

Year 1 English Overview Learning Outcomes

<p><u>Autumn 1:</u> <u>Penguins,</u> <u>Possums &</u> <u>Pigs</u></p>	<p><u>Stories by the Same Author</u></p> <ul style="list-style-type: none"> -Identify what they can see and hear and make predictions about the theme or text. -Capture their ideas in writing. -Be confident in applying their blending skills to decode unfamiliar words. -Discuss and relate to own experiences. -Develop and demonstrate their understanding of characters through role play and drama, drawing on language from the text. -Recall specific information from the text. -Identify the characters, settings and events. -Respond in role as a character and infer character feelings. -Re-tell a story orally to an audience. -Understand/know the features of a simple narrative text -Write simple sentences with capital letters and full stops. -Create own story maps/plans with events in order. -Orally re-tell their innovated story. 	<p><u>Non-Chronological Reports</u></p> <ul style="list-style-type: none"> -Identify the information presented via different media and develop key vocabulary. -Write questions with question marks -Read and identify key facts. -Gather information from a range of sources, asking and answering questions e.g. film, ICT texts, books and information exchange with others. -Locate parts of the text that give particular information e.g. titles, contents page and labelled diagram. -Ask and answer questions by finding information in non-fiction texts. -Identify simple structure and features of a non-chronological report. -Use the joining word 'and' to link words and clauses. -Gather simple information from a variety of sources, e.g. film clip, photographs and fact cards. -Make suggestions about where information should be placed within a non-chronological structure. 	<p><u>Poems on a Theme</u></p> <ul style="list-style-type: none"> -Understand what a poem is about and join in with saying a poem -Add 's' to pluralise nouns. -State preferences. -Read poetry using decoding skills. -Identify vocabulary used within a poem.
<p><u>Autumn 2:</u> <u>Fire! Fire!</u></p>	<p><u>Repetitive Patterned Stories</u></p> <ul style="list-style-type: none"> -Identify the main character in the story. -Orally compose every question before writing it. -Use question marks -Use capital letters for names of characters/people. -Make predictions based on what they have read. -Discuss the main characters. -Discuss the main events. 	<p><u>Poems on a Theme</u></p> <ul style="list-style-type: none"> -Understand what a poem is about. -Orally state preferences with reasons -Add -ed where no spelling change is needed to the root word. -Recognise and join in with language patterns. 	<p><u>Range of Non-Fiction Texts</u></p> <ul style="list-style-type: none"> -Say what they know about a subject. -Recognise and use questions marks. -Discuss key vocabulary. -Recall specific information in texts. -Activate prior knowledge -Listen to what others say and take turns. - Clearly explain their understanding of what is read to them. -Read aloud books closely matched to their improving phonic knowledge.

	<ul style="list-style-type: none"> -Recall specific information in fiction texts. -Respond in role as a character and infer character feelings. -Use capital letters for people’s names. -Make personal reading choices and discuss what they have read. -Join sentences with ‘and’. -Punctuate sentences with a capital letter and full stops. Create own story maps/plans with events in order. -Respond in role as a character and infer character feelings. -Orally retell their innovated story. 	<ul style="list-style-type: none"> -Read words with –ed endings. -Orally retell the poem. -Identify vocabulary used within a poem. -Add suffixes to verbs where no spelling change is needed to the root word using –ed. -Orally plan and rehearse ideas. 	<ul style="list-style-type: none"> -Read accurately by blending sounds in unfamiliar words. -Demonstrate understanding of texts by answering questions related to who, what, where, when, why and how. -Identify how non-fiction texts are organised e.g. contents pages, glossaries, sub-headings etc. -Re-read every sentence to check it makes sense. -Identify improvements needed in sentences e.g. omitted full stops or words, capital letters for names of people and places. -Demonstrate understanding of texts by finding answer to questions created as a class. -Record information found and discuss with others. -Identify how to organise information onto a planning grid.
<p><u>Spring 1:</u> <u>Growth &</u> <u>Green</u> <u>Fingers</u></p>	<p><u>Classic Stories on a Theme</u></p> <ul style="list-style-type: none"> -Make predictions. -Discuss how the title relates to the story. -Identify exclamation marks. -Discuss the main characters and events. -Develop and demonstrate their understanding of characters and events through role play and drama, drawing on language from the text. -Apply their phonics knowledge when reading. -Read words containing –ed, –er and –est. -Say what they think and give their reasons why. -Use patterns and repetition to support oral retelling. -Add suffixes to verbs where no spelling change is needed to the root word. -Create own story maps/plans with events in order. 	<p><u>Instructions</u></p> <ul style="list-style-type: none"> -Listen to a range of instructions. -Recall specific information in texts -Write simple sentences that can be read by themselves and others. -Listen to a range of oral instructions. -Read and follow a simple instruction or set of simple instructions. -Discuss key vocabulary. -Read aloud texts that are consistent with their developing phonic knowledge. -Take turns -Punctuate simple sentences with capital letters and full stops. 	<p><u>Traditional Rhymes</u></p> <ul style="list-style-type: none"> -Say what they think the rhyme might be. -Respond to language patterns and repetition by joining in -Use capital letters for the names of people. -Join in with traditional rhymes. -Recite rhymes and poems off by heart. -Use patterns and repetition to support oral retelling. -Write phrases/sentences that can be read by themselves and others.

