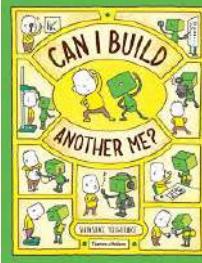
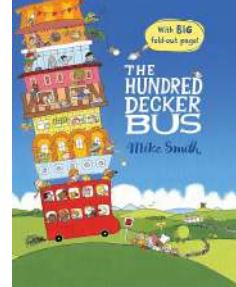
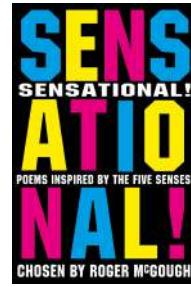
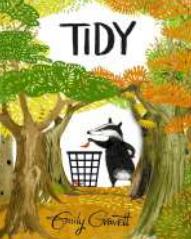
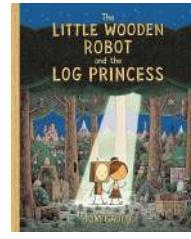
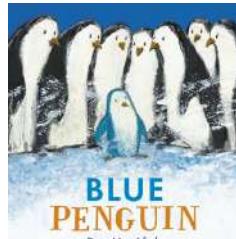
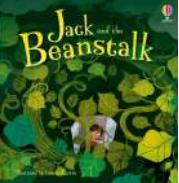
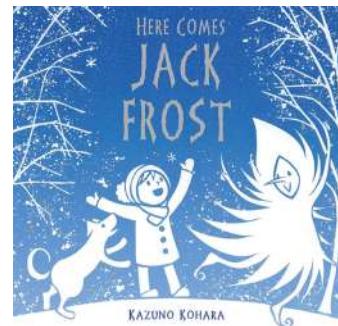
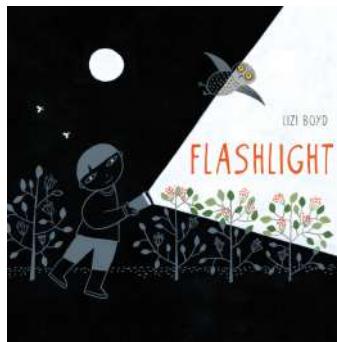
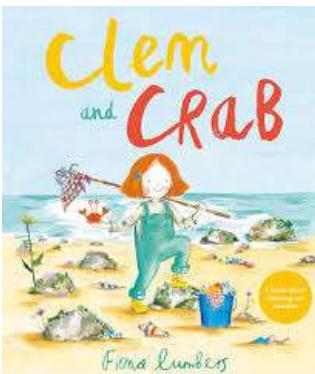
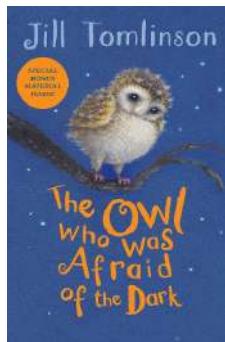
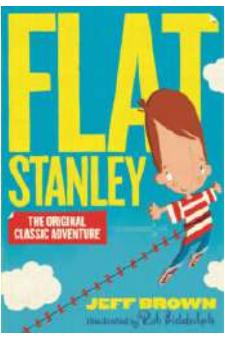


Year 1/2 – English Long Term Overview

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

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