

## Year 1 and 2 English Overview

### Autumn - Terms 1 and 2



		Year 1	Year 2
<b>Reading</b> (From 21 steps Reading)	Word Reading	<ul style="list-style-type: none"> <li>- I can sound out most phonemes and I am able to identify common digraphs.</li> <li>- I am beginning to blend simple CVC, CVCC words.</li> <li>- I am learning new GPCs.</li> <li>- I can read most Common Exception Words (CEW) from EYFS.</li> </ul>	<ul style="list-style-type: none"> <li>- I can read a range of words on sight and am able to use my phonic strategies to read more complex words.</li> <li>- I can read words with common suffixes.</li> <li>- I notice contractions, but need some support to read them accurately.</li> <li>- I know the function of full stops when reading and I show this when reading aloud.</li> </ul>
	Comprehension	<ul style="list-style-type: none"> <li>- I know a few familiar stories and I can recall some events.</li> <li>- I can use pictures and texts to identify meaning.</li> <li>- I can discuss some simple features; answering questions relating to, for example, changes in font size, details in illustrations or diagrams, identifying when somebody is speaking.</li> <li>- I understand the features of a book and use these to help me understand what it is about. E.g Title, blurb...</li> <li>- I can join in with group reading of familiar stories.</li> <li>- I can ask what unfamiliar words mean and remember them the next time I come across them.</li> <li>- I recognise what a poem is and understand some sounds rhyme.</li> <li>- I am familiar with some traditional tales and I know some of the features</li> <li>- I can say what I like about a story</li> </ul>	<ul style="list-style-type: none"> <li>- I understand the key events or features of a text.</li> <li>- I can simply comment on the beginning, middle and end.</li> <li>- I can work with a group to answer questions about texts.</li> <li>- I know how non-fiction texts are structured and can name some of their features.</li> <li>- I can recite some lines from simple poems, saying what I like.</li> <li>- I can explain the meaning of words in context.</li> <li>- I can recognise interesting words.</li> <li>- I can recognise key themes within a text, linked to familiar stories.</li> <li>- I can say what I think about books, poems and non-fiction.</li> <li>- I can use the front cover and book title, as well as illustrations to make reading choices.</li> </ul>
	Language for effect		<ul style="list-style-type: none"> <li>- I can recognise rhyming words</li> <li>- I can recognise tongue twisters/alliteration</li> </ul>
	Inference	<ul style="list-style-type: none"> <li>- I can use stories I have already read to support my predictions.</li> <li>- I can understand what the main characters are doing.</li> </ul>	<ul style="list-style-type: none"> <li>- I can comment on a character's actions.</li> <li>- I can provide simple explanations about events.</li> <li>- I can explore what I think is going to happen in a text.</li> </ul>
<b>Range of texts</b> - Listening to and discussing a wide range of <b>poems, stories and non-fiction</b> at a level beyond which they can read independently - Becoming very familiar with <b>key stories, fairy stories and traditional tales</b> , retelling them and considering their particular characteristics - Being introduced to non-fiction books that are structured in different ways. - Becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales. - Continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear			
<b>Writing</b> (from 21 steps Writing)	Spelling	<ul style="list-style-type: none"> <li>- I am beginning to spell common exception words.</li> <li>- I am beginning to name the letters of the alphabet.</li> <li>- I can 'ing' to basic root words (verbally).</li> <li>- I know a verb as a 'doing word'.</li> <li>- I can say a word slowly to hear all the phonemes</li> <li>- I can segment spoken words into individual phonemes</li> <li>- I can represent the phonemes I hear with phonetically plausible spellings (ie not always correctly)</li> </ul>	<ul style="list-style-type: none"> <li>- I can segment spoken words into phonemes and represent these using graphemes spelling correctly and in the right order.</li> <li>- I can segment multi-syllabic words</li> <li>- I can identify a homophone</li> </ul>
	Handwriting	<ul style="list-style-type: none"> <li>- I can sit correctly at the table.</li> <li>- I can hold a pencil comfortably and correctly, appropriately to my 'preferred' hand</li> <li>- I am beginning to write lowercase letters in the correct direction, starting and finishing in the correct place.</li> <li>- I can form the digits 0-9.</li> <li>- I can form some capital letters</li> </ul>	<ul style="list-style-type: none"> <li>- I can form lower-case letters of the correct size relative to one another.</li> </ul>
	Writing Composition	Working towards: <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 enjoy writing simple messages for myself, my friends and other adults to read</li> <li>- I am beginning to write simple narratives from personal experiences.</li> <li>- I need to plan or say out loud what I am going to write, sentence by sentence.</li> <li>- I can reread my writing with the teacher to check for improvements.</li> </ul>
	Vocab and grammar	<ul style="list-style-type: none"> <li>- I use a simple sentence structure.</li> <li>- I understand what a statement is.</li> <li>- I can understand what a question is.</li> <li>- I understand what an exclamation is.</li> </ul>	<ul style="list-style-type: none"> <li>- I can use 'and' or 'but' to join my sentences.</li> <li>- I can identify subordinating conjunctions within a text such as: when, if, that, because.</li> <li>- I can use statements, questions, exclamations and commands for effect.</li> <li>- I can identify adjectives and their effect on the reader.</li> <li>- I can identify past and present tense verbs.</li> <li>- I can write sentences dictated by the teacher.</li> </ul>
	Punctuation	<ul style="list-style-type: none"> <li>I can leave spaces between my words to help the reader see what I have written.</li> <li>- I use full stops.</li> <li>- I can match familiar looking capital and lowercase letters</li> <li>- I can write capital letters at the start of some words e.g. my name</li> </ul>	<ul style="list-style-type: none"> <li>- I can use spaces between words that reflect the size of the letters.</li> <li>- I can explain why a proper noun needs a capital letter.</li> <li>- I can identify different apostrophes and discuss how they are used.</li> <li>- I can explain what a comma does</li> </ul>
<b>Text types to be covered</b>	Writing about personal experiences, narrative, fiction, real events, poetry, writing for different purposes.		
<b>Topics and Rich Texts used</b>	Year A	<b>Marvellous Me</b> <b>Roald Dahl</b> The BFG The Enormous Crocodile	<b>Lights Camera. Action</b> The Bear and The Piano Polar Express Non Fiction weather book The Christmas Story
	Year B	<b>Commotion in the Ocean</b> <b>Beachcombers</b> <b>Who lives in a rock pool?</b> The Mousehole Cat - Antonia Barnett Poetry- Seaside Poems by Jill Bennett Commotion in the Ocean - Giles Andrea	<b>'On The Move'</b> <b>Transport</b> Mr Gumpy's outing - John Burningham Mrs Armitage on Wheels - Quentin Blake
<b>Speaking and listening</b>	Talking to others: competence;	<ul style="list-style-type: none"> <li>- I can say my sentence clearly, so that others can understand it.</li> <li>- I can read my writing aloud to someone.</li> <li>- I can join in with rhymes/predictable phrases</li> </ul>	<ul style="list-style-type: none"> <li>- I am beginning to speak fluently and clearly intonation.</li> <li>- I can show an awareness of the listener through my spoken language.</li> <li>- I can talk about familiar books</li> </ul>

