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| **English Overview Y1**  |
|  | **Monday** | **Tuesday** | **Wednesday** | **Thursday**  | **Friday** | **Text used** | **Writing outcome** |
| **Au1** | POR 1 predictions  | POR 2 +3 responding to illustration – complete likes dislikes puzzles patterns | POR 4 SPAG focus – proper nouns | POR 5 role on the wall super heroes  | POR 6 acting out heroic events  | Traction Man is Here byMini Grey  | Diary entry as Traction Man  |
| **Au2** | POR 7 role on the wall Traction Man and Scrubbing Brush | POR 8 descriptive writing - SPAG expanded noun phrases  | POR 10 hot seating SPAG Question marks | Model text of chapter of diary of a killer cat – learn and look at boxing up and tadpoling  | Innovate diary of a killer cat to diary of a killer dog |
| **Au3** | Complete innovation  | Map out story so far of traction man and show how to section for diary entries | Draw each diary entry and then write section for it – first present past tense POR 11 +12 | Complete diary entries for traction man | Perform, edit and review. |
| **Au4** | POR 13 predictions – thank you card  | POR 14 comprehension - response to whole book | Reread story – pick one section – have model text for the one adventure for traction map – learn and box up | Tadpole model text of traction man adventure SPAG focus Exclamation marks | Shared writing – innovate from model text own Traction man adventure | Own adventure for Traction Man  |
| **Au5** | Complete innovation of new adventure | Create own story maps with pictures for own adventure | Write opening and build up for own adventure from story map | Write problem, resolution and ending  | Preform, review and edit  |
| **Au6** | Model text of question and answer poem of traction man and scrubbing brush learn and box up | SPAG focus – question marks | Innovate model text for question and answer poem between traction man and another character  | Write own question and answer poem based on traction man and their own character from their own adventure | Perform, review and edit.  | Question and answer poem |
| **Half term (Blocks of 6 weeks allow for most terms to have an assessment week or collapsed curriculum week)** |
| **Au7** | POR 1 – response to picture | POR 2 – descriptive sentences – SPAG focus adjectives and proper nouns | POR 3 – facts about lions – present tense  | POR 4 SPAG focus – use facts from previous lesson to create compound sentences using conjunctions and but or  | Share model text of Flamingos – box up and tadpole | One Day on Our Blue Planet: In the Savannah by Ella Bailey (Year One)  | Non-chronological report - Lions |
| **Au8** | POR 5 – share notes and information about Lions | Innovate model text for hyenas - recap animals seen in savannah and link to collective nouns (info from POR 6) | Give more notes plus ones from previous week for lions – sort into 3 groups (habitat / diet / appearance)  | Write own non-chronological report from notes about lions based on model text | Perform, edit and review. |
| **Au9** | POR 7 – senses collection of phrases  | Model text of savannah during the day – learn and perform – pick out senses  | SPAG focus Onomatopoeia (from model text and expand) | POR 13 + 14 phrases with senses focus and onomatopoeia generated for innovation with savannah at night | Complete poem, perform, edit and review | Free verse description of animals actions  |
| **Au10** | POR 15 SPAG focus verbs model text Kennings for a bear | Innovate to a lionLearn and perform | Mind map own animals to create nouns and verbs that work well | Create own Kennings for own animal from savannah  | Perform, edit and review |
| **Au11** | POR 16 – model text of Ostrich - learn | Tadpole and box up | SPAG focus Prepositions  | SPAG focus Fronted adverbials | Innovate model text to that of a lion at night first half of retelling | Retell narrative at night – One night on our blue planet  |
| **Au12** | Innovate model text second half | POR 17 – plan and generate ideas for Ostrich at night | POR 18 write first half of retelling of ostrich at night | POR 19 – write second half of retelling of ostrich at night | POR 20 Edit, perform, review |
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| **Sp1** | POR 1+2 info already about pumpkins and pictures of India | POR 3 Role on the wall | POR 4 art visualisation  | POR 5 + 6 Comparative / superlative adjectives SPAG focus er / est suffix | POR 9 + 10 freeze frame  | Pattan’s Pumpkin By Chitra Soundar and Frane Lessac (Year One) | News report |
| **Sp2** | POR 11 – questions and answers SPAG focus | POR 11 – model text of news report to be learned – features recognised  | POR 11 innovate model text - shared writing  | Write own news report based on model text | Perform news report – edit and review  |
