



Reception and Year 1 English Overview A: 2020-2021

Date	English Text Type	Text	Focus	Main Writing Interim Statements to cover	Y1 Areas from Pie Corbett progression to cover	Grammar to be taught	Class read
Autumn 1	Repetitive tale	Owl babies	Dialogue	<p>ELG expected: writing</p> <ul style="list-style-type: none"> Children use their phonic knowledge to write words in ways which match their spoken sounds. They also write some irregular common words. They write sentences, which can be read by themselves and others. Some words are spelt correctly, and others are phonetically plausible. <p>Y1 Working towards</p> <p>The pupil can, with support from the teacher:</p> <ul style="list-style-type: none"> write words, phrases and short sentences that convey meaning write the correct letter in response to hearing each sound of the alphabet segment CVC, CCVC, CCVC words into phonemes and write the graphemes corresponding to these form most lower case letters in the correct direction, starting and finishing in the right place with prompting, use spacing between words spell correctly some familiar words, such as their own name 	<p>Retell simple 5-part story:</p> <ul style="list-style-type: none"> Once upon a time One starry night But So Finally,..... 		<p>Author focus - Jill Murphy-</p> <ul style="list-style-type: none"> All in one piece Five minutes peace A quiet night in Mr Large in Charge A piece of cake Peace at last + BB Whatever Next! + BB <p>+ see additional topic related books on attached list.</p>
	Recount	Write text linked to topic	Say and write ideas in sentences.				
Autumn 2	Beating the monster	The Gruffalo	Characterisation	<p>Y1 Working at National Expectations</p> <p>The pupil can, after discussion with the teacher:</p> <ul style="list-style-type: none"> write sentences that are sequenced to form a short narrative (real or fictional) demarkate some sentences with capital letters and full stops (including a capital letter for the personal pronoun I) segment spoken words into phonemes and represent these by graphemes, spelling some words correctly and making phonically-plausible attempts at others spell some common exception words* 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 their writing use spacing between words use spacing between words. 	<p>Adjectives e.g.</p> <ul style="list-style-type: none"> Deep dark little brown, terrible tusks, knobby knees, purple prickles <p>Question marks</p> <ul style="list-style-type: none"> Bullet points Non-fiction structure Precise, clear language to give information e.g. - First, switch on the red 	<ul style="list-style-type: none"> using the spelling rule for adding -s or -es as the plural marker for nouns 	<p>Author focus: Julia Donaldson</p> <p>+ see additional topic related books on attached list.</p>
	Instructions	Making Gruffalo's crumble	Sequence instructions correctly				
Spring 1	Journey tale	We're going on a bear hunt	Description	<p>Y1 Working at National Expectations</p> <p>The pupil can, after discussion with the teacher:</p> <ul style="list-style-type: none"> write sentences that are sequenced to form a short narrative (real or fictional) demarkate some sentences with capital letters and full stops (including a capital letter for the personal pronoun I) segment spoken words into phonemes and represent these by graphemes, spelling some words correctly and making phonically-plausible attempts at others spell some common exception words* 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 their writing use spacing between words use spacing between words. 	<p>Prepositions: e.g</p> <p>Up, down, in, into, out, to onto inside outside towards across under</p> <ul style="list-style-type: none"> Use of rhyme Use of similes 		<p>Author focus: Quentin Blake</p> <ul style="list-style-type: none"> Mister Magnolia A sailing boat in the sky Cockatoos The story of the dancing frog Zagazoo All join in <p>+ see additional topic related books on attached list.</p>
	Poetry	Poems linked to topic	Choosing words for effect/ rhyme				
Spring 2	Beating the monster	Jack and the beanstalk	Suspense			<ul style="list-style-type: none"> using the prefix un- using -ing, -ed, -er and -est where no change is needed in the spelling of root words 	<p>Books about food/ growing</p> <p>see attached list.</p>

