



“St Alban’s School exists to ensure that all children believe, achieve and succeed”

Class: Year 1

English Overview

Term: Summer 2017

Week:	English Objective	Activities	Spelling Punctuation Grammar
1 17-04-2017	<p><b>Fiction Text: The Rainbow Fish</b> <b>Fiction 5: Fairy stories</b></p> <p>Lesson 1: Develop pleasure in reading by becoming very familiar with traditional tales. Lesson 2: Say out loud what they are going to write and compose a sentence first. Re-read what they have written to check it makes sense. Lesson 3: Participate in discussion and explain clearly their understanding of what has been read. Lesson 4: Punctuate sentences using a capital letter and a full stop. Lesson 5: Re-read books to build up fluency &amp; confidence in word reading.</p>	<p>L1: Listen to, follow and enjoy an oral story. Explain which is their favourite part, giving reasons. L2: Write an extended sentence using description. Punctuate a sentence correctly. L3: Describe a favourite story read or listened to. Explain the reasons for their choice. L4: Write a reason in a complete sentence. Use 'because' to join two simple sentences. Punctuate a sentence correctly. L5: Listen to, follow and enjoy a traditional tale. Sequence the events in a familiar story.</p>	<p><b>Module 10: Week 3</b></p> <p>1. Spelling /oo/ and /(y)oo/ as oo, ue or u-e (revision) 2. Challenge words using /(y)oo/ as ue 3. Spelling /oo/ and /(y)oo/ as ew 4. Spelling /ear/ as ear (revision) and eer</p> <p><i>roof, rule, clue, value, argue, grew, threw, new, cheer, steer</i></p>
2 24-04-2017	<p><b>Fiction Text: The Rainbow Fish</b> <b>Fiction 5: Fairy stories</b></p> <p>Lesson 1: Read and spell common exception words. Lesson 2: Participate in performances and speak audibly and fluently. Select appropriate registers. Lesson 3: Write sentences leaving spaces between words. Use capital letters for proper nouns. Lesson 4: Write sentences by composing a sentence before writing it and sequencing sentences into short narratives. Lesson 5: Write sentences by re-reading what they have written to check it makes sense. Discuss what they have written with a teacher.</p>	<p>L1: Write pronouns and other key words using phonics and also other clues for tricky words. Form letters correctly in writing. Write a sentence containing a key word. L2: Act out a familiar traditional story. Work with others to act out a familiar story. L3: Plan a character for their story. Understand that proper nouns (names) have capital letters. L4: Start to write their own story based on a familiar traditional tale. Compose sentences orally before writing them. Sequence sentences to form short narratives. L5: Complete their story. Re-read their own writing to check it makes sense.</p>	<p><b>Module 11: Week 1</b></p> <p>1. Spelling /e/ as e (revision) and ea 2. Tricky alternatives for /u/ 3. /oo/ alternatives 4. Spelling /ow/ as ow (revision) and ou</p> <p><i>head, ready, nothing, above, done, because, push, could, mouth, sound</i></p>
3 01-05-2017 Bank Holiday	<p><b>Non-Fiction Text: Mini Beasts</b> <b>Non-fiction 6: Information texts</b></p> <p>Lesson 1: Listening to and discuss a range of non-fiction texts, linking what they read or hear to their own experiences and discuss the meanings of new words. Lesson 2: Apply phonic knowledge and skills. Punctuate sentences using a capital letter and a full stop, question marks and exclamation marks. Lesson 3: Understand the books they read by drawing on what they already know or on background information. Lesson 4: Write captions and labels leaving spaces between words. Use capital letters for proper nouns. Lesson 5: Speak audibly &amp; fluently in English by participating in presentations. Gain, maintain and monitor the interest of the listener using appropriate registers for effective communication.</p>	<p>L1: Draw and label minibeasts. Sort books according to whether they are fiction/ non-fiction. L2: Ask questions about minibeasts. Spell names of minibeast correctly using letter names. L3: Reading a text as part of a small group. Use non-fiction texts to answer questions generated in lesson 2. L4: Understand difference between a label and a caption. Write labels/ captions, correctly punctuated. L5: Present information about a chosen animal orally, working as part of a group. Speak clearly and audibly in front of an audience.</p>	<p><b>Module 11: Week 2</b></p> <p>1. Spelling /ur/ as ur (revision) 2. Spelling /ur/ as ir 3. Spelling /ur/ as er (stressed) 4. Spelling /oi/ as oi (revision) and oy</p> <p><i>turn, hurts, girl, shirt, herbs, perhaps, term, boy, toy, enjoy</i></p>
4 08-05-2017	<p><b>Poetry Text: The Worm by Ralph Bergengren</b> <b>Poetry 1: Songs and repetitive poems</b></p> <p><b>Weeks may change due to Assessment Week</b></p>	<p>L1. Read and enjoy poems. Use phonic and other clues such as rhyme to help read unfamiliar words. L2. Perform the poem using appropriate spoken clear English.</p>	<p><b>Module 11: Week 3</b></p> <p>1. Spelling /or/ as or (revision) 2. Spelling /or/ as aw 3. Spelling /or/ as ore and oar</p>

