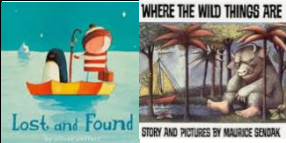


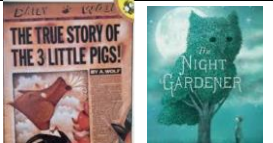





## KS1 English Overview 2024-25

	Year	Autumn 1 (8)	Autumn 2 (7)	Spring 1 (6)	Spring 2 (6)	Summer 1 (5)	Summer 2 (7)
Key Texts	1	 <p>Shark in the Park Oi Frog You Choose</p>	 <p>Q Pootle 5 The Three Little Pigs</p>	 <p>Augustus and his Smile Non-fiction sentences (Neil Armstrong) Mr Tiger Goes Wild</p>	 <p>Hampshire Picture Book Awards Oliver's Vegetables</p>	 <p>George and the Dragon Seaside poetry</p>	 <p>LRRH non-fiction A Hero Called Wolf</p>
Outcome		lists simple sentences	lists, simple sentences retelling	non-fiction sentences retelling	questions review / opinion retelling	character descriptions poem	wanted poster report - I sentences letter to new teacher
Writing coverage		begin letter formation write a simple sentence finger spaces punctuate full stop, capital letter alphabetical order capital letters verbs nouns proper nouns I - capital for personal pronoun begin to model "and"	adjectives I - capital for personal pronoun noun phrases sequence sentences to form narrative simple word choice to convey ideas - story vocab suffix -ing	"plurals" -s -es past tense suffix -ed join clauses with "and" sequence sentences to form narrative noun phrases re-read what they have written and check it makes sense revisit alphabetical order suffix -est	spell days of the week questions question marks suffix -est revise proper nouns -s -es I - capital for personal pronoun sequence sentences to form narrative noun phrases join clauses with "and"	plurals -s -es suffixes -er -est noun phrases sequence sentences to form narrative join clauses with "and"	prefix un- exclamation marks question marks noun phrases contractions join clauses with "and" proper nouns
Through all writing		spelling - using phonemes taught and common exception words; handwriting - forming correctly lower case letters taught; composition - say out loud what going to write; re-read what they have written; write a simple sentence; finger spaces, punctuate with full stop and capital letter; write simple sentences dictated by the teacher;					
Reading coverage		rhymes & poems word meanings participate in discussion about what is read, taking turns	fairy stories & traditional tales predictable phrases	prediction word meanings make simple inferences ask questions and express opinions about	make simple inferences participate in discussion about what is read to them	rhymes and poems word meanings prediction express opinions about characters	contractions fairy stories & traditional tales difference between fiction and non-fiction

		and listening to what others say link what they hear and read to their own experiences join in with predictable phrases	ask questions and express opinions about characters prediction word meanings orally retell a story make simple inferences	main events and characters in stories explain clearly their understanding of what is read to them	discuss the significance of the title (and events) rhymes word meanings recall the main points of a narrative in the correct sequence	appreciate rhymes and poems and to recite some by heart make inferences	express opinions about characters significant features of layout Find some key facts in an information text
		Reading - most expectations ongoing once introduced Other reading objectives taught through daily Twinkl phonics sessions & individual and group reading sessions					
	Year	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Key Texts	2	 Lost and Found Where the Wild Things Are	 How to Wash a Woolly Mammoth Big Bear, Little Brother Mr. Wolf's Pancakes	 The Lion Inside Great Fire of London	 The True Story of the Three Little Pigs The Night Gardener	 Tidy TBC	
Outcome		postcard missing poster retell story	instructions postcard/letter to retell	character descriptions retell story	poem non-chronological report	letters to AI topiary description / comparison	persuasive letter report pages memories
Writing coverage		capital letters, full stops, question marks coordinating conjunctions: and/or/but commas in a list correct past and present tenses expanded noun phrases	make simple additions, revisions and corrections to their own writing by evaluating their writing with the teacher and other pupils writing for different purposes	subordinating conjunctions (when, if, that, because) coordinating conjunctions (and/but) selection of relevant content showing an awareness of purpose and an emerging awareness of audience	expanded noun phrases question and exclamation marks present and past tense incl the progressive form subordinating and co-ordinating conjunctions	possessive apostrophe (singular) proof-read select relevant content awareness of purpose and audience adventurous vocabulary	writing for different purposes sentences with different forms: statement, question, exclamation, command evaluating their writing with the teacher and other pupils proof-read to check for errors in spelling,