	Non-chronological report	Life cycle of a butterfly	Use language relevant to subject.	<p>Y1 Working at Greater depth The pupil can, after discussion with the teacher:</p> <ul style="list-style-type: none"> • write simple, coherent narratives about personal experiences and those of others (real or fictional) • write about real events, recording these simply and clearly • demarcate most sentences in their writing with capital letters and full stops, and use question marks correctly when required • use present and past tense mostly correctly and consistently • use co-ordination (e.g. or / and / but) and some subordination (e.g. because) to join clauses • form capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters • use spacing between words that reflects the size of the letters. • segment spoken words into phonemes and represent these by graphemes, spelling many of these words correctly and making phonically-plausible attempts at others • spell many common exception words* • use the spelling rule for adding -s or -es as the plural markers for nouns • use the prefix -un • use -ing, -ed, -er and -est where no change is needed in the spelling of the root words 	<ul style="list-style-type: none"> • Simple conjunctions-and, or, but, so, because • Embellished simple sentences • Non fiction structure: <ul style="list-style-type: none"> - Heading - Introduction - Middle section(s) - Simple factual sentences around Labelled diagrams - Ending - Concluding sentence 		
Summer 1	Rag to riches	Rainbow Fish	Openings and endings				
	Letters	Writing a letter to the sea life centre	Sequence ideas correctly and use 'and' to join ideas.				
Summer 2	Adventure/ quest tale	Meerkat mail	Setting				
	Diary	Diary of traveller on Titanic	I can sequence ideas and link sentences using 'and'				
				<ul style="list-style-type: none"> • Precise clear language to give information • Use of compound sentences using simple connectives- and, or, but, so, because, so that 			
				<ul style="list-style-type: none"> • Use of adjectives to describe • 5 part structure: <ul style="list-style-type: none"> - Opening -once there lived - Build up - Problem – On Monday . . . - Resolution – Eventually - Ending- Finally • Capital letters for days of the week 	<ul style="list-style-type: none"> • Writing days of the week 	<p>Longer text - Sophie's Snail – Dick King Smith</p> <p>+ see attached list.</p>	
				<ul style="list-style-type: none"> • Use of compound sentences using 'and, but or so' • Use of ly openers - Fortunately,... Unfortunately, Sadly,.... 			

Chestnut class reads Year A				
What makes me me?	Village, Town, City- What is the difference?	Explorers - around the world in a term	Is it growing?	At the seaside, beside the sea
<p>Author focus - Jill Murphy</p> <ul style="list-style-type: none"> • All in one piece • Five minutes peace 	<p>Author focus - Julia Donaldson</p>	<p>Author focus: Quentin Blake</p> <ul style="list-style-type: none"> • Mister Magnolia • A sailing boat in the sky 	(No author focus- books about food/ growing – see below)	Summer 1 - No author focus- books about the sea – see below)

<ul style="list-style-type: none"> • A quiet night in • Mr Large in Charge • A piece of cake • Peace at last + BB • Whatever Next! + BB 		<ul style="list-style-type: none"> • Cockatoos • The story of the dancing frog • Zagazoo • All join in 		<p>Summer 2 - Sophie's Snail – Dick King Smith</p>
<ul style="list-style-type: none"> • I love guinea pigs • The Great big book of families • My five senses • Do you want to be my friend? • We are all different • If you are happy and you know it • This is our house • We are born free • Don't call me sweet • Two by two • Bones • I completely know about guinea pigs • New baby • The world is full of babies • When I grow up • Short, tall, big or small (BB) • See how I grow • Who wants to play with a troll 	<ul style="list-style-type: none"> • Why is the sky blue? • Sounds around • Pumpkin soup • The very helpful hedgehog • Dear Zoo + BB • Hello new York • This is London • Where the forest meets the sea (BB) • Pig gets stuck (BB) 	<ul style="list-style-type: none"> • Captain duck • Mr Men trip to the moon • Beastly pirates • Pirates love underpants • Dinosaurs love underpants • Aliens love underpants • Stories from India • Gordon's great escape • Zoom rocket zoom • Rocket mole • The great explorer 	<ul style="list-style-type: none"> • Oliver's vegetables • Farmer Duck • The tiny seed - Eric Carle • Meg's Veg • From Acorn to Oak tree • Handa's surprise • Munch • The ravenous beast • Grandma's garden • Jasper's beanstalk • Growing frogs • See how they grow butterfly • Plant life • Caterpillars to butterfly • Egg to chick • Tadpole to frog • Lifecycle of a rose • Why do sunflowers face the sun? • Titch (BB) • Tattybogle (BB) • The tiny mouse and the big red apple (BB) • Sunflower (BB) • Life cycle of a frog (BB) 	<ul style="list-style-type: none"> • The storm whale – Benji Davies • Katie Morag and the 2 grandmothers (BB) • The Lighthouse Keeper's Lunch - Ronda & David Armitage • The lighthouse keeper's lunch • The lighthouse keepers catastrophe • The boy who unplugged the sea • The commotion in the ocean • The shark in the dark • Ocean IQ • Pesky plastic • Under the sea • Adventures of a plastic bottle • Dear Greenpeace + BB • Big book of blue • Baleen (BB) • What's underneath? (BB) <p>Poems about the sea</p>