
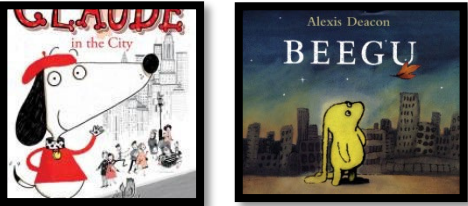
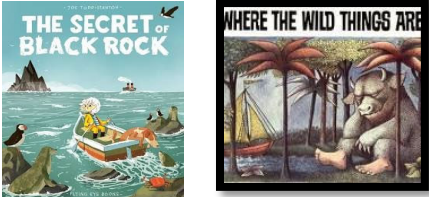


<b>Year 1 English Overview</b>		
Autumn	Spring	Summer
<p align="center"><b><u>Focus texts for writing</u></b></p> 	<p align="center"><b><u>Focus texts for writing</u></b></p> 	<p align="center"><b><u>Focus texts for writing</u></b></p> 
<p align="center"><b><u>Active English Focus 1</u></b> Capital Letters and full stops, simple sentences</p> <p align="center"><b><u>Active English Focus 2</u></b> Capital letters, full stops, simple sentences nouns and verbs</p> <p align="center"><b><u>Active English Focus 3</u></b> Capital letters, full stops, simple sentences, nouns, verbs and adjectives</p> <p align="center"><b><u>Active English Focus 4</u></b> Recap of Autumn terms objectives</p>	<p align="center"><b><u>Active English Focus 1</u></b> Recap objectives, introduce 'and' and 'but'</p> <p align="center"><b><u>Active English Focus 2</u></b> Recap objectives, 'and' and 'but', simple sentences, ?!</p> <p align="center"><b><u>Active English Focus 3</u></b> Recap objectives, introduce compound sentences</p> <p align="center"><b><u>Active English Focus 4</u></b> Recap objectives, compound sentences consolidate</p>	<p align="center"><b><u>Active English Focus 1</u></b> Recap objectives, subordination introduce 'because/as'</p> <p align="center"><b><u>Active English Focus 2</u></b> Recap objectives, consolidate 'because/as'</p> <p align="center"><b><u>Active English Focus 3</u></b> Recap of objectives, commas for a list, similes</p> <p align="center"><b><u>Active English Focus 4</u></b> Recap of years objectives</p>
<p align="center"><b><u>Possible genre to be used as a vehicle to apply the above learning:</u></b></p> <p>Letter writing, shape poetry (to be written as part of a unit in English books, not as an independent write but rather as a vehicle for the grammar content and to engage the writer. Can be written in parts rather than in its entirety).</p>	<p align="center"><b><u>Possible genre to be used as a vehicle to apply the above learning:</u></b></p> <p>Post card, recount (to be written as part of a unit in English books, not as an independent write but rather as a vehicle for the grammar content and to engage the writer. Can be written in parts rather than in its entirety).</p>	<p align="center"><b><u>Possible genre to be used as a vehicle to apply the above learning:</u></b></p> <p>Diary, information text – (to be written as part of a unit in English books, not as an independent write but rather as a vehicle for the grammar content and to engage the writer. Can be written in parts rather than in its entirety).</p>

<p align="center"><b><u>Final written outcome</u></b> <b><u>Genre</u></b> <u>Narrative</u> – to be written in Independent Writing books.</p>	<p align="center"><b><u>Final written outcome</u></b> <b><u>Genre</u></b> <u>Narrative</u> – to be written in Independent Writing books.</p>	<p align="center"><b><u>Final written outcome</u></b> <b><u>Genre</u></b> <u>Narrative</u> – to be written in Independent Writing books</p>
<p align="center"><b><u>Spelling Autumn Term</u></b></p> <p>HFW – targeted to each child (5 at a time)</p> <p>Key spelling misconceptions as identified by class teacher</p> <p align="center">Introduce: Suffixes (s or es) Suffixes (ed) Suffixes (ing)</p>	<p align="center"><b><u>Spelling Spring Term</u></b></p> <p>HFW – targeted to each child (5 at a time)</p> <p>Key spelling misconceptions as identified by class teacher</p> <p align="center">Consolidate: Suffixes (s or es) Suffixes (ed) Suffixes (ing)</p> <p align="center">Introduce: Prefix (un)</p>	<p align="center"><b><u>Spelling Summer Term</u></b></p> <p>HFW – targeted to each child (5 at a time)</p> <p>Key spelling misconceptions as identified by class teacher</p> <p align="center">Consolidate: Suffixes (s or es) Suffixes (ed) Suffixes (ing) Prefix (un)</p>