**Bickerstaffe C.E. School- English Overview Year 1**

Love each other as I have loved you…

John 15:12

  **\*Love life \*Love learning \*Love each other**

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| Reception | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
| Texts | **Peace at Last** | The Three Little Pigs | Let’s All Creep to the Crocodile Creep | The Pirates are Coming | Giganotosaurus | The Sea Saw |
| Outcomes | To join in with key eventsand phrases in a retellingof the storyTo orally retell the storyTo draw images and writelabels to represent thestory | To create a representation of a favourite character in the story.To say which character it is and express some information about the characterTo label a plan and attempt to write a simple caption | To draw/make a crocodile and be able to describe some of its features to a familiar adultTo create a story map of the journey and write labels/captions/ sentences describing the crocodiles | To sequence images depicting key events in the story and use the images to retell the basic storylineTo write a letter from the point of view of Tom to his mother, describing what he has learned about pirate ships | To draw/paint/make an imaginary dinosaur individually or in a small group.To be able to contribute orally to a short story about their dinosaur. To rewrite the story | To sequence images depicting key events in the story and use the images To retell the basic storyline |
| Reading | - Read all single- letter set 1 sounds | * Read all set 1 sounds.
* Blend sounds into words orally.
 | * Blend sounds to read words
* Read short **ditty**

stories. | - Read **Red** storybooks | * Read **Green**

storybooks.* Read some set 2 sounds.
 | * Read **Green** or **Purple**

storybooks.* Read some set 2 sounds.
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| Phonics | Children are taught their Set 1 sounds***m, a, s, d, t, i, n,******p, g, o, c, k, u, b,******f, e, l, sh, h, r, j,******v, w, x, y, z, th, ch, qu, ng, nk*** | Recap on set 1 special friends: ***th, ch, qu, ng, nk***Children are taught to blend sounds into words orally.Children are taught to blend single-letter sounds **(word time 1.1-1.4)** | Recap on set 1 special friends: ***th, ch, qu, ng, nk***Secure blending of words with special friends **(word time 1.5 and 1.6).** | Recap on any set 1 sounds (addressing sound gaps).Secure blending on words containing all set 1 soundsChildren are taught to blend words containing 4/5 sounds and consonant blends **(word time 1.6 and 1.7).**To be exposed to some common exception words: ***put, the, I, no, of, my, for, he*** | Children are taught their set 2 sounds: ***ay, ee, igh, ow, oo,******oo, ar, or, air, ir, ou, oy***To recall previous common exception words and be exposed to new common exception words:***your, said, you, be, are*** | Children are taught their set 2 sounds: ***ay, ee, igh, ow, oo, oo, ar, or, air, ir, ou, oy***Children are taught to blend words containing set 2 soundsChildren to build speed of reading words containing set 1 sounds. |

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| Year 1/2 | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
| Texts | **Lost and Found by Oliver Jeffers**Salina Yoon’s Penguin stories Be brave little penguin by Giles AndreaeThe Emperor’s egg by Martin Jenkins The penguin who wanted to find out by Jill Tomlinson | **Nibbles by Emma Yarlett**Goldilocks and the three bears by Emma Chichester ClarkLittle Red Riding Hood and Jack and the Beanstalk textsThe Gruffalo by Julia Donaldson Where the wild things areby Maurice Sendak | **The Lion Inside by Rachel Bright**How to be a lion by Ed VereThe tiger who came to tea by Judith KerrMog the forgetful cat by Judith Kerr | **The Curious Case of the Missing Mammoth by Ellie Hattie**Lost in the toy museum by David Lucas Woolly Mammoth by Mick Manning How to wash a woolly mammoth by Michelle Robinson and Kate Hindley | **Toys in Space by Mini Grey**Space Dog by Mini GreyIt was a dark and stormy night by Janet and Allan AhlbergOne true bear by Ted Dewan | **Goldilocks and just the one bear by Leigh Hodgkinson**Old bear stories by Jane Hissey Dogger by Shirley Hughes Scaredy bear by Steve Smallman |
| Writing outcome | **Outcome**Fiction: story based on the structure of *Lost and Found* **Greater Depth**Change the setting of the story | **Outcome** Recount: diary **Greater Depth**Add in further details aboutother characters’ feelings | **Outcome**Fiction: story based on the structure of *The Lion Inside.* **Greater Depth**Change both animals in the story. | **Outcome**Fiction: story based on the structure of *The Curious Case of the Missing Mammoth.***Greater Depth**Change the setting of the story. | **Outcome**Fiction: story based on the structure of *Toys in Space.* Extension: Instructions **Greater Depth**Choose their own toy to write about and change the space creature. | **Outcome**Fiction: story based on the structure of *Goldilocks and just the one bear.*Extension: Non-chronological report**Greater Depth**Change the animal and theSetting |
| Guided Reading | **RWI** | **RWI** | **RWI** | **RWI** | **RWI** | **RWI** |
| Spelling | For each year group, we have broken down the content into the six half-terms. We have also grouped the spellings into weekly lists of ten words, linked to a specific spelling rule. These are shared with parents at the start of each week |
| PhonicsYr1 | Children are taught their set 2 sounds: ***ay, ee, igh, ow, oo, oo,******ar, or, air, ir, ou, oy***Children are taught to read words containing set 2 sounds.Children build speed of reading words containing set 1 sounds, particularly **word****time 1.6-1.7.** | Review set 2 sounds, particularly: ***ar, or, air, ir, ou, oy***Children build speed of reading words containing these set 2 sounds: ***ay, ee, igh, ow, oo, oo***Children are taught set 3 sounds: ***ea, oi,******a-e, i-e,o-e, u-e, e-e*** | Children to build speed of reading words containing these sounds set 1,2 and the following set 3 sounds **(*ea, oi, a-e, i-e,o-e, u-e, e- e*)**.Children are taught the rest of the set 3 sounds. | Children to build speed of reading words containing set 1, 2 and 3 sounds.Begin to read multisyllabic words, including words with suffix endings. | Children to build speed of reading words containing set 1, 2 and 3 sounds.Read multisyllabic words with increased accuracy. | Children to read words containing set 1, 2 and3 sounds speedily.Read multisyllabic words with increased accuracy and pace. |
| Phonics yr2 | Children to read words containing set 1,2 and 3 sounds speedily.Read multisyllabic words accuracy and pace. | Recap any missing sound gaps and build fluency when reading stories.Read multisyllabic words accuracy and pace. | Read all words including nonsense and multisyllabic words that include set 1,2,3 sounds speedily and accurately.***Children on track for expected will complete the programme at the******end of Spring 1.*** | Children are encouraged to read a range of text types (fiction, non-fiction, poetry, rhymes).Daily opportunities for children to build pace and fluency of reading. Learn how and when to use expression in reading.Children to read multisyllabic words and words with suffix endings. Children to read topic related vocabulary.Children to read year 2 common exception words. |