(from 21 steps Speaking and Listening)	confidence; recitation, solo performance and presentation	- I can ask questions to clarify or find out information	
	Talking with others: listening; responding; discussion and debate	- I can listen and respond to others	- I can join in discussions with known people - With encouragement I can ask questions. - I can contribute to group discussions to help find things out.
	Role-play and drama	- I can take part in role play using gestures and appropriate language.	-I can demonstrate my understanding of characters through role play.

Phonics (Monster Phonics)	<b>Y1</b>													
	WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6	WEEK 7	WEEK 8	WEEK 9	WEEK 10	WEEK 11	WEEK 12		
	ff ss zz ll ck nk a, be, he, me, we, she, no, go so, to, do, today, I, by, my	tch ve ai love, some come, was is, his has, one once, friend your	oi ay oy the, of said here there you school	suffix s/es ASSESSMENT 1 a_e house, our where were they says are, ask, put push, pull, full	e-e i-e o-e from, help back, animals will, this, that then, them with, went, off children, just	u-e u-e ar made, make came, like time, by, my I, I'm into, too don't	ee suffixes ed/ing see, very day, have when, about out people	ASSESSMENT 2 ea e@ look, looked asked, could saw, all down now	er ir ur Mr, Mrs what their little called	oo oo oa HFV REVISION	ASSESSMENT 3 oe suffixes ed/ing more, horse gone, live would school soon, food room	ou ow ow play, way, say may, away been, need keep, feet snow, grow window, know	YEAR 1 CEWs	100 HFVs
<b>Y2</b>														
	dge g great break steak find mind, kind behind	c kn wild, child climb old, gold hold cold told	gn wr would could should door floor poor	le ei il any many pretty move prove improve	al homophone most both only every everybody	Vowel suffix drop e Vowel suffix drop letter even people whole clothes thought	ASSESSMENT 1 y ai (or) busy money hour Christmas	o (u) ey grass class pass past fast last	after W-a after W-or bath path father plant half after again sure sugar	after W-ar S(zsh) water parents beautiful	ti i eye who Mr Mrs	YEAR 2 CEWs		