	<ul style="list-style-type: none"> -Demonstrate their understanding of characters and events through role play and drama, drawing on language from the text. -Respond in role as a character and infer character feelings. -Orally retell their innovated story. 	<ul style="list-style-type: none"> -Listen to others. -Discuss and write key vocabulary. 	<ul style="list-style-type: none"> -Use their phonic knowledge when spelling any unfamiliar words. -Orally rehearse ideas.
<p><u>Spring 2:</u> <u>Family Album</u></p>	<p><u>Traditional Tales</u></p> <ul style="list-style-type: none"> -Make predictions. -Listen to and discuss a poem at a level at which they can read independently, applying their phonics knowledge when reading. -Use joining words e.g. and, but, or -Listen to a range of traditional tales. -Develop and demonstrate their understanding of characters and events through role play and drama, drawing on language from the text. -Make basic inferences about what is being said and done. -Say what they think and give their reasons why -Use patterns and repetition -Add the prefix 'un' to verbs and adjectives to change the meaning e.g. untie, unkind. -Create own story maps with events in order. -Respond in role as a character and infer character feelings. -Orally retell their innovated story. 	<p><u>Recounts</u></p> <ul style="list-style-type: none"> -Activate prior knowledge. -Listen to others and take turns. -Relate events to their own experiences. -Use a capital letter for the personal pronouns 'I' and for people and places. -Talk about an event which they have attended. -Read a range of recounts in line with their own phonic development. -Discuss key vocabulary. -Understand simple recounts. -Use role play to retell an event. -Order events in sequence. 	
<p><u>Summer 1:</u> <u>The Great Outdoors</u></p>	<p><u>Stories with a Familiar Setting</u></p> <ul style="list-style-type: none"> -Discuss, explain and predict – taking turns -Add suffixes to verbs where no spelling change is needed, e.g. help, helping; camp, camping; jump, jumping; crawl, crawled; climb, climbed -Identify and use question marks and exclamation marks. -Explain the meaning of new vocabulary introduced via a text, linking the meanings to words already known. -Clap syllables in words with two or three syllables. -Explain how words have altered by adding – s, -es, -ing, -ed making links to plurals and past tense. 	<p><u>Non-Fiction Texts</u></p> <ul style="list-style-type: none"> -Listen to what others say. -Take turns -Link clauses by using a range of joining words such as and, but, or, because. -Discuss new vocabulary, clap syllables in words, and make connections to familiar contexts. -Recall specific information in texts. 	<p><u>Traditional Rhymes</u></p> <ul style="list-style-type: none"> -Listen to a range of rhymes and songs. -Recognise and join in with language patterns and repetition. -Teach others a new rhyme or song -Identify and use capital letters for names of people and places.

