

# Year 1 and 2 English Overview

## Spring - Terms 3 and 4



The Oak Tree  
Federation

		Year 1	Year 2
<p><b>Reading</b> (From 21 steps Reading)</p>	<p><b>Word Reading</b></p>	<ul style="list-style-type: none"> <li>- I can use my phonic knowledge to sound out digraphs and split digraphs.</li> <li>- I can sound out graphemes (letters or groups of letters) for all 40+ phonemes.</li> <li>- I can read GPCs within known words with increasing accuracy.</li> <li>- I can recognise familiar words (CEW) in simple texts.</li> </ul>	<ul style="list-style-type: none"> <li>- I can read fluently and have started to use my phonic skills to decode unfamiliar words quickly and easily.</li> <li>- I can predict alternative grapheme sounds in unfamiliar words.</li> <li>- I can read multi syllabic words</li> <li>- I can read words containing common suffixes.</li> <li>- In contractions, I understand the apostrophe is replacing the missing letters.</li> <li>- I can read aloud taking into account punctuation and author intention.</li> </ul>
	<p><b>Monster Phonics</b></p>		
	<p><b>Comprehension</b></p>	<ul style="list-style-type: none"> <li>- I know a range of familiar stories and I can talk about the main events, such as: beginning, middle and end.</li> <li>- I can use my knowledge of texts that I have read to answer questions. E.g. What typically happens to good and bad characters?</li> <li>- I can recognise the difference between fiction and non-fiction.</li> <li>- I understand the familiar structure in certain stories and I can join in with repeated language</li> <li>- I can use my knowledge of texts to support reading unfamiliar words.</li> <li>- I can guess what new words mean, using clues from my teacher.</li> <li>- I understand rhyming words and how they can be used in poems.</li> <li>- I know a few traditional tales very well and I know the key characteristics.</li> </ul>	<ul style="list-style-type: none"> <li>- I understand how the key events in a story result in the final outcome.</li> <li>- I can discuss, in a group, the sequence of events in a story.</li> <li>- I can answer questions about the text I have read.</li> <li>- I know how non-fiction texts are structured and I can refer to the key features - explaining their purpose.</li> <li>- I can recite poems appreciating these.</li> <li>- I can discuss words and phrases.</li> <li>- I can recognise key themes within a text, linked to familiar stories.</li> <li>- I am able to take part in discussions about books, poems and non-fiction texts.</li> <li>- I can use the front cover and book title, as well as illustrations and the words inside to make reading choices.</li> </ul>
	<p><b>Language for effect</b></p>		<ul style="list-style-type: none"> <li>- I can identify how vocabulary choices affect meaning - 'Crept lets you know he's trying to be quiet'.</li> <li>- I can recognise words that sound like their meaning</li> </ul>
	<p><b>Inference</b></p>	<ul style="list-style-type: none"> <li>- I am beginning to understand how the characters have an impact on the main events in a story.</li> <li>- I know the general structure of the texts</li> <li>- I am reading and can make a prediction based on these.</li> <li>- I understand the feelings of the main characters within a story.</li> </ul>	<ul style="list-style-type: none"> <li>- I am beginning to understand the reasons for a character's behaviour.</li> <li>- I can discuss possible reasons for events.</li> <li>- I can explore what I think is going to happen and suggest why I think this.</li> </ul>
<p><b>Range of texts</b></p> <ul style="list-style-type: none"> <li>-Listening to and discussing a wide range of <b>poems, stories and non-fiction</b> at a level beyond which they can read independently</li> <li>-Becoming very familiar with <b>key stories, fairy stories and traditional tales</b>, retelling them and considering their particular characteristics</li> <li>-Being introduced to non-fiction books that are structured in different ways.</li> <li>- Becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales.</li> <li>- Continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear</li> </ul>			