| **Sp3** | POR 14 – diary model and shared text | Box up and tadpole  | Plan an entry for each day of the week – SPAG focus days of week spelling and capitals as proper nouns | Write a diary entry from one of the days planned for | Perform, edit and review | Diary entry |
| **Sp4** | POR 16 – grid likes dislikes patterns puzzles – key message of the story as a myth | Have story as a model text of 5 parts no more than 250 words – learn and retell story with children from text map | Innovate story – Noah’s arkChildren plan own story using 5 part story map in pictures | Tell own story and write in 5 sentences / parts  | Perform, edit and review | Narrative – myth – flood story |
| **Sp5** | POR 13 model text of Twinkle Twinkle as a lullaby  | POR 13 innovate (use model on POR) SPAG – focus on rhyme and rhythm  | POR 13 generate and plan ideas for own lullaby | Write own lullaby | Perform lullaby and edit, review | Lullaby – poem  |
| **Sp6** | POR 7 taste and generate words for pumpkins | POR 7 read Spaghetti spaghetti poem – focus on rhyming words | POR 7 focus on similes  | Write own poem on pumkins based on Spaghetti Spaghetti | Edit, review, perform | Rhyming couplets poem |
| **Half term (Blocks of 6 weeks allow for most terms to have an assessment week or collapsed curriculum week)** |
| **Sp7** | POR 1 response to a poem | POR 2 shared writing about out and about  | POR 3 labelling and responding to illustrations  | POR 4 SPAG focus verbs – responding to poems  | Share model text of mud with children – innovate for another element around the environment  | Out and About: A first book of PoemsShirley Hughes  | Poetry – performance and free verse |
| **Sp8** | Draw own images for different element and label with key words | Write own poem from images and notes in free verse like Mud model  | Perform poems for each other  | POR 6 +7 refining performance – Wind poem | SPAG focus Wind poem – onomatopoeia  |
| **Sp9** | POR 8 spring greens syllable focus SPAG | POR 8 rhythm – beats and rhyme SPAG | POR 9 performing with rhythm and rhyme | POR 9 performing  | POR 10 performing and responding to performance  |
| **Sp10** | POR 11 Fire poem – how it looked felt etc. Model text – safety information on fire - create a fire and put it out safely  | Box up model text of safety information and tadpole | Innovate safety poster for wind | Write own safety poster for water (use poem to support ideas from previous week) | Perform, review and edit.  | Safety information text on water  |
| **Sp11** | Model text of story about a child going out to the park in the autumn and getting caught in the snow  | Box up and tadpole | SPAG adjectives for description own weather  | SPAG focus verbs for effect  | Innovate model text to be about being caught in the rain in spring | Narrative lost way story – weather and seasons description  |
| **Sp12** | Complete innovation and shared writing | Plan own story with pictures and text map for an autumn with rain | Write own story of being caught in the rain in the autumn  | Complete own story  | Perform, review and edit. |
| **Half term (Blocks of 6 weeks allow for most terms to have an assessment week or collapsed curriculum week)** |
| **Su1** | POR1 responding to illustration / freeze framing / predictions  | POR2 responding to trailer and start of book – tell me questions – art response to dark – shared writing description | POR 5 – role on the wall – read book to end – questioning comp. predictions Learn model text with actions  | POR 9 emotion graph tracking and performancePractise model text with actions  | POR 10 and 11 – sequencing the storyText mapping the story and retelling | The Dark Lemony Snicket and Jon Klassen | Personal recount as character in story |
| **Su2** | POR 12 13 shared writing story from dark point of view with emotions | Write up different sections of the story to create class book with illustrations | SPAG plural suffix sLink to aspects of story – house houses  | SPAG – plurals suffix esLink to aspects of story – wish wishes  |
| **Su3** | SPAG prefix un negativeLink to story afraid and unafraid  | Say model text original – read class text from Dark POV – model planning own story with pictures and telling aloud of a child being afraid – children plan own story | Share plans and tell own story from plans and pictures.Write story from pictures and plans. | Complete stories and share with other classes.  | POR 19 20 tell me questions for book and writing a book review shared writing  |
