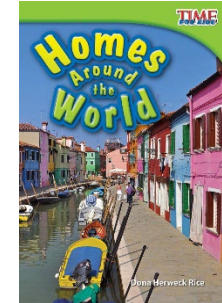
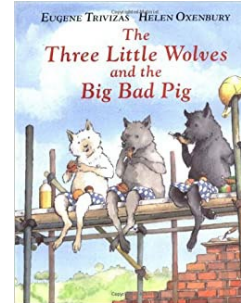
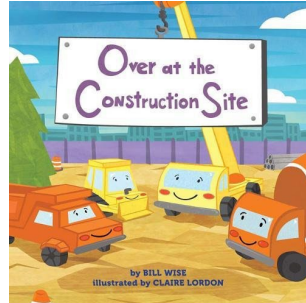
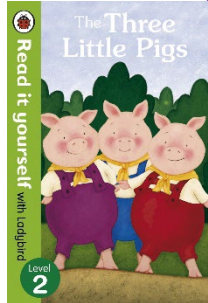


Year 1 ~ English overview 2022-23

Autumn 1 ~ Construction

Texts: *The Three little pigs* *Over at the construction site* *The Three Little Wolves and the Big Bad Pig* *Houses around the world*



Genres: Narrative - retell Non - fiction labelling Non - fiction - fact sentences Non -fiction - non chronological report

Writing KPI's EXP

Use predictable and repeated phrases in own writing drawn from reading and role-play
 Describe a character using simple adjectives
 Write sentences to match pictures, or sequences of pictures, illustrating an event
 Write sentences sometimes demarcated accurately with full stops
 Begin to separate words with spaces
 Begin to use capital letters for the beginning of sentences and for names
 Use their phase 2, phase 3 knowledge to write words in ways which match their spoken sounds, some being spelt correctly and others being phonetically plausible
 Makes phonetically plausible attempts to spell words that have not been learnt
 Form many lower case letters in the correct direction starting and finishing in the right place.

Writing KPI's GDS

Join clauses by using the conjunction 'and'.
 Make careful choices of adjectives.


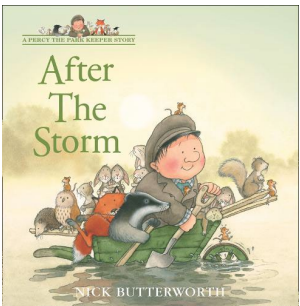
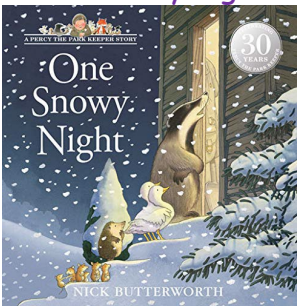
Reading KPI's EXP

Automatic recognition of high frequency words taught so far.
 Use phase 2, phase 3 phonic knowledge to read words in ways which match their spoken sounds.
 Makes phonetically plausible attempts to read words that have not been learnt.
 Begin to divide words into syllables to read.
 Identify predictable and repeated phrases in reading and role-play.
 Read sentences taking account of simple punctuation e.g full stops.
 Retrieve basic information about a character using pictures and simple language.
 Recall basic features of stories.

Reading KPI's GDS

Recall key events using words like *first, next, after, when*.
 Read sentences using awareness of punctuation such as question marks and exclamation marks
 Make simple connections between texts e.g. "This is like a traditional tale because there's an evil witch/a bad wolf".
 Make suggestions about what will happen next in the story based on what has happened so far.