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| **Year 3/4** | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
| Texts | **Seal Surfer by Michael Foreman**Dancing Bear by Michael Morpurgo | **Winter’s Child by Angela****McAllister**Ice Palace by Robert Swindells | **Stone Age Boy by Satoshi Kitamura**The Iron Man by Ted Hughes | **Big Blue Whale by Nicola Davies**This morning I met a whale by Michael Morurgo | **Journey by Aaron Becker** Tilly Mint Tales by Berlie Doherty | **Zeraffa Giraffa****by Dianne Hofmeyr** White giraffe by Lauren St John |
| Writing Outcome | **Outcome**Recount: letter in role**Greater Depth**Write a letter from Grandad in response to one of hisgrandson’s letters | **Outcome**Fiction: fantasy story based on a fable**Greater Depth**Narrative from a different point of view | **Outcome Fiction:** write a story set in the Stone Age **Greater Depth**: Write from the POV of a person from the Stone Age | **Outcome**Persuasion: leaflet persuading for the protection of the blue whale**Greater Depth**Include a fact file about endangered sea creatures | **Outcome**Fiction: adventure story based on Journey using the language of Berlie Doherty**Greater Depth**Include a new setting route to lead from one place intoanother | **Outcome**Persuasion: tourism leaflet for Paris/Egypt**Greater Depth**Include a section of a researched Paris landmark |
| Guided Reading | Yr 3 Just Reading ModernYr 4 Reading Explorers | Yr 3 Just Reading TraditionalYr 4 Reading Explorers | Yr ¾ Reading Explorers | Year 3/4 Reading Explorers | Year 3/4 Reading Explorers | Year 3/4 Reading Explorers |

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| **Year 5/6** | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
| Texts | **Queen of the falls by** | **The Lost Happy Endings** | **Arthur and the Golden** | **The Darkest Dark** | **The Paperbag Prince by** | **Radiant Child by** |
|  | **Chris Van Allsburg** | **by Carol Ann Duffy** | **Rope by Joe Todd-** | *Cosmic by Frank Cottrell* | **Colin Thompson** | **Javaka Steptoe** |
|  | *Goodnight Stories for Rebel Girls by Elena Favilli* | *Hansel and Gretel by Neil Gaiman* | **Stanton***Myths of the Norsemen by**Roger Lancelyn Green* | *Boyce or The boy who**climbed into the moon by David Almond* | *The Last Wild by Piers Torday* | *Life doesn’t frighten me - Poem by Maya Angelou* |
| WritingoutcomesGuided Reading | **Outcome**Recount: series of diaries**Greater Depth**Series of diaries withviewpoint of othercharacters | **Outcome**Fiction: traditional tale**Greater Depth**Traditional tale from anothercharacter’s POV | **Outcome**Fiction: mythCreate heroes, villains andmonsters**Greater Depth**Vary the viewpoint fromwhich the myth is told | **Outcome**Recount: biography**Greater Depth**A first-person recount withan experience from theperson’s life within thebiography | **Outcome**Persuasion/information:Hybrid leaflet**Greater Depth**Write an oral presentation fora TV or online broadcast asexpert | **Outcome**Information: text suitable foran art gallery**Greater Depth**Plan structure and layout ofinformation text  |
| Guided Reading | Yr 5 Reading ExplorersYr 6 Just Reading- modern | Yr 5 Reading ExplorersYr 6 Just Reading- traditional | Yr 5 Reading ExplorersYr 6 Reading Comprehension | Yr 5 Reading ExplorersYr 6 Reading Comprehension | Yr 5 Reading ExplorersYr 6 Reading Comprehension | Yr 5 Reading ExplorersYr 6 Reading Comprehension |