

Year 1/2 – English Long Term Overview

Inform

Entertain

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Learning Journey 1	Learning Journey 1	Learning Journey 1	Learning Journey 1	Learning Journey 1	Learning Journey 1
<p>Text:</p>  <p>Can I Build Another Me?</p> <p>Outcome: Inform - fact file about myself</p>	<p>Text:</p>  <p>The Hundred Decker Bus</p> <p>Outcome: Inform - information page about own deck of the bus</p>	<p>Text:</p>  <p>Sensational</p> <p>Outcome: Entertain - senses poem</p>	<p>Text:</p>  <p>Tidy</p> <p>Outcome: Inform - instructions for keeping the school grounds tidy</p>	<p>Text:</p>  <p>The Little Wooden Robot and the Log Princess</p> <p>Outcome: Entertain - write own story based on same characters (Y1 - choose from the story)</p>	<p>Text:</p>  <p>Blue Penguin</p> <p>Outcome: Inform - letter from blue penguin explaining feelings</p>
Learning Journey 2	Learning Journey 2	Learning Journey 2	Learning Journey 2	Learning Journey 2	Learning Journey 2
<p>Text:</p>  <p>Jack and the Beanstalk</p> <p>Outcome: Entertain - retelling (Year 2 - alternative)</p>	<p>Text:</p>  <p>Here Comes Jack Frost</p> <p>Outcome: Entertain - character description</p>	<p>Text:</p>  <p>Flashlight</p> <p>Outcome: Entertain - write the story to match the pictures</p>	<p>Text:</p>  <p>Clem and Crab</p> <p>Outcome: Inform/Entertain - diary entries before and after her work at the beach</p>	<p>Text:</p>  <p>The Owl Who Was Afraid of the Dark</p> <p>Outcome: Inform - NCR about a nocturnal animal</p>	<p>Text:</p>  <p>Flat Stanley</p> <p>Outcome: Entertain - write a new adventure for Stanley</p>
<p>Text:</p>  <p>Rapunzel</p> <p>Outcome: Entertain - retelling (Year 2 - alternative)</p>					

National Curriculum Statements Year 1/Year 2

Curriculum Priority Year 1

Curriculum Priority Year 2

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Can I Build Another Me?	The Hundred Decker Bus	Sensational!	Tidy	The Little Wooden Robot and the Log Princess	Blue Penguin
<p>Key Statements sit correctly at a table, holding a pencil comfortably and correctly Handwriting – shape and space Simple sentence beginning with noun Correct letter formation Start and end punctuation Write a series of linked / cohesive sentences Oracy - Y1 -physical - Speak clearly and confidently in a range of contexts Y2 - physical - Start to use gesture to support the delivery of ideas e.g. gesturing towards someone if referencing their idea</p>	<p>Key Statements naming the letters of the alphabet in order Simple sentence beginning with noun or personal pronoun I Secure use of but to link two main clauses Expanded noun phrases (adj + adj + noun) Proof reading for spelling errors Oracy - Y1 - Cognitive - Offer reasons for their opinions Y2 - Cognitive - Ask questions to find out more about a subject.</p>	<p>Key Statements using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I' writing poetry Handwriting – shape, space and size Simple noun phrase (adj + noun) Handwriting - Sizing (upper / lower case) Secure coordination (and, but, so) Collecting ideas, drafting and re-reading for sense Oracy - Y1 - physical - Use the appropriate tone of voice in the right context. Y2 - physical - Start to use gesture to support the delivery of ideas e.g. counting off ideas on their fingers as they say them</p>	<p>Key Statements read aloud their writing clearly enough to be heard by their peers and the teacher. read aloud what they have written with appropriate intonation to make the meaning clear. writing about real events Simple sentence Check for accuracy – spelling and punctuation Commas for lists Irregular verbs Verbs to indicate time Oracy - Y1 - cognitive - Recognise when they haven't understood something and ask a question to help with this. Y2 - Build on others' ideas in discussions.</p>	<p>Key Statements understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and to practise these. some features of written Standard English Handwriting – shape, space, size and sitting Adding the prefix – un to verbs and adjectives Handwriting - Fluency / accuracy in shape, size and sitting Secure coordination (and, but, so) and subordination (because, when, if) Collecting vocabulary appropriate to purpose and audience Oracy - Y1 - linguistic - Use sentence stems to link to other's ideas in group discussion. Y2 - linguistic - Adapt how they speak in different situations according to audience.</p>	<p>Key Statements Learn to use apostrophes for contracted forms sentences with different forms: statement, question, exclamation, command Compound sentence – joining clauses using 'and' Simple noun phrases for detail Use a command Progressive verbs (past and present) to mark actions in progress Oracy - Y1 - linguistic - Use conjunctions to organise and sequence ideas Y2 - Social and emotional- Confident delivery of short pre-prepared material.</p>