<p><b>Writing</b> (from 21 steps Writing)</p>	<p><b>Spelling</b></p>	<ul style="list-style-type: none"> <li>- I can apply simple spelling rules.</li> <li>- I can recall the letters of the alphabet from memory.</li> <li>- I can add 'ed', 'er', 'est' to a basic root word where no change is needed in spelling.</li> <li>- I can spell the days of the week.</li> <li>- I am beginning to understand the difference between singular and plural.</li> <li>-I can represent the phonemes I hear with increasing phonic plausibility</li> </ul>	<ul style="list-style-type: none"> <li>- I can use suffixes in adjectives and adverbs.</li> <li>- I can identify a near homophone.</li> <li>- I can write simple sentences using Grapheme Phoneme Correspondences (GPC).</li> </ul>
	<p><b>Handwriting</b></p>	<ul style="list-style-type: none"> <li>- I can write lower case letters in the correct direction, starting and finishing in the correct place.</li> <li>- I can form an increasing number of capital letters correctly.</li> <li>- I am beginning to form a full stop, question mark and exclamation mark.</li> <li>- I am beginning to identify letters that belong to the same 'handwriting families'.</li> </ul>	<ul style="list-style-type: none"> <li>- I am starting to use lead-ins and write cursorily (twinkl cursive)</li> </ul>
	<p><b>Writing Composition</b></p>	<p>Working towards:</p> <ul style="list-style-type: none"> <li>- I can plan or say out loud what I am going to write about.</li> <li>- I can compose a sentence orally before writing.</li> <li>-I can repeat my sentence before writing so that it is clear in my head and helps me to remember it</li> <li>- I can sequence sentences to form short narratives</li> <li>- I can write in a variety of different genres including: poetry, real events, fictional experiences and for different purposes.</li> <li>- I can use and apply what I have learnt through sentence and word work</li> <li>- I can re-read what I have written to check that it makes sense.</li> <li>- I can read aloud my writing clearly enough to be heard by my peers and the teacher.</li> <li>- I can evaluate what I have written with the teacher or another pupil.</li> </ul>	<ul style="list-style-type: none"> <li>- I am happy to improve aspects of my writing</li> <li>-I can write simple narratives from personal experiences.</li> <li>- I can create a simple written plan using some keywords to help</li> <li>- I am beginning to independently reread to check my writing makes sense</li> </ul>
	<p><b>Vocab and grammar</b></p>	<ul style="list-style-type: none"> <li>- I am beginning to use the conjunction 'and', call it a 'joining word' and am beginning to use other joining words e.g. but.</li> <li>- I can use a simple sentence structure.</li> <li>- I can use a question.</li> <li>- I can use an exclamation.</li> <li>- I am beginning to use adjectives (colour, shape, size, emotion).</li> </ul>	<ul style="list-style-type: none"> <li>- I can consistently use 'and' or 'but' to join my sentences.</li> <li>- I can use subordinating conjunctions such as: when, if, that, because.</li> <li>- I can use adjectives to add information about a noun.</li> <li>- I can identify imperative verbs.</li> <li>- I can use the past and present tense verbs correctly</li> <li>- I can use simple gender forms.</li> <li>- I can use a string of capital letters for effect</li> </ul>
	<p><b>Punctuation</b></p>	<ul style="list-style-type: none"> <li>- I use capital letters and full stops throughout my writing.</li> <li>- I understand what a sentence is and that it has a capital letter and a full stop.</li> <li>- I can match capital letters and lower case letters which are visually dissimilar</li> <li>-I can write an increasing number of capital letters (e.g. in the days of the week and my friend's names)</li> </ul>	<ul style="list-style-type: none"> <li>- I can use capital letters, full stops, question marks and explanation marks to demarcate sentences</li> <li>- I can use capital letters for proper nouns.</li> <li>- I am beginning to use apostrophes for possession.</li> <li>- I am beginning to use commas in a list.</li> <li>- I can identify speech marks in a text</li> </ul>
<p><b>Text types to be covered</b></p>	<p>Writing about, narrative, non-fiction, poetry, dialogue, play scripts, writing for difference purposes.</p>		
<p><b>Topics and Rich Texts used</b></p>	<p>Year A</p> <p>Funny Bones Scaly Skin Yr1/2 : Dinosaur Park</p>	<p>Carnival of colour! Yr 1/2 Rio de Vida (Rainforests) The Great Kapok Tree - Lynne Cherry</p>	

