

**St. Elisabeth’s CE Primary School**

**English Overview – Year 1 (Cycle B)**

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|  | Autumn | Spring | Summer |
| Vehicle Text | **Paper Planes**  Paper Planes | Book by Jim Helmore, Richard Jones | Official Publisher Page  | Simon & Schuster UK | **Rapunzel** | **Where the Wild Things Are** |
| Genre Coverage | **Recount**  From a character’s point of view  3 weeks  **Non-chronological report**  Linked with Science (animals)  2 weeks  **Recount**  Visit re History Great Fire of London Staircase House  3 weeks  **Poetry-rhyme Poems on a theme** (Christmas) looking at rhyme  1 week | **Procedural instructions**  How to trap a troll  3 weeks  **Diary**  The day I escaped- Rapunzel  3 weeks  **Persuasive holiday brochure**  ‘Come to the Lake district’  3 weeks | **Portal narrative**  Retelling the story  3 weeks  **Instructions**  How to look after a wild thing  3 weeks  **Non chron report**  Mary Seacole/Florence Nightingale History  3 weeks  **Persuasive message:**  From Max to his mum to ask him to collect him  2 weeks |
| Vocabulary, Grammar and Punctuation | **Vocabulary**  Use regular plural noun suffixes -s or -es e.g. dog, dogs; wish, wishes, including the effects of these suffixes on the meaning of the noun.  Use suffixes that can be added to verbs where no change is needed in the spelling of root words e.g. helping, helped, helper.  Understand how the prefix un- changes the meaning of verbs and adjectives e.g. negation, for example, unkind, or undoing: untie the boat.  **Grammar**  Understand how words can combine to make sentences.  Combine words to make a single clause sentence.  Join words and clauses using and  Understand and use the following grammatical terminology: letter, capital letter; word, singular, plural; sentence; and punctuation, full stop, question mark, exclamation mark.  **Punctuation**  Begin to use capital letters and full stops to demarcate sentences in some of his/her writing.  Begin to punctuate work using question marks and exclamation marks.  Use a capital letter for names of people, places, the days of the week, and the personal pronoun I.  Learn the grammar for Year 1 within English Appendix 2. | | |
| Phonics | Phonics:  Phase 4 (5 Weeks) - review Phase 3 GPCs ai ee igh oa oo ar or ur oo ow oi ear  air er /z/ s –es words with two or more digraphs e.g. queen thicker  Phase 4: CVCC CCVC CCVCC CCCVC Phase 4 with long vowels  Phase 5 (5 Weeks) - /ai/ ay play /ow/ ou cloud /oi/ oy toy /ee/ ea each  /ur/ ir bird /igh/ ie pie /oo/ /yoo/ ue blue rescue /yoo/ u unicorn  /oa/ o go /igh/ i tiger /ai/ a paper /ee/ e he  /ai/ a-e shake /igh/ i-e time /oa/ o-e home /oo/ /yoo/ u-e rude cute  /ee/ e-e these /oo/ /yoo/ ew chew new /ee/ ie shield /or/ aw claw  Grow the code: /igh/ ie i i-e /ai/ ay a a-e /oa/ oa o o-e /ee/ e ie e-e ea /oo/ /yoo/ ew u-e u ue | Phonics:  Phase 5 (10 Weeks)  /ee/ y funny /e/ ea head /w/ wh wheel /oa/ oe ou toe shoulder  /igh/ y fly /oa/ ow snow /j/ g giant /f/ ph phone  /l/ le al apple metal /s/ c ice /v/ ve give  /u/ o-e o ou some mother young /z/ se cheese /s/ se ce mouse fence /ee/ ey donkey  Grow the code: /oo/ u ew ue u-e ui ou oo fruit soup /ee/ ea e e-e ie ey y ee /s/ c se ce ss /z/ se s zz /oa/ ow oe ou o-e o oa  /ur/ or word /oo/ u oul awful would /air/ are share /or/ au aur oor al author dinosaur floor walk  /ch/ tch match /ch/ ture adventure /ar/ al half\* /ar/ a father\*  /or/ a water Schwa in longer words: different /o/ a want /air/ ear ere bear there  /ur/ ear learn /r/ wr wrist /s/ st sc whistle science Schwa at the end of words: actor  /c/ ch school /sh/ ch chef /z/ /s/ ce se ze freeze | Phonics:  Phase 5 (11 Weeks)  ay play a-e shake ea each e he  ie pie i-e time o go o-e home  ue blue rescue ew chew new u-e rude cute aw claw  ea head ir bird ou cloud oy toy  i tiger a paper ow snow u unicorn  ph phone wh wheel ie shield g giant  /ai/ eigh aigh ey ea eight straight grey break /n/ kn gn knee gnaw /m/ mb thumb /ear/ ere eer here deer  /zh/ su si treasure vision /j/ dge bridge /i/ y crystal /j/ ge large  /sh/ ti ssi si ci potion mission mansion delicious  /or/ augh our oar ore daughter pour oar more review |
| Spellings | Spelling:  Reception review of adjacent consonants,  ff, ll, ss, zz  k, ck, ay, ou, ie  ea, oy, ir, ue  aw, air, wh, ph  or, au, ew, oe  ur, i-e, o-e  u-e, e-e, a-e  common exception words | Spelling:  alternative pronunciation: ow, ie  alternative pronunciation: ea, er  alternative pronunciation: oo, ear  alternative spelling for ai: ay, a-e  alternative spelling for oi: oy  alternative spelling for ee: ea, y  alternative spelling for igh: ie, i-e, y  alternative spelling for oa: o-e, ow, oe  alternative spelling for oo: ew, ou, u-e  alternative spelling for ur: ir, er, ear | Spelling:  alternative spelling for or: aw, au, ore  alternative spelling for air: are, ear  v sound at the end of words; the tch sound  -s ending for plural nouns  -es endings  -ing, -ed, -er and –est suffixes  compound words  un- prefix  k sound spelt as a k  words from across the curriculum |
| Handwriting | Sit correctly at a table, holding a pencil comfortably and correctly.  Begin to form lower-case letters in the correct direction, starting and finishing in the right place.  Separate words with spaces.  Form capital letters.  Form digits 0-9.  Understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and practise these. | | |