Fairy Tales	Here Comes Jack Frost	Flashlight	Clem and the Crab	The Owl Who Was Afraid of the Dark	Flat Stanley
<p>Key Statements</p> <p>Handwriting – shape and space</p> <p>Oral rehearsal: Hold a sentence – write a sentence – check a sentence</p> <p>Correct letter formation</p> <p>Secure use of and to link two main clauses</p> <p>Past tense</p> <p>Oracy -</p> <p>Y1 - linguistic - Use vocabulary appropriate specific to the topic at hand</p> <p>Y2 - linguistic - Adapt how they speak in different situations according to audience.</p>	<p>Key Statements</p> <p>write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far.</p> <p>Use CL and FS</p> <p>Past tense - ed</p> <p>Simple subordination using because</p> <p>Plan ideas and collect key vocabulary</p> <p>Oracy -</p> <p>Y1 - Social and emotional - Listen to others and be willing to change their mind based on what they have heard</p> <p>Y2 - Start to develop an awareness of audience e.g. what might interest a certain group.</p>	<p>Key Statements</p> <p>Handwriting – shape, space and size</p> <p>Present tense – ing</p> <p>the present and past tenses correctly and consistently including the progressive form</p> <p>Handwriting - Sizing (upper / lower case)</p> <p>Secure coordination (and, but, so) and subordination (because, when)</p> <p>Linked sentences are used in sections to develop ideas</p> <p>Oracy -</p> <p>Y1 - linguistic - Take opportunities to try out new language, even if not always used correctly.</p> <p>Y2 - linguistic - Use sentence stems to signal when they are building on or challenging others' ideas.</p>	<p>Key Statements</p> <p>writing narratives about personal experiences and those of others (real and fictional)</p> <p>Joining words with and</p> <p>Add adjectives for detail</p> <p>Use a statement</p> <p>Adjectives using suffixes – -less / -ful</p> <p>Proof reading for spelling and punctuation errors</p> <p>Oracy -</p> <p>Y1 - social and emotional - Organise group discussions independently of an adult.</p> <p>Y2 - Social and emotional - Be aware of others who have not spoken and to invite them into discussion.</p>	<p>Key Statements</p> <p>Handwriting – shape, space, size and sitting</p> <p>Read work back to check for transcription errors and meaning – who, does what, where / when</p> <p>Handwriting - Fluency / accuracy in shape, size and sitting</p> <p>Secure coordination (and, but, so) and subordination (because, when, if)</p> <p>Oracy -</p> <p>Y1 - cognitive - Disagree with someone else's opinion politely.</p> <p>Y2 - cognitive - Make connections between what has been said and their own and others' experiences.</p>	<p>Key Statements</p> <p>beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark</p> <p>subordination (using when, if, that, or because) and co-ordination (using or, and, or but)</p> <p>Punctuate sentences with CL, FS and ?</p> <p>Sequence sentences to form short narratives</p> <p>Apostrophe for singular possession</p> <p>Proofreading to check for errors – spelling, grammar and punctuation</p> <p>Oracy - cognitive - Explain ideas and events in chronological order.</p>