	<ul style="list-style-type: none"> -Read words with contractions in the text being read e.g. hadn't, it's, wouldn't -Generate questions about the story and answer them. -Re-tell events from a story in role, using language from the text. -Write in role using language from the text. -Ask questions in role and record in writing e.g. in speech bubbles. -Select and use vocabulary including nouns and adjectives to annotate images. -Write a setting description using new vocabulary. -Identify formulaic phrases for opening and closing texts -Use story maps, props, images and to support oral re-telling of a selected story or film. -Use time words and formulaic phrases during re-telling. -Discuss features of a selected story and create a class checklist e.g. characters, setting, events, time words, formulaic phrases. -Use simple joining words to link words and clauses e.g. and, but, because -Reread every sentence to check it makes sense. -Punctuate simple sentences with capital letters and full stops. -Use familiar plots for structuring the opening, middle and end of their stories. -Retell their new story in a range of contexts e.g. small world, role play, storytelling. 	<ul style="list-style-type: none"> -Activate prior knowledge -Read aloud books matched at their phonics knowledge -‘Box up’ a text to identify actions -Reread every sentence to check it makes sense. -Contribute ideas for a whole class planning format. -Discuss and explore content, including specific vocabulary for their own information booklet. -Write simple sentences that can be read by themselves and others. 	<ul style="list-style-type: none"> -Explore new vocabulary in context. -Recite rhymes and poems off by heart. -Identify rhyming words. -Identify repeated words. -Express their preferences and provide reasons for their views, orally and in writing -Write simple phrases and sentences that can be read by themselves and others. -Use their phonic knowledge when spelling any unfamiliar words. -Orally rehearse ideas.
<p><u>Summer 2:</u> <u>Robots</u></p>	<p><u>Stories with Fantasy Settings</u></p> <ul style="list-style-type: none"> -Make a prediction. -Make comparisons between characters. -Take turns and listen to what others say. -Infer from pictures. -Discuss the title and how it relates to the events in the whole story. -Pluralise nouns using ‘-es’; or; 	<p><u>Poems Learnt By Heart</u></p> <ul style="list-style-type: none"> -Join in with the words and actions of a poem. -Identify simple differences between stories and poems. -Listen to a range of texts at a level beyond that at which they can read independently including poems. -Apply phonic knowledge for reading, and split two and three syllable words into the 	<p><u>Recounts</u></p> <ul style="list-style-type: none"> -Identify and discuss vocabulary related to the robot. -Recite a poem off by heart. -Identify relevant vocabulary, including more technical words. -Use simple time words and phrases in an oral recount. -Write a simple set of instructions.

	<ul style="list-style-type: none"> -Add suffixes to verbs where no spelling change is needed to the root word, e.g. adding – ed. -Deepen their understanding of a text using basic drama techniques to explore character choices and feelings. -Use simple inference. -Use drama activities to inform short writing opportunities, applying focus skills. -Reread texts shared as a class to develop their fluency, accuracy and confidence. -Read and write correctly, some common exception words within a context. -Use appropriate vocabulary to describe a character -Retell a simplified story, using actions and story maps. -Pluralise nouns using ‘s’ or ‘-es’; -Create a toolkit of features of a robot themed fantasy story. -Work with the teacher to ‘chunk’ a story into its key events -Use simple joining words to link ideas, e.g. and, but, or, so. -Work with the teacher to extract the basic plot and create a new story plan for a class story. -Follow this class innovated plan by writing their own, based on their own model robot -Orally retell their story in different contexts, using props and costumes to aid if appropriate. 	<ul style="list-style-type: none"> separate syllables to support blending for reading. - Clearly explain their understanding of what is read to them. -Give opinions and support with reasons. -Identify and use question marks and exclamation marks -Discuss key vocabulary. -Read words with contractions e.g. I’m, I’ll, we’ll; understand that the apostrophe represents the omitted letters. -Identify features of poetry; collect repeated and rhyming words. -Develop fluency, accuracy and confidence by rereading books. -Write robot character descriptions using some of the rhyming words and new vocabulary collected -Add the prefix un- to verbs and adjectives to change the meaning, e.g. untie, unkind. -Recognise and join in with language patterns and repetition. -Recite or perform a poem. 	<ul style="list-style-type: none"> -Talk about the prefix ‘un-’ and how it changes the meaning of a word. -Discuss the main events in a recount. -Use their phonic skills to decode appropriate unfamiliar words. -Recognise appropriate high frequency words in context. -Compose sentences, both orally and in writing, using time words. -Identify key vocabulary, including any words using the prefix un-. -Reread texts to develop their fluency, accuracy and confidence. -Recount some clips viewed using words containing the suffixes –s, -es and –ed. -Retell a simplified recount, using actions and text maps -Identify and collect time words from recounts they have read and listened to. -Sequence key events. -Use simple joining words to connect ideas. -Orally plan and rehearse ideas. -Identify the basic features of a personal recount, including a range or time words -Use a capital letter for the personal pronoun I. -Orally recount events using time joining words
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