <li>Write a simple sentence starting with a noun/proper noun</li> </ul>	<ul style="list-style-type: none"> <li>Write a simple sentence with straight forward subject/verb agreement</li> <li>Write a simple sentence starting with a personal pronoun</li> </ul>	<ul style="list-style-type: none"> <li>Write reliably formed simple and compound sentences</li> </ul>			
SPEAKING AND LISTENING	<ul style="list-style-type: none"> <li>Verbal instructions for building obstacle courses</li> </ul>	<ul style="list-style-type: none"> <li>Reading poetry aloud to the poet - tree</li> </ul>	<ul style="list-style-type: none"> <li>Role play traditional stories</li> </ul>	<ul style="list-style-type: none"> <li>Share fact files with another year group</li> </ul>	<ul style="list-style-type: none"> <li>Share information booklets with governors/HT/Mr Walker</li> </ul>	<ul style="list-style-type: none"> <li>Role play stories from other cultures - make own puppets for Handa's Surprise</li> </ul>
SPECIAL EVENTS	<ul style="list-style-type: none"> <li>'Get Active' hook - to inspire writing and instructions</li> <li>Celebration - Instructing parents to complete obstacle courses</li> <li>Estate Agent visitor - show examples of house adverts</li> </ul>	<ul style="list-style-type: none"> <li>Bonfire to inspire descriptions</li> <li>Autumn walks</li> </ul>	<ul style="list-style-type: none"> <li>Den building in the woods</li> <li>Dragon hunt!</li> </ul>	<ul style="list-style-type: none"> <li>Blue Reef Aquarium trip</li> </ul>	<ul style="list-style-type: none"> <li>Work with Mr Walker to find out about outdoor environment</li> </ul>	<ul style="list-style-type: none"> <li>Fruit tasting</li> <li>Making scones and then selling them at the Horticultural show</li> <li>Fruit picking trip</li> </ul>