	<p>consider what they are going to write before beginning by planning or saying out loud what they are going to write about</p> <p>brief opening &amp; ending appropriately sequence ideas</p> <p>when planning, write down ideas and/or key words, including new vocabulary</p> <p>to write questions beginning with who, what, why, when, how etc.</p>	<p>use sentences of different forms - commands, questions</p> <p>suffixes incl -ly words</p> <p>correct present &amp; past tense</p> <p>spell more words with contracted forms</p> <p>proof-reading to check for errors in spelling, grammar and punctuation</p>	<p>adventurous vocabulary appropriate to task</p> <p>possessive apostrophe (singular)</p> <p>expanded noun phrases</p> <p>suffixes -ful, -less</p> <p>-er, est</p> <p>appropriately sequenced ideas</p> <p>make simple additions, revisions and corrections to their writing by:</p> <p>- ensuring verbs to indicate time are used correctly and consistently, including verbs in the continuous form</p> <p>- read aloud what they have written with appropriate intonation to make the meaning clear</p>	<p>adventurous vocabulary</p> <p>proof read to check for errors in spelling, punctuation and grammar</p> <p>suffix -ly</p> <p>use sentences with different forms: statements</p>	<p>present and past tenses including the progressive form</p> <p>sentences of different forms: statement, question, exclamation, commands.</p> <p>suffixes -ment, -ness</p> <p>use commas between adjectives</p> <p>subordination</p> <p>apostrophes for singular possession</p> <p>expanded noun phrases</p> <p>make simple additions, revisions and corrections to their own writing</p>	<p>grammar and punctuation</p> <p>prepositions</p> <p>write persuasive points</p> <p>use 'so'</p> <p>use 'because'</p>	
Through all writing	<p>spelling - using phonemes taught and CEW; re-read what they have written; handwriting; use capital letters, full stops, exclamation and question marks to demarcate sentences; composition: consider what they are going to write before beginning by planning or saying out loud what they are going to write about; when planning write down ideas and/or key words, including new vocabulary, write from memory simple sentences dictated by the teacher;</p>						
Reading coverage	<p>recall main points of a narrative in correct sequence</p> <p>understand books they listen to by answering and asking questions</p> <p>draw on what they already know or on background information</p>	<p>discuss and clarify meanings of new words</p> <p>explore non-fiction books that are structured in different ways</p> <p>make inferences on the basis of what is being said and done, discussing the sequence of events in books and how items</p>	<p>discuss favourite words and phrases</p> <p>identify how vocabulary choice affects meaning</p> <p>make comparisons between books, noting similarities, differences and preferences</p>	<p>discuss &amp; express views about a wide range of poetry</p> <p>recognise simple recurring literary language in stories &amp; poetry</p> <p>discuss and clarify the meanings of words,</p>	<p>make simple inferences about characters' thoughts, feelings and reasons for actions</p> <p>explain and discuss understanding of books, poems &amp; other material</p> <p>discuss and clarify the meanings of words,</p>	<p>make inferences on the basis of what is being said and done</p> <p>discuss favourite words and phrases</p> <p>answer and ask questions</p>	

		<p>and vocabulary, provided by the teacher</p> <p>make inferences</p> <p>predict what might happen on the basis of what has been read so far</p>	<p>of information are related</p>	<p>become increasingly familiar with and retell a wider range of stories and traditional tales</p> <p>discuss the sequence of events in books</p> <p>make inferences on the basis of what is being said and done</p>	<p>linking new meanings to known vocabulary</p> <p>draw on what they already know</p> <p>make inferences</p> <p>explore non-fiction books that are structured in different ways</p>	<p>linking new meanings to known vocabulary</p> <p>participate in discussions, presentations, performances, role play, improvisations and debates</p>	<p>articulate and justify answers, arguments and opinions</p>
		Other reading objectives taught through guided reading sessions, daily Twinkl phonics sessions and individual reading.					