



## English Yearly Overview Year 1 2019



	Advent		Lent		Pentecost	
<b>Narrative</b>	<b>Stories with predictable phrasing</b>		<b>Contemporary fiction - stories reflecting children's own experiences</b>		<b>Traditional Tales – Fairy tales</b>	
<b>Grammar focus</b>	W1, W2, S1, S2, T1, P1, P2, P3, W3		W1, W2, S1, S2, T1, P1, P2, P3, W3		W1, W2, S1, S2, T1, P1, P2, P3, W3	
<b>Final written outcomes</b>	Write simple sentences using patterned language, words and phrases taken from familiar stories		Write a series of sentences to retell events based on personal experience		Write a retelling of a traditional story	
<b>Book based (Herts)</b>	How Goes The Work Farmer Duck? By Martin Waddell (2 weeks narrative, postcards, labels) Here Comes Mr Postmouse by Marianne Dubuc (2 weeks letters, invitations)		The Last Noo-Noo by Jill Murphy (2 weeks retell, descriptions)			
<b>Book based</b>	Wolf Won't Bite by Emily Gravett The Gruffalo by Jill Murphy (4 weeks mixed genre narratives)		Lost and Found by Oliver Jeffers (2 weeks retell)		The Little Red Hen by Ian Beck The Gingerbread Boy by Ian Beck Little Red Riding Hood by Ian Beck (6 weeks retell)	
<b>Non-fiction</b>	<b>Labels, lists and captions</b>	<b>Recounts</b>	<b>Report</b>	<b>Explanations</b>	<b>Report</b>	<b>Instructions</b>
<b>Grammar focus</b>	W1, P1, P3, S1	W1, W2, S1, S2, T1, P1, P2, P3	W1, W2, S1, S2, T1, P1, P2, P3	W1, W2, S1, S2, T1, P1, P2, P3	W1, W2, S1, S2, T1, P1, P2, P3	W1, W2, S1, S2, T1, P1, P2, P3, W3
<b>Final written outcomes</b>	Write labels and sentences for an in-class exhibition/museum	Write simple first person recounts based on personal experience, using adverbs of time to aid sequence	A simple non-chronological report with a series of sentences to describe aspects of the subject	Draw pictures to illustrate a simple process and prepare several sentences to support the explanation	A simple non-chronological report with a series of sentences to describe aspects of the subject	Following a practical experience, write up instructions
<b>Book based (Herts)</b>	Transition Unit: Plenty Of Love To Go round by Emma Chichester Clark (2 weeks labels, lists, non-chronological reports)					Bath time- How To Wash A Woolly Mammoth (2 weeks instructions)
<b>Cross-curriculum opportunities</b>		Recounts linked to wider curriculum experiences (2 weeks first person recount)	Reports linked to wider curriculum experiences (2 weeks non-chronological report)	Explanations linked to wider curriculum experiences (2 weeks explanation)	Reports linked to wider curriculum experiences (2 weeks non-chronological report)	
<b>Poetry</b>	<b>Rhyming couplets</b>	<b>Vocabulary building</b>	<b>Rhyming couplets</b>	<b>Vocabulary building</b>	<b>Vocabulary building</b>	<b>Take one poet, poetry appreciation</b>
<b>Final written outcomes</b>	Recite familiar poems by heart	Read, write and perform free verse	Recite familiar poems by heart	Read, write and perform free verse	Read, write and perform free verse	Personal responses to poetry Recite familiar poems by heart
<b>Book based</b>	(1 week)	(1 week)	(1 week)	(1 week)	(1 week)	(1 week)
<b>Visual literacy</b>			Owl Babies (2 week narrative, Literacy shed)		Book of Butterflies (2 weeks narrative diary, Literacy shed)	