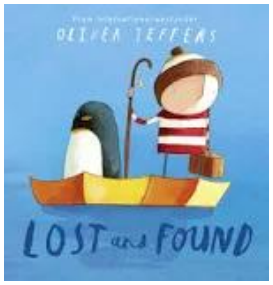
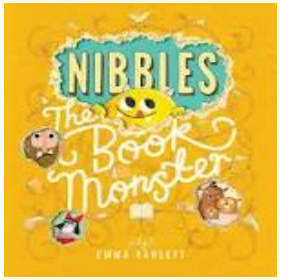
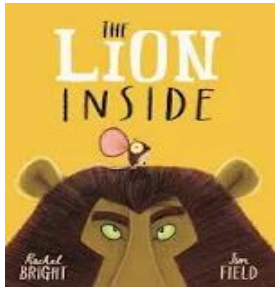
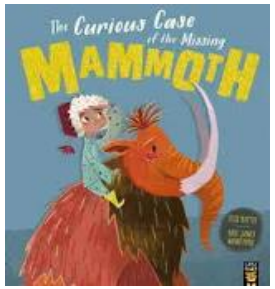
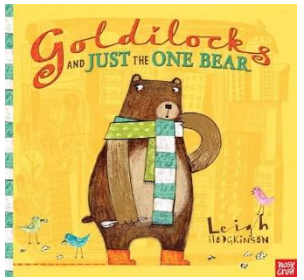
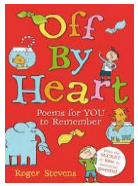
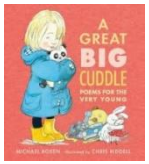
Butlers Hill Infant School

ENGLISH / WRITING OVERVIEW - YEAR 1

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic:						
Core text: Read other texts by same author / theme during story.						
Author	Lost and Found by Oliver Jeffers	Nibbles the Book Monster by Emma Yarlett	The Lion Inside by Rachel Bright	The Curious Case of the Missing Mammoth by Ellie Hattie,	Someone Swallowed Stanley by Sarah Roberts and Hannah Peck	Goldilocks and Just the One Bear by Leigh Hodgkinson
Film link:	Lost and Found Short Film		You Tube – The Lion inside song/animation		Clips of plastic in the oceans and effects on marine life / links to oceans	Animated versions of the traditional story
Poetry: P2W		Poetry unit: No such things as monsters! Key Text: Off by Heart by Roger Stevens 		A Great Big Cuddle by Michael Rosen  Poetry unit: At the Zoo		Poetry unit: Fruit salad
British Value Link	Individual Liberty – freedom to travel and express yourself		Mutual Respect and tolerance of others		Respect – the environment / planet	Rule of Law – respecting other people's belongings.

Fiction text type:	WRITING TO ENTERTAIN		WRITING TO ENTERTAIN		WRITING TO ENTERTAIN		WRITING TO ENTERTAIN		WRITING TO ENTERTAIN		WRITING TO ENTERTAIN	
	Write an adventure story with a change of character / setting				Write a journey story		Write an adventure story with a change of character				Write a traditional story with a new character	
Non-fiction text type:	WRITING TO INFORM		WRITING TO		WRITING TO INFORM		WRITING TO INFORM		WRITING TO INFORM		WRITING TO INFORM	
	Fact file on penguins		Recount – Diary based on Nibbles' adventures						Write information about sea animals			
SPAG – Appendix 2 Daily warm up and Day 5 focus	Lowercase Letters Verbs Imperative verbs / commands Suffixes –ing Finger Spaces Writing Sentences		Personal Pronouns - I Noun Suffixes -s Prefixes un- Capital Letters and Full Stops Writing Sentences		Singular Nouns Past and Present Verbs Suffixes –ed Capital Letters for the days of the week Writing Sentences		Plural Nouns Noun Suffixes –es (ch and sh) Compound Words Question Marks Sequencing Sentences		Punctuating Sentences Nouns Suffixes –es (x and ss) Exclamation Marks Capital Letters for Names of People and Places Writing Question Sentences		Joining words and Clauses using 'and' Suffixes –er – est Punctuating Sentences Writing Exclamation Sentences	
CEW / HRS Days of the week	the a do to his I be he	me is no go so she we Sunday	has by my put push pull full you	your they into as ball tall all Monday	today of said says are buses her have	out like was there ask Friday	love come some one once were where	want very again two when what Thursday	little children oh Mr Mrs mouse water	friend school house our here Tuesday Saturday	should would could sugar because people who	whole their please any many Wednesday
Phonic spelling throughout phonics and topic words in literacy												
	Phonics & Spelling (transcription)											

