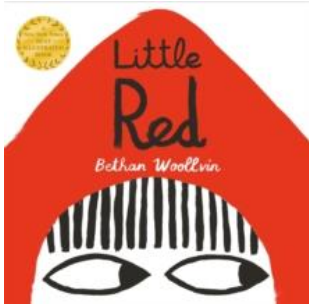
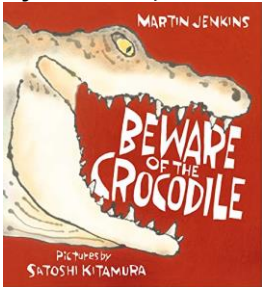

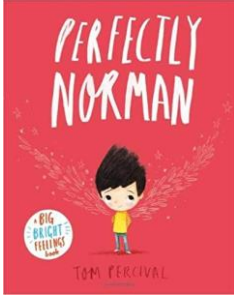

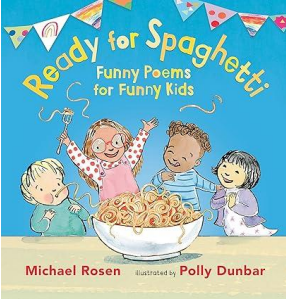
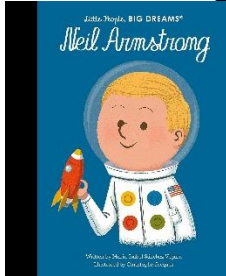


# Long Term English Overview 2023-24



Class: 1 Cycle: A	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Book	 <p><b>Little Red</b> Bethan Woolvin By Beth Woolvin</p>	<p><b>Beware of the Croc</b> by Martin Jenkins</p>  <p>MARTIN JENKINS BEWARE OF THE CROCODILE PICTURES BY SATOSHI KITAMURA By Emily Hughes</p>  <p>A FIRST BOOK OF NATURE Nicola Davies Illustrated by Mark Hovell</p>	<p><b>Perfectly Norman</b> By Tom Percival</p>  <p>PERFECTLY NORMAN A BIG BRIGHT FEELINGS BOOK TOM PERCIVAL</p>	<p><b>Rapunzel</b> Bethan Woolvin</p>  <p>Bethan Woolvin Rapunzel</p>	 <p>Ready for Spaghetti Funny Poems for Funny Kids Michael Rosen illustrated by Polly Dunbar</p>	<p><b>Neil Armstrong</b></p>  <p>Little People, BIG DREAMS™ Neil Armstrong Illustrated by Michael Grecco</p>
Literary form	Picture book Alternative tales	Narrative Non-fiction	Big Bright Feelings Author Study	Alternative Tales	Performance Poetry x 3	Recount of the expedition to space 3x weeks

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<p><b>Linked texts</b></p>	<ul style="list-style-type: none"> <li>• The Jolly Postman</li> <li>• The Day the Crayons Came Back</li> </ul>	<ul style="list-style-type: none"> <li>• Where the Wild Things Are</li> <li>•</li> </ul>		<p>Little Red Hansel &amp; Gretel Versions of traditional tales 'Rapunzel' Tangled -Disney</p> <ul style="list-style-type: none"> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• Look Up!</li> <li>• Little People, Big Dreams collection e.g. Amelia</li> </ul>
<p><b>Major writing outcome</b></p>	<p><b>Non-fiction</b> – Postcards 3x weeks</p>	<p><b>Non-fiction</b> -Non-chronological report  3x weeks (nocturnal animal/favourite animals)</p>	<p>Character description – Norman/Ruby x3 weeks</p>	<p>Narrative (stories with familiar settings) x 4 weeks  Expanded noun phrases</p>	<p><b>Performance Poetry</b> x 3 weeks</p>	<p><b>Narrative</b> – Imaginative space adventure story x4 weeks</p>
<p><b>Minor writing outcome</b></p>	<p><b>Narrative</b> - Character description of Little Red/Big Bad Wolf x 2  <b>Simple captions</b> matching illustrations from the story (capital letters, finger spaces, full stops) x 1</p>	<p><b>Poetry</b> – Kennings poem  <b>Recount</b> of trip to Knowsley safari park</p>	<p><b>Instructions</b> – to make a new bakery/home on Pudding lane out of cardboard boxes (linked to Great Fire of London topic) 2x weeks</p>	<p><b>Explanation texts</b> 2x weeks</p>	<p><b>Poems</b> on a theme x2 weeks</p>	<p><b>Non-fiction</b> – Postcards/letters from space 3x weeks</p>
<p><b>Cross curricular reference</b></p>	<ul style="list-style-type: none"> <li>• Geography - Our Local Area (Peover)- <b>Non-Chronological reports</b></li> <li>• History – Has Peover’s houses changed in living memory? <b>Simple sentences to compare</b></li> <li>• Science - Animals including humans – <b>information text on favourite animal</b></li> </ul>	<ul style="list-style-type: none"> <li>• Geography – UK weather and climate.</li> <li>• History – The Great Fire of London &amp; The Gunpowder Plot</li> <li>• Science – Uses of everyday materials (outdoors) and seasonal change.</li> </ul>	<ul style="list-style-type: none"> <li>• Geography – Antarctica – geographical features &amp; climate</li> <li>• History – Great Explorers (Neil Armstrong and Christopher Columbus)</li> <li>• Science – Plants</li> </ul>			