	Year B	'Land Ahoy' Pirates My Granny is a Pirate - Val McDermid Pirates Love Underpants - Claire Freedman	Moon-Zoom Emily Brown and the Thing - Cressida Cowell Owl Afraid of the Dark - Jill Tomlinson
	Year C	Superheroes Will you read me a story?	Splendid Skies What happens when I fall asleep?
Speaking and listening (from 21 steps Speaking and Listening)	Talking to others: competence; confidence; recitation, solo performance and presentation	- I can speak clearly and with flow, which provides some detail. - I can read my writing aloud clearly to a group, and hold their interest. - I can retell stories in my own words - I can express my feelings - I can explain simple things	- Most of my spoken language is fluent and clear. - I am reading aloud with increasing intonation. - I can talk in simple ways to hold the attention of the listener. - I can express my views about a range of texts
	Talking with others: listening; responding; discussion and debate	- I can actively listen and respond to others. - I can think about other people's ideas.	- I can listen and respond to the speaker making simple comments and suggestions. - Some of my questions build on my understanding. - I can use my spoken language to explore ideas.
	Role-play and drama	- I can take part in role play using movement and gesture to show my character.	- I can use my ideas during role play in my writing.

Phonics (Monster Phonics)	<b>Y1</b>											
	ue ue ew	ew k before y i e <b>ASSESSMENT 4</b>	ie ie igh	or ore aw	au air Prefix un	<b>ASSESSMENT 5</b> ear (long e) ear (air)	are y ph	wh e o	<b>ASSESSMENT 6</b> Review ff ll ss zz ck nk tch	Review ve ai oi ay	Review oy a-e e-e l-e	Review o-e u-e u-e ar
	three, tree trees, green, sleep queen, please ever, never, river under, better after	good, took, book looks, looking car, dark, park hard, garden found, round around, mouse shouted	going, most over, cold told, gave take, place	he's, we're even, began before because girls, birds first	sea, tea, eat each, really these, other mother another	floppy, any many, every everyone baby, only suddenly pulled	want, wanted great, us has, inside liked, can't didn't, key hear, white	love something coming, fly why, new use, there where, boy	which, head dragon animals couldn't eyes, lived boat, cried	giant, find laughed again, friends different door, jumped stopped	thought through magic narrator once, air, who I've, I'll, these	200 HFW REVISION
<b>Y2</b>												
Constants suffixes	Possessive Apostrophe	REVIEW dge Adding suffix	REVIEW g Adding suffix	REVIEW c Adding suffix	REVIEW kn Adding suffix	REVIEW gn Adding suffix	REVIEW wr Adding suffix	REVIEW le Adding suffix	REVIEW el il al Adding suffix	REVIEW y Adding suffix	REVIEW al(or) Adding suffix	
Year 2 CEW REVIEW	Year 1&2 CEW REVIEW	find, great kind, steak, mind break, behind	wild, child, climb, old, gold, hold told, cold	would, door floor, could poor, should	any, move prove, many improve, pretty	most, both only, every everybody	even, people, clothes whole	busy, hour Christmas money	grass, class pass, past fast, last	bath, path father, plant half	after, sure again, sugar	
		may, say, way away, play, never ever, river, under better, after	grow, snow, know window, car, dark park, hard garden	our, found, round around, mouse shouted, good took, book, looks	gone, more, horse live, lived pulled, want wanted	need, feet, keep queen, tree other, mother another, coming	over, most going cold, told, love something dragon	sea, tea, eat each, really, first, please bird, girl	soon, food room, school air, where there	right, night use, new us, has	head, door which, friends different would	
<b>200 HFWs</b>												