| **Su4** | POR 4 and 6 using both story and poem for ideas debate conscience alley model text learn  | Shared writing adapted model text for Should people be afraid of spiders? Make explicit the features being used.Conscience alley – children to write personal opinion  | Children plan own text for something that could be seen as scary – give 3 reasons for and 3 reasons against with question in title and key phrases from model ‘on the one hand / on the other hand’. | Children write their discussion text from their plan and share with table asking them what their opinion is.  | SPAG capital letters and lower case – matching and then giving a word for each in groups (think names and places for upper case linking to proper nouns) | Discussion text – Should people be afraid of the dark? |
| **Su5** | POR 14 create glow jars from video instructions | Shared writing – how to make a glow jar – learn with actions – use pictures from previous lesson to sequence – make explicit key features e.g. imperative verbs and 2nd person | SPAG Sequencing sentencesHave instructions in different order for children to sequence – use numbers and time conjunctions as clues – give opportunity to follow instructions to see if correct | Have picture sequenced cards for variety of simple things – children to pick – sequence and then write instructions to complete – or draw own pictures as a plan and write instructions for own idea | Edit, improve, review – carry out instructions written by peers and evaluate – could they do it – what was useful  | Instructions – how to make a glow jar |
| **Su6** | POR 3 – soundtrack responses to darkness Model text learn and perform from POR 6 The dark and The light | POR 8Shared writing call and response poem for being afraid of the dark | SPAG – Alphabet order and names model text of poem that is call and response with alphabet grouped in order.Have cut up version for children to sequence  | Write call and response poem for being afraid of something and parents supporting  | Edit, review and improve – perform poems in pairs – record and evaluate performances | Poem – call and response |
| **Half term (Blocks of 6 weeks allow for most terms to have an assessment week or collapsed curriculum week)** |
| **Su7** | POR 1 response to text – role on wall – predictions  | POR 4 – story map the story so far to P39 -  | SPAG pronouns and proper nouns – through shared write of a postcard POR4 | POR 8 hot seating and freeze framing – add next part of story to map | POR 9 End of story – role play – complete story map – learn complete model text with actions  | Claude in the City Alex T Smith | Own Claude story in alternate setting – circus / countryside / farm / mountains / skiing / beach |
| **Su8** | POR 13 – part 2 – second adventure – tell me | POR 14 &15 conscience alley and tell me questions | Story map 2nd adventure Discuss key text and language features in both | SPAG recognise contractions - SBW linked to text examples – not missing letters | Practise key language features SBW – needs of class to be addressed |
| **Su9** | POR 2 – create own junk model of setting for their own story – label with key words and phrases  | Plan story with pictures in 5 parts and key words used in each section | Write story from plan pictures | Complete story from plan pictures | Edit , review and improve – make class book of Claude’s adventures and share with other classes |
| **Su10** | POR 6 & 7Learn model text of museum advert | Pick out key features of museum advert – exaggeration / alliteration / personal | SPAG exclamation marks recap statements and questions - why exclamation important in persuasion | SPAG Combining sentences ‘and’Look at model text and use of and – adds more reasons for going to museum so persuasive | Shared writing – create a persuasive advert to visit the mountains for skiing  | Persuasion – to go to the alternate setting |
| **Su11** | Children to select a setting they are familiar with and want to persuade people to visit – school / beach / woodland / circus / sealife centre etc. Draw image of it and then add labels to persuade – link to features found in previous lesson  | Model use of computers to select images that are persuasive and how font can change colour, style and size for effect – children to select their own setting and print off key images and words | Children to plan their persuasive text and begin writing | Complete persuasive text | Edit, improve, review – copy adverts onto large sheets with colours and pictures to catch the eye – use computer work from previous lesson to create finished piece – put on display and ask for children to vote on the most persuasive advert with reasons why |
| **Su12** | POR 3 Learn model text of city | Highlight language and text features SPAG similes  | Shared write – create countryside poem from model of city poem | Plan and write own poems based on setting selected for story and persuasive text  | Edit, improve, review – perform poems and create a class poetry anthology | City V countryside poems |