

# Sele First School Overview of English

## Year 1

**Champion Author: Oliver Jeffers    Champion Poet: Robert Louis Stevenson**

|                   | Autumn 1                                                                                                                                                                                                                                                                                                                                                                     | Autumn 2                                                                                                                                                                                                                                                                                                                                              | Spring 1                                                                                                                                                                                                                                                                                                                           | Spring 2                                                                                                                                                                                                                                                                                                           | Summer 1                                                                                                                                                                                                                                                                                                                   | Summer 2                                                                                                                                                                                                                                                                                                                                               |
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| <b>Core Texts</b> | Take One Picture/Grace Darling texts:<br><b>Lost And Found - Oliver Jeffers</b><br>The Snail and the Whale<br><b>Grace Darling - Non-fiction</b><br>Gracie the Lighthouse Cat<br>I'm (mostly) happy being me-Anna Milbourne<br>Poem 'Happy Thought'                                                                                                                          | Texts from the countries of the UK including:<br>Paddington<br>Finn McCool<br><b>Here We Are - Oliver Jeffers</b><br>Katie Morag<br>Dilwyn the Welsh Dragon<br><b>UK Facts - Non-fiction</b>                                                                                                                                                          | Texts leading into STEM - Theme - TOYS:<br>Toy Mountain<br>Old Bear and friends<br><b>The great paper caper - Oliver Jeffers</b><br>Toy Story                                                                                                                                                                                      | Fairy Tales including:<br>Hansel and Gretel<br>Little Red Riding Hood<br>Three Little Pigs<br>Jack and the Beanstalk.<br><b>Traditional Tales Poems - Poetry</b>                                                                                                                                                   | Plants and Growing texts including:<br><br>Tiger in the garden<br>Pip and Egg<br><br><b>Stuck - Oliver Jeffers</b><br><br><b>Plants - Non-fiction</b><br><br><b>I am the seed that grew the tree - Poetry</b>                                                                                                              | Castles:<br>Hector and the Big Bad Knight<br>The King who Banned the Dark<br><b>The Huey's in the New Jumper - Oliver Jeffers</b><br><i>See inside Castles - Usborne books - Non-fiction</i><br>The Castle that the King Built<br><b>Kings, Queens, Knights and Dragons - Poetry</b>                                                                   |
| <b>Text Types</b> | Picture-led description and oral-to-written sentences - label, describe and sequence ideas from Take One Picture and narrative sequencing/retell - beginning, middle and end; story sticks and oral rehearsal.<br>Simple fact file - headings, labels and factual sentences.<br>NC: say sentences aloud; sequence sentences; reread for sense; write for different purposes. | Retell and innovate familiar narratives linked to Lost and Found / Grace Darling. Character and setting description using precise nouns and adjectives.<br>Simple recount/non-fiction about Grace Darling and lighthouse life.<br>NC: compose sentences orally; sequence to form short narratives; discuss what has been written; read aloud clearly. | UK-themed information writing - captions, labels, simple information pages and fact files.<br>Postcards / short recounts from a character viewpoint.<br>Simple narrative based on stories from the four nations.<br>NC: write for different purposes; use vocabulary from reading; sequence sentences; reread and discuss writing. | Toys: character description and simple narrative innovation.<br>Instructions - how to make/use a toy, using ordered steps and command language orally before writing.<br>Information writing about old/new toys.<br>NC: write sentences in order; use joining words; compose orally; write for different purposes. | Traditional tales - retell, innovate an ending and create a good/bad character.<br>Letter for a clear purpose (e.g. friendship/advice).<br>Simple poetry patterned on traditional-tale language/rhyme.<br>NC: become familiar with key stories; retell; recognise predictable phrases; sequence sentences into narratives. | Plants/castles: simple instructions, recount/news-style report, description and non-chronological report.<br>Simple rhyme and patterned poetry.<br>End-of-year independent short narrative applying sentence skills.<br>NC: write for different purposes; use simple organisational features with support; reread, edit orally and read writing aloud. |
| <b>SPaG</b>       | Secure sentence foundations: capital letter + full stop; finger spaces; say a complete sentence before writing.<br>Introduce nouns AND noun phrases<br>Transcription:                                                                                                                                                                                                        | Revisit CL/FS/spaces automatically. Introduce ? and ! through meaningful sentence types.<br>Nouns, adjectives and verbs; 'and' then 'because' orally where appropriate.                                                                                                                                                                               | Secure statements/questions; use ? accurately.<br>Build noun phrases through carefully chosen adjectives; verbs for action.<br>Introduce sequencing language and simple time words.                                                                                                                                                | Consolidate sentence boundaries; use and to coordinate ideas.<br>Introduce/revisit prefixes un- and common suffixes from Y1 spelling (-ing, -ed, -er, -est) where phonically                                                                                                                                       | Apply punctuation independently in longer sequences of sentences.<br>Use adjectives and verbs deliberately for character; conjunction and for coordination.                                                                                                                                                                | Review, retrieve and independently apply Y1 sentence grammar.<br>Edit for capital letters, sentence punctuation, spaces and sense.<br>Use taught suffixes and                                                                                                                                                                                          |

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|  | phonics-led spelling and correct letter formation.<br>Progression: accuracy first, then controlled expansion. | Use singular/plural -s/-es through spelling/grammar links.<br>Progression: from complete sentence to varied sentence purpose. | Progression: sentence accuracy applied across fiction and non-fiction. | appropriate.<br>Progression: connect grammar and spelling to purposeful instructions/information writing. | Explore regular plural noun suffixes and sentence demarcation through editing.<br>Progression: greater stamina while maintaining accuracy. | spelling patterns in independent writing.<br>Progression: sustain 5+ linked sentences with increasing independence. |
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