	<p>Lesson 1: Develop pleasure in reading by listening to and discussing a wide range of poems. Apply phonic knowledge and skills to decode words.</p> <p>Lesson 2: Speak audibly and fluently with an increasing command of Standard English. Recognise and join in with predictable phrases.</p> <p>Lesson 3: Leave spaces between words, use capital letters for names of people, places and the personal pronoun 'I'.</p> <p>Lesson 4: Learn to appreciate rhymes and poems, and to recite some by heart.</p> <p>Lesson 5: Compose sentences orally before writing them.</p>	<p>L3. Copy text using neat handwriting. Leave spaces between words and form letters correctly. Re-read own writing to check it makes sense.</p> <p>L4. Learn a poem by heart.</p> <p>L5. Continue writing a poem by writing extra lines. Say a line out loud before writing it. Check that what they have written makes sense.</p>	<p>4. Spelling /or/ as au</p> <p><i>fork, torn, saw, lawn, more, before, boar, roar, haunt, author</i></p>
<p>5 15-05-2017</p>	<p><b>Poetry Text: The Worm by Ralph Bergengren</b>  <b>Poetry 1: Songs and repetitive poems</b>  <b>Weeks may change due to Assessment Week</b></p> <p>Lesson 1: Discuss what they have written with the teacher or other pupils.</p> <p>Lesson 2: Say out loud what they are going to write about.</p> <p>Lesson 3: Sequence sentences to form short narratives in poetry.</p> <p>Lesson 4: Re-read what they have written to check that it makes sense.</p> <p>Lesson 5: Read aloud their writing clearly enough to gain and maintain the attention of the listener.</p>	<p>L1. Talk to others about ideas by listening and contributing to the discussion. Record their ideas using a mixture of words and pictures.</p> <p>L2. Write an extra verse for a poem. Say their ideas out loud before writing it. Read their extra verse clearly to others.</p> <p>L3. Compose a list poem based on those read. Write in clear sentences. Use capital letters and full stops.</p> <p>L4. Complete their list poem. Check that their sentences are correctly punctuated. Re-read their own writing to check for sense.</p> <p>L5. Perform their poem to others. Speak in a clear voice using appropriate register and tone.</p>	<p><b>Module 11: Week 4</b></p> <p>1. Spelling /air/ as air (revision)</p> <p>2. Spelling /air/ as ere and ear</p> <p>3. Spelling /air/ as are</p> <p>4. Past tense of verbs with are endings</p> <p><i>hair, fairy, there, where, bear, tear, square, stare, scared, shared</i></p>
<p>6 22-05-2017</p>	<p><b>Religious Education Focus: Sikhism</b>  <b>What Do Sikhs Believe?</b></p> <p>Lesson 1: Who are Sikhs?</p> <p>Lesson 2: Learning about Equality in the Sikh faith.</p> <p>Lesson 3: Learning about Meditation in the Sikh faith.</p> <p>Lesson 4: Working Hard and Living Honestly as a Sikh.</p> <p>Lesson 5: What do Sikhs believe?</p>		<p><b>Module 12: Week 1</b></p> <p>1. Verbs ending t-ch</p> <p>2. Adding suffix -es to ch and sh endings</p> <p>3. /w/ spelt w(h) - silent h</p> <p>4. /f/ spelt ph</p> <p><i>catch, fetch, stitch, which, why, wheel, white, elephant, alphabet, phone</i></p>
<p>29-05-2017</p>	<p><b>HALF TERM</b></p>		
<p>7 05-06-2017</p>	<p><b>Fiction Text: 'Superheroes come in All Sizes' by Ruth Mertens and Anne Holm Peterson</b>  <b>Fiction 6: Fantasy stories – superheroes</b></p> <p>Lesson 1: Develop pleasure and motivation to read by discussing a wide range of stories and link what they read to their own experiences.</p> <p>Lesson 2: Add suffixes using the spelling rule for adding 's' or 'es' as the plural marker for nouns.</p> <p>Lesson 3: Understand books they read by drawing on what they already know or on background information and vocabulary provided.</p> <p>Lesson 4: Listen and respond appropriately to others by giving well-structured descriptions and express feeling.</p> <p>Lesson 5: Say out loud what they are going to write about, composing sentences orally before writing them.</p>	<p>L1. Talk to peers and adults about a favourite superhero. Say or write a short descriptive caption about their favourite superhero.</p> <p>L2. Learn to create plurals using 's' and 'es' appropriately. Write a sentence containing a plural form correctly written.</p> <p>L3. Read a familiar story independently. Use phonic clues and other word attack skills in independent reading. Illustrate a familiar story.</p> <p>L4. Use good speaking and listening skills to discuss superheroes in their own lives with other children. Write clear sentences describing these superheroes. Use correct sentence punctuation.</p> <p>L5. Write a sequence of linked sentences. Leave spaces between words. Use correct sentence punctuation.</p>	<p><b>Module 12: Week 2</b></p> <p>1. c, k, ck (revision)</p> <p>2. K or c? (longer words)</p> <p>3. Prefix un-</p> <p>4. Prefix mis-</p> <p><i>cartoon, camera, kitten, kingdom, skinny, unfair, unhappy, unlucky, mistreat, mislead</i></p>
<p>8 12-06-2017</p>	<p><b>Fiction Text: 'Superheroes come in All Sizes' by Ruth Mertens and Anne Holm Peterson</b>  <b>Fiction 6: Fantasy stories – superheroes</b></p> <p>Lesson 1: Use spoken language to develop understanding through exploring ideas.</p>	<p>L1. Discuss favourite superheroes with other children, focusing on the things that their superhero can do. Write action words and phrases to describe what their superhero can do, e.g. flying through the air. Correctly spell words ending with the suffix -ing.</p>	<p><b>Module 8: Week 1</b></p> <p>1. CVCC - consonant digraphs</p> <p>2. CCVC - consonant digraphs</p>

