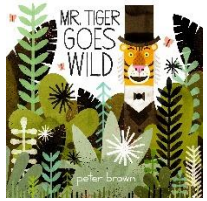
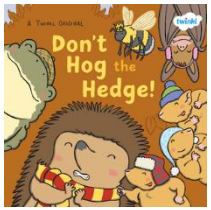
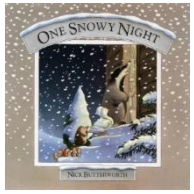
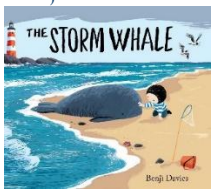
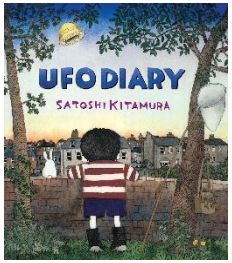
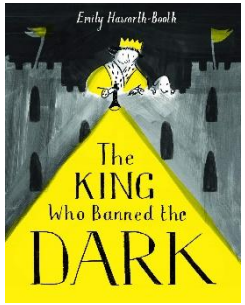
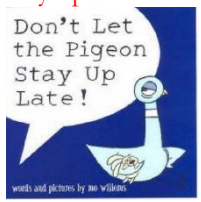
ST. FAITH'S
CHURCH OF ENGLAND PRIMARY SCHOOL

Year 1 English long-term overview

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Book study	Mr Tiger goes wild  Autumn poems 'I'm a little hedgehog'	Flashlight- Lizi Boyd  Don't hog the hedge  	One snowy night By Nick Butterworth  The storm whale Benji  	Traditional tales & Fairy tales  UFO diary- Satoshi Kitamura  	Spring poems Spring Greens' by Shirley Hughes poem The king who banned the dark  	Instructions Don't let the pigeon stay up late!  'The magic paintbrush' By Julia Donaldson 
Themes	Conforming, freethinking, being wild, happiness Alliteration, adjectives, autumn	Alliteration, adjectives, autumn. , being wild, happiness	Setting description, weather, and senses. Storm description, speech writing, instruction writing. Poems.	Fiction, magic, royalty, conventions.	Poem, spring, author, poet, rhyme, rhythm, order, compare, match Rules, prediction, debate	Excuses, reasoning, rules, instructions. Imagination, friendship, responsibility
Reading focus	predicting what might happen on the basis of	Reading through poems to highlight adjectives.	Reading through the book together, in pairs.	Reading traditional tales, finding	To be able to explore a poem	To make predictions about the story.

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	what has been read so far Reading poem books to decide favourite style. Reading through poems to highlight adjectives.	Reading poem books to decide favourite style. Being read the story and predicting outcomes.	Prediction based on reading. Read the book aloud to peers. Continue to hunt for our new phonic sounds in the book. Predicting outcomes and making inferences based on what is being read to them.	common themes- plots-characters. Make simple inferences Ask questions and express opinions about main events and characters in stories	To predict what will happen in the story To discuss themes in the book and begin to form own opinion on the story. Independently read poetry to discover own personal preferences.	To be able to identify the key events of each phase of the story. To identify similarities and differences. To identify what the moral of the story is.
Writing outcome opportunities (with purpose and audience where appropriate)	use simple word choice that helps to convey information and ideas, eg story or topic related vocabulary using a capital letter for names of people, places, the days of the week, and the personal pronoun I beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark using –ing, –ed, –er and –est where no change is needed in	Write a simple sentence starting with a personal pronoun. To write a character description. Story mapping. Writing adjectives and sentences about the book. (Predictions)	Sentences recapping the story- using words to extend their sentences. Recall the main points of a narrative in the correct sequence Write questions and express opinions about main events and characters in stories	. To write character descriptions, one that meets conventions an one that flips the scrip To write about and describe their own characters. To write their own mixed up fairy-tale, taking parts of different stories and mashing them together.	. Writing a poem that rhymes- with a focus o the season of spring. To write rumours in a similar style to the book. To write short sentences explaining their predictions. To write and argument either for or against the dark	To write a clear set of instructions. To write a diary all about what they do when they get back from school. To be able to write a character description using adjectives and similies. To be able to describe a story setting and create their own.

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	the spelling of root words Writing adjectives Writing similes and short poems			To write their own fairy tale story.		To write their own story about a magic item.
Opportunities for speaking and listening	Recreate the formal city, where the animals are all in suits and top hats, in the hall. Weave in and out of each other, formally handshaking and taking their hats off to say Good Morning to you, Sir etc. Class story map. Class discussions Putting on a play of the book in small groups.	Rehearsing and performing the poem 'I'm a little hedgehog'	Reciting parts of the story to class. Explaining to the class their favourite character Performing as the characters in front of class. Reading a short poem aloud as a group.	Hot seating as fairytale characters	They think about the order of a poem and explain their reasons using rhythm and rhyme. Reading writing back to teacher. Explaining opinions) to the class. Having a class debate	To discuss how characters might be feeling.