Assessment Map	Segment simple spoken words into phonemes and write graphemes corresponding to these phonemes Phase 2 secure (s a t p i n g o c k e u r h b f) Phase 3 beginning (i.e. j v w x z ch sh) Spell correctly some familiar words, such as their own name (F) **Begin to** spell common exception words for Y1 (approx.15) Name the letters of the alphabet in order Write the correct letter in response to hearing each sound of the alphabet Write from memory simple sentences dictated by the teacher using the GPCs and common exception words taught so far	Segment spoken words into phonemes and represent these graphemes, spelling some words correctly and making phonetically plausible attempts at others (WT) Phase 3 – Dictated sentences show some evidence of a greater range of GPC application Phase 5 – Dictated sentences shows some evidence of Phase 5 beginning i.e. ay / ou / ie / ea / oy Spell some common exception words for Y1 (approx.30) Name the letters of the alphabet in order **Begin to** use – s –es as the plural marker for nouns and the third person singular marker for verbs **Begin to** use the suffixes- ing, -ed,-er and –est where no change is needed in the spelling of root words **Begin to** apply simple spelling rules as listed in appendix 1 Write from memory simple sentences dictated by the teacher using the GPCs and common exception words taught so far	Segment spoken words into phonemes and represent these graphemes, spelling some words correctly and making phonetically plausible attempts at others (Evidence of P3/P5) (WT) Spell words containing each of the 40+ phonemes Spell the days of the week Spell most common exception words for Y1 in independent writing (40+) Name the letters of the alphabet in order Use letter names to distinguish between alternative spellings of the same sound Use the spelling rule for adding –s and –es as the plural marker for nouns and the third person singular marker for verbs Use the prefix –un Use the suffixes- ing, -ed,-er and –est where no change is needed in the spelling of root words – WORD (evidence may be found through dictated sentences) Apply simple spelling rules as listed in appendix 1 Write from memory simple sentences dictated by the teacher using the GPCs and common exception words taught so far
	Handwriting		
	Begin to correctly at a table, holding a pencil comfortably and correctly Form some lower-case letters in the correct direction, starting and finishing in the right place Form some capital letters accurately Form some digits 0-9 Begin to which letter belongs to the different letter families	More consistently sit correctly at a table, holding a pencil comfortably and correctly Begin to form many lower-case letters in the correct direction, starting and finishing in the right place Form many capital letters Begin to accurately Form many digits 0-9 More consistently say which letter belongs to the different letter families	Sit correctly at a table, holding a pencil comfortably and correctly Begin to form most lower-case letters in the correct direction, starting and finishing in the right place Form most capital letters accurately Form digits 0-9 Understand which letter belongs to the different letter families – i.e. letters that are formed in similar ways

	Composition		
	Write words, phrases and short sentences that convey meaning (the teacher may help the pupil to build sentences through questioning) (F) **Begin to** compose a sentence orally before writing it **Begin to** re-read what they have written to check it makes sense **Begin to** discuss what they have written with the teacher and other pupils **Begin to** read aloud their writing clearly enough to be heard by their peers and the teacher	**Confidently** compose a sentence orally before writing it **Begin to sequence** sentences to form short narratives **More confidently** re-read what they have written to check it makes sense **More confidently** discuss what they have written with the teacher and other pupils **More confidently read** aloud their writing clearly enough to be heard by their peers and the teacher	To be able to sequence sentences to form short narratives – TEXT (WT) **To be able to** compose a sentence orally before writing it **To be able to** re-read what they have written to check it makes sense **To be able to** discuss what they have written with the teacher and other pupils **To be able to** read aloud their writing clearly enough to be heard by their peers and the teacher
	Vocabulary, Grammar and Punctuation		
	Using spacing between words (the teacher may remind the pupil to do this Begin to use a capital letter for their own name and personal pronoun **Begin to** use the grammatical terminology from appendix 2 when discussing their writing **Letter, Capital letter, Word, Sentence, Full stop**	**Mostly** leave spaces between words **Begin to** use and to join clauses **More confidently** punctuate sentences with a capital letter and full stop **More confidently** use a capital letter for names of people, places, the days of the week and the personal pronoun I **Begin to** use the grammatical terminology from appendix 2 when discussing their writing **Letter, Capital letter, Word, Sentence, Full stop, Punctuation, question mark, exclamation mark**	**To leave** spaces between words **To** join words and to join sentences (clauses) using **and** – SENTENCE **Begin to punctuate** sentences with a capital letter and full stop **Begin to punctuate** sentences with an exclamation mark or question mark **To use** a capital letter for names of people, places, the days of the week and the personal pronoun I **To use** the grammatical terminology from appendix 2 when discussing their writing **Letter, Capital letter, Word, Singular, Plural, Sentence, Punctuation, Full stop Question mark, Exclamation mark**