	<p>Lesson 2: Write sentences by composing a sentence orally before writing it.</p> <p>Lesson 3: Punctuate sentences using a capital letter and a full stop, question mark or exclamation mark. Sequence sentences to form short narratives.</p> <p>Lesson 4: Write sentences by re-reading what they have written to check it makes sense</p> <p>Lesson 5: Re-read what they have written to check it makes sense.</p>	<p>L2. Write about an invented superhero and his/her arch enemy using descriptive language. Use <i>-ing</i> words in their descriptions.</p> <p>L3. Act out, then write a dialogue between a superhero and a 'baddie'. Punctuate sentences correctly in writing speech bubbles.</p> <p>L4. Plan a comic strip adventure about a favourite superhero and a baddie. Begin to write their comic strip adventure. Say out loud what they are going to write, composing sentences orally before writing them.</p> <p>L5. Write a comic strip adventure story. Leave spaces between words. Punctuate sentences correctly.</p>	<p>3. CVCC, CCV and CCVC - vowel digraphs + trigraphs</p> <p>4. Longer CV combinations</p> <p><i>hammer, letter, dinner, longer, harder, quicker, singer, helper, waiter, farmer</i></p>
<p>9 19-06-2017</p>	<p><b>Poetry Text: Batman's Exercise Video</b> <b>Poetry 5: Poems about nature</b></p> <p>Lesson 1: Recognise and join in with predictable phrases. Learn to appreciate rhymes and poems, and to recite some by heart.</p> <p>Lesson 2: Punctuate sentences using a capital letter and a full stop, question mark or exclamation mark.</p> <p>Lesson 3: Explain clearly their understanding of a story that they are familiar with.</p> <p>Lesson 4: Write sentences by saying out loud what they are going to write about.</p> <p>Lesson 5: Write sentences by composing a sentence orally before writing it.</p>	<p>L1. Learn a poem by heart. Practise reciting the poem for others.</p> <p>L2. Write an extra verse for a familiar poem. Say their idea out loud before writing it. Use capital letters for names and the start of a line.</p> <p>L3. Re-tell a familiar story. Work collaboratively with others.</p> <p>L4. Write new lines for a familiar poem. Say out loud what they are about to write. Re-read own writing to check it makes sense.</p> <p>L5. Write own superhero descriptive phrases. Sound out words to write them. Draw upon words read in a familiar rhyme to write these.</p>	<p><b>Module 8: Week 2</b></p> <p>1. Adding -est to make a superlative</p> <p>2. Compound words</p> <p>3. Compound words using tricky words</p> <p>4. Words with a silent letter</p> <p><i>thickest, sweetest, quickest, sandpit, windmill, knee, wrap, thumb, lamb, have</i></p>
<p>10 26-06-2017</p>	<p><b>Poetry Text: Batman's Exercise Video</b> <b>Poetry 5: Poems about nature</b></p> <p>Lesson 1: Maintain attention and collaborate by speaking audibly and clearly using standard English.</p> <p>Lesson 2: Form lower-case and capital letters in the correct direction, starting and finishing in the right place.</p> <p>Lesson 3: Punctuate phrases in poetry using a capital letter and a full stop, question mark or exclamation mark. Use capital letters for names of people, places, the days of the week, and the personal pronoun 'I'.</p> <p>Lesson 4: Participate in discussions, presentations and performances. Select and use appropriate registers for effective communication.</p> <p>Lesson 5: Compose phrases orally. Re-read what they have written to check it makes sense.