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NATIONAL CURRICULUM	Year 1	Year 2
<p><b>Transcription (Full year coverage-teachers can change order where necessary)</b></p>	<ul style="list-style-type: none"> <li>• Spell words containing each of the 40+ phonemes already taught and common exception words name the letters of the alphabet:</li> <li>• Naming the letters of the alphabet in order using letter names to distinguish between alternative spellings of the same sound</li> <li>• Write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far</li> <li>• Spell the days of the week</li> <li>• Add prefixes and suffixes:</li> <li>• Using the spelling rule for adding -s or -es as the plural marker for nouns and the third person singular marker for verbs</li> <li>• Using the prefix un-</li> <li>• Using -ing, -ed, -er and -est where no change is needed in the spelling of root words [for example, helping, helped, helper, eating, quicker, quickest</li> <li>• Apply simple spelling rules and guidance, as listed in <a href="#">English appendix 1</a></li> </ul>	<p>Spell by:</p> <ul style="list-style-type: none"> <li>• segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly</li> <li>• learning new ways of spelling phonemes for which 1 or more spellings are already known, and learn some words with each spelling, including a few common homophones</li> <li>• learning to spell common exception words</li> <li>• learning to spell more words with contracted forms</li> <li>• learning the possessive apostrophe (singular) [for example, the girl's book]</li> <li>• distinguishing between homophones and near-homophones</li> <li>• add suffixes to spell longer words including -ment, -ness, -ful, -less, -ly</li> <li>• apply spelling rules and guidance, as listed in <a href="#">English appendix 1</a></li> <li>• write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far</li> </ul>
<p><b>Handwriting (Full year coverage-teachers can change order)</b></p>	<ul style="list-style-type: none"> <li>• sit correctly at a table, holding a pencil comfortably and correctly</li> <li>• begin to form lower-case letters in the correct direction, starting and finishing in the right place</li> </ul>	<ul style="list-style-type: none"> <li>• form lower-case letters of the correct size relative to one another</li> </ul>

# Long Term English Overview 2023-24



<p><b>where necessary)</b></p>	<ul style="list-style-type: none"> <li>• form capital letters form digits 0-9</li> <li>• understand which letters belong to which handwriting ‘families’ (ie letters that are formed in similar ways) and to practise these</li> </ul>	<ul style="list-style-type: none"> <li>• start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined</li> <li>• write capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters</li> <li>• use spacing between words that reflects the size of the letters</li> </ul>
<p><b>Composition</b></p>	<p>Write sentences by:</p> <ul style="list-style-type: none"> <li>• saying out loud what they are going to write about</li> <li>• composing a sentence orally before writing it</li> <li>• sequencing sentences to form short narratives</li> <li>• re-reading what they have written to check that it makes sense</li> <li>• discuss what they have written with the teacher or other pupils</li> <li>• read their writing aloud, clearly enough to be heard by their peers and the teacher</li> </ul>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>• develop positive attitudes towards and stamina for writing by: <ul style="list-style-type: none"> <li>• writing narratives about personal experiences and those of others (real and fictional)</li> <li>• writing about real events</li> <li>• writing