Autumn 2 ~ Seasonal Changes

Texts:	<p style="color: purple; font-weight: bold;">Sparks In The Sky</p> 	<p style="color: red; font-weight: bold;">After the Storm</p> 	<p style="color: purple; font-weight: bold;">One snowy night</p> 
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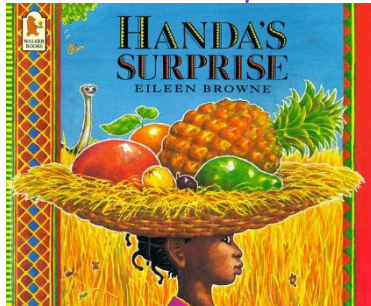
Genres:	Poetry	Narrative - retell	Narrative - description	Nonfiction - recount
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<p>Writing KPI's EXP</p> <p>Use predictable and repeated phrases in own writing drawn from reading and role-play</p> <p>Describe a character using simple adjectives</p> <p>Write sentences to match pictures, or sequences of pictures, illustrating an event</p> <p>Write simple instructions in order with some imperative verbs</p> <p>Write sentences sometimes demarcated accurately with full stops</p> <p>Begin to separate words with spaces</p> <p>Begin to use capital letters for the beginning of sentences and for names</p> <p>Use their phase 2, phase 3 and phase 4 phonic knowledge to write words in ways which match their spoken sounds, some being spelt correctly and others being phonetically plausible</p> <p>Makes phonetically plausible attempts to spell words that have not been learnt</p> <p>Form many lower case letters in the correct direction starting and finishing in the right place.</p>	<p>Writing KPI's GDS</p> <p>Independently structure writing by ordering sequence of events with use of words like first, next, after, when.</p> <p>Join clauses by using the conjunction 'and'.</p> <p>Make careful choices of adjectives.</p> <p>Distinguish between a statement and a command</p> <p>Expand by including more instructional features e.g. numbered points</p>	<p>Reading KPI's EXP</p> <p>Read yellow banded books with 90% accuracy without overt sounding out.</p> <p>Automatic recognition of high frequency words taught so far.</p> <p>Use phase 2, phase 3 and phase 4 phonic knowledge to read words in ways which match their spoken sounds.</p> <p>Makes phonetically plausible attempts to read words that have not been learnt.</p> <p>Begin to divide words into syllables to read.</p> <p>Identify predictable and repeated phrases in reading and role-play.</p> <p>Read sentences taking account of simple punctuation e.g full stops.</p> <p>Retrieve basic information about a character using pictures and simple language.</p> <p>Recall basic features of stories.</p> <p>Check that the text makes sense as they read e.g. self- correction.</p> <p>Discuss word meanings, linking new meanings to those already known.</p> <p>Read and follow simple instructions in order.</p>	<p>Reading KPI's GDS</p> <p>Read blue banded books with 90% accuracy</p> <p>Recall key events using words like <i>first, next, after, when.</i></p> <p>Read sentences using awareness of punctuation such as question marks and exclamation marks</p> <p>Make simple connections between texts e.g. "This is like a traditional tale because there's an evil witch/a bad wolf".</p> <p>Read common words with contractions and show some awareness of the use of the apostrophe to represent letters</p> <p>Read most multi-syllable words containing taught GPCs at Phase 4.</p> <p>Show some inference at a basic level.</p> <p>Make suggestions about what will happen next in the story based on what has happened so far.</p>
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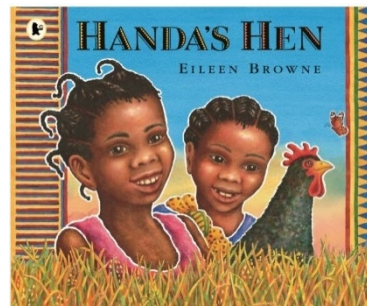
Spring 1 ~ Africa

Texts:

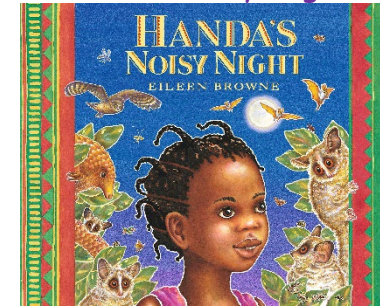
Handa's Surprise



Handa's Hen



Handa's Noisy Night



Genres: Fiction - retell Fiction - alternative story

Writing KPI's EXP

Use traditional story language
Describe a setting, something or someone with some appropriate adjectives
Write in first person using capital letter for "I"
Write sentences mostly demarcated by full stops and capital letters
Write in sequence using words to signal time e.g. first, next, then, after
Spell most common exception words taught so far

Writing KPI's GDS

Independently choose to expand ideas and sentences using "and"
Independently choose to use and apply vocabulary gathered from reading.
Read own writing to check it makes sense
Make simple edits and corrections to own writing after discussion with the teacher

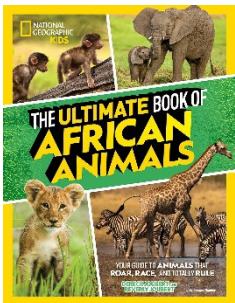
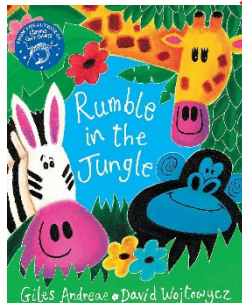
Reading KPI's EXP

Automatic recognition of high frequency words taught so far.
Identify traditional story language and comment on its use.
Identify key events and use to sequence.
Retrieve basic information about setting, something or someone.
Predict what might happen based on what has been read so far.
Automatically read most of the common exception words taught so far.
Describe the difference between a story and a first-person recount.