</p>	<p>L1. Memorise a rhyme and chant it. Use phonic clues to read unfamiliar words.</p> <p>L2. Suggest good words and phrases about skipping. Say their idea out loud before writing it. Write new words and phrases to create a skipping list poem.</p> <p>L3. Compose list poem based on those read. Write in clear sentences. Use capital letters and full stops.</p> <p>L4. Memorise a humorous poem by repeating it. Add actions to a poem to aid memorisation. Perform the poem to others.</p> <p>L5. Write a new verse for a familiar poem. Perform the new verse. Speak in a clear voice using appropriate register and tone.</p>	<p><b>Phase 4 Tricky words</b></p>
<p>11 03-07-2017</p>	<p><b>Non-Fiction Text: My Cookbook</b></p> <p>Lesson 1: Leave spaces between words. Join sentences using 'and' and 'because'.</p> <p>Lesson 2: Punctuate sentences using a capital letter and a full stop, question mark or exclamation mark.</p> <p>Lesson 3: Apply phonic knowledge and skills as the route to decode words.</p> <p>Lesson 4: Compose a sentence orally before writing it. Re-read what they have written to check that it makes sense.</p> <p>Lesson 5: Listen and respond appropriately to adults and their peers. Maintain attention, stay on topic and respond to comments. Participate in instructions.</p>	<p>L1: Write a complete sentence. Punctuate a sentence correctly. Extend a sentence using words like 'and' and 'because'.</p> <p>L2: Write simple instructions using capital letters to indicate shouting! Form lowercase and capital letters correctly.</p> <p>L3: Read individually sounding out to help read unfamiliar words. Read aloud to a group. Use a variety of appropriate word-attack strategies.</p> <p>L4: Write an instruction that starts with a 'bossy' verb. Read what they have written out loud to someone else.</p> <p>L5: Listen to instructions with care and attention. Follow instructions given orally.</p>	<p><b>Phase 5 Tricky words</b></p>
<p>12 10-07-2017</p>	<p><b>Non-Fiction Text: Seaside Holidays – Letters</b> <b>Non-fiction 5: Letters</b></p> <p>Lesson 1: Listen and respond appropriately to others by maintaining attention and participating in conversations.</p> <p>Lesson 2: Read accurately by blending sounds in unfamiliar words. Discuss events and make inferences on the basis of what is being said and done. Predict what might happen.</p> <p>Lesson 3: Compose a sentence orally before writing it.</p>	<p>L1. Participate in discussions about similarities and differences. Identify similarities and differences between <i>Seaside Holidays</i> in the past and now. Express an opinion and listen to others. Write simple sentences, correctly punctuated.</p> <p>L2. Read, identify and use key vocabulary. Write clear labels for a picture or diagram.</p> <p>L3. Write two or three sentences correctly punctuated. Sequence two or more sentences to form a caption.</p>	<p><b>Common Exception words</b></p>

	Lesson 4: Leave spaces between words and punctuate sentences using a capital letter and a full stop, question mark or exclamation mark. Lesson 5: Re-read what they have written to check it makes sense.	L4. Identify questions and answers. Compose and write sentences to create question and answer pairs. L5. Compose and write questions and answers. Punctuate their sentences correctly. Read aloud their writing for other people. Publish a book.	
13 17-07-2017	<b>Assess and Review</b> Summer Activities		<b>None</b>
<b>24-07-2017</b>	<b>SUMMER HOLIDAYS</b>		