

**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 view3 weeks**Non-chronological report**Linked with Science (animals)2 weeks**Recount**Visit re History Great Fire of London Staircase House3 weeks**Poetry-rhyme Poems on a theme** (Christmas) looking at rhyme1 week | **Procedural instructions**How to trap a troll3 weeks**Diary**The day I escaped- Rapunzel3 weeks**Persuasive holiday brochure**‘Come to the Lake district’3 weeks | **Portal narrative**Retelling the story3 weeks**Instructions**How to look after a wild thing3 weeks**Non chron report**Mary Seacole/Florence Nightingale History3 weeks**Persuasive message:**From Max to his mum to ask him to collect him2 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 thickerPhase 4: CVCC CCVC CCVCC CCCVC Phase 4 with long vowelsPhase 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 clawGrow 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 donkeyGrow 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 heie pie i-e time o go o-e homeue blue rescue ew chew new u-e rude cute aw clawea head ir bird ou cloud oy toyi tiger a paper ow snow u unicornph 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, zzk, ck, ay, ou, ieea, oy, ir, ueaw, air, wh, phor, au, ew, oeur, i-e, o-eu-e, e-e, a-ecommon exception words | Spelling: alternative pronunciation: ow, iealternative pronunciation: ea, eralternative pronunciation: oo, earalternative spelling for ai: ay, a-ealternative spelling for oi: oyalternative spelling for ee: ea, yalternative spelling for igh: ie, i-e, yalternative spelling for oa: o-e, ow, oealternative spelling for oo: ew, ou, u-ealternative spelling for ur: ir, er, ear | Spelling:alternative spelling for or: aw, au, orealternative spelling for air: are, earv sound at the end of words; the tch sound-s ending for plural nouns-es endings-ing, -ed, -er and –est suffixescompound wordsun- prefixk sound spelt as a kwords 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. |