Reading KPI's GDS

Read own writing to check it makes sense.
Independently read aloud phonetically decodable texts at an age-appropriate level (Phase 5).
Identify basic similarities and differences between their own experiences and that of story characters.
Express personal responses, including likes and dislikes; give some reasons linked to own experiences.

Spring 2 ~ Africa

Texts:	African Animals ~ Non-fiction 	Rumble in the Jungle 
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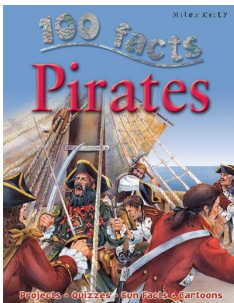
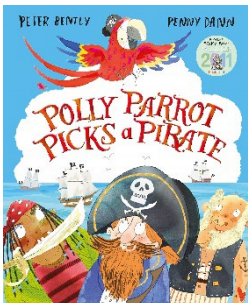
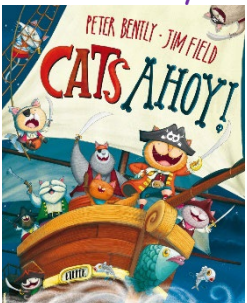
Genres: Non-fiction - non chronological report Poetry

<p>Writing KPI's EXP</p> <p>Use traditional story language</p> <p>Structure story into three parts</p> <p>Describe a setting, something or someone with some appropriate adjectives</p> <p>Write in first person using capital letter for "I"</p> <p>Write sentences mostly demarcated by full stops and capital letters</p> <p>Experiment with exclamation marks</p> <p>Write in sequence using words to signal time e.g. first, next, then, after</p> <p>Maintain past tense</p> <p>Spell most common exception words taught so far</p> <p>Form most lower case letters in the correct direction, starting and finishing in the right place.</p> <p>Form lower-case letters of the correct size relative to one another in some of their writing</p>	<p>Writing KPI's GDS</p> <p>Independently choose to expand ideas and sentences using "and"</p> <p>Independently choose to add detail using a variety of adjectives</p> <p>Independently choose to use and apply vocabulary gathered from reading.</p> <p>Consider the reader when making vocabulary choices</p> <p>Read own writing to check it makes sense</p> <p>Make simple edits and corrections to own writing after discussion with the teacher</p>	<p>Reading KPI's EXP</p> <p>Read blue banded books with 90% accuracy.</p> <p>Automatic recognition of high frequency words taught so far.</p> <p>Read most multi-syllable words containing taught GPCs at Phase 5.</p> <p>Identify traditional story language and comment on its use.</p> <p>Identify key events and use to sequence.</p> <p>Retrieve basic information about setting, something or someone.</p> <p>Predict what might happen based on what has been read so far.</p> <p>Read taking account of wider punctuation such as exclamation marks.</p> <p>Automatically read most of the common exception words taught so far.</p> <p>Draw on existing vocabulary to speculate on the meaning of new words.</p> <p>Describe the difference between a story and a first-person recount.</p>	<p>Reading KPI's GDS</p> <p>Read green banded books with 90% accuracy without overt sounding out.</p> <p>Begin to understand how written language can be structured in order.</p> <p>Independently comment on vocabulary gathered from reading. Reason about why authors choose specific words and phrases.</p> <p>Read own writing to check it makes sense.</p> <p>Independently read aloud phonetically decodable texts at an age-appropriate level (Phase 5).</p> <p>Identify basic similarities and differences between their own experiences and that of story characters.</p> <p>Express personal responses, including likes and dislikes; give some reasons linked to own experiences.</p>
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Summer 1 ~ Castles, Kings & Queens

<p>Texts:</p>	<p>The Cook and The King</p> 	<p>Castles - non fiction</p> 	<p>The Knight and the Dragon</p> 
<p>Genres: Fiction - retell</p>	<p>Fiction - alternative story</p>	<p>Non-fiction - non chronological report</p>	<p>Non-fiction - recount</p>
<p>Writing KPI's EXP</p> <p>Write sentences by: sequencing sentences to form short narratives; and re-reading what has been written to check it makes sense.</p> <p>Write instructions with some expansion about something they know well including imperative verbs.</p> <p>Assemble information about a topic, describing different aspects of the subject.</p> <p>Use the conjunction "and"</p> <p>Spell words containing each of the 40+ phonemes taught</p> <p>Use simple past and present verbs mostly accurately</p> <p>Use capital letters, full stops and some exclamation marks and question marks to demarcate sentences</p> <p>Use spaces between words</p> <p>Form letters correctly and confidently with most letters accurate in shape and size including capital letters and digits</p>	<p>Writing KPI's GDS</p> <p>Choose to expand ideas with simple conjunctions and descriptive language</p> <p>Consistently use the full range of punctuation taught by the end of Year 1 mostly accurately</p> <p>Add the suffixes -ing, -ed, -er to spell many words correctly</p> <p>Evaluate the impact of writing on the reader</p> <p>Articulate own success criteria</p>	<p>Reading KPI's EXP</p> <p>Read phonically decodable two-syllable and three-syllable words.</p> <p>Read automatically all the words in the list of 100 high-frequency words.</p> <p>Identify the features of factual texts: instructions and reports, identify features of story texts.</p> <p>Predict what might happen based on what has been read so far.</p> <p>Express personal responses, including likes and dislikes; give some reasons linked to own experiences.</p>	<p>Reading KPI's GDS</p> <p>Read fluently and accurately blending taught GPCs at Phase 5.</p> <p>Decode words, applying phonics knowledge independently and confidently when encountering a new word.</p> <p>Consistently recall features of key stories, re-telling in order with detail and story language, identifying most features.</p> <p>Explain, describe and reason about patterns and language of familiar stories</p> <p>Explain the purpose of the punctuation in texts read.</p> <p>Make connections between texts.</p>

Summer 2 ~ Pirates

Texts:	Pirates ~ non-fiction 	Polly Parrot Picks a Pirate 	Cats Ahoy 	
Genres:	Non-fiction - non-chronological report	Fiction - retell	Fiction - alternative stories	Non-fiction - instructions
Writing KPI's EXP Write sentences by: sequencing sentences to form short narratives; and re-reading what has been written to check it makes sense. Structure writing using some features of the given form Write instructions with some expansion about something they know well including imperative verbs. Assemble information about a topic, describing different aspects of the subject. Use the conjunction "and" Use descriptive language with some use of comparative and superlative adjectives Spell words containing each of the 40+ phonemes taught Use simple past and present verbs mostly accurately Use capital letters, full stops and some exclamation marks and question marks to demarcate sentences Use spaces between words Form letters correctly and confidently with most letters accurate in shape and size including capital letters and digits Use features of standard English	Writing KPI's GDS Independently simply structure own writing based on the given form and choose to use some patterns and language of familiar stories Always think about reader as they write, making precise choices Choose to expand ideas with simple conjunctions and descriptive language Consistently use the full range of punctuation taught by the end of Year 1 mostly accurately Add the suffixes -ing, -ed, -er to spell many words correctly Evaluate the impact of writing on the reader Articulate own success criteria	Reading KPI's EXP Read orange banded books with 90% accuracy without overt sounding out. Read all the common suffixes and all the common exception words at Phase 5. Read phonically decodable two-syllable and three-syllable words. Read automatically all the words in the list of 100 high-frequency words. Identify the features of factual texts: instructions and reports, identify features of story texts. Identify and comment on descriptive language. Draw on their existing vocabulary to speculate on the meaning of new words and explain any links. Predict what might happen based on what has been read so far. Express personal responses, including likes and dislikes; give some reasons linked to own experiences.	Reading KPI's GDS Read turquoise banded books with 90% accuracy without overt sounding out. Read fluently and accurately blending taught GPCs at Phase 5. Decode words, applying phonics knowledge independently and confidently when encountering a new word. Confidently and consistently read all multi-syllable words containing GPCs and Phase 5 Read all common exception words at and common suffixes and Phase 5. Consistently recall features of key stories, re-telling in order with detail and story language, identifying most features. Explain, describe and reason about patterns and language of familiar stories Explain the purpose of the punctuation in texts read. Make connections between texts. Begin to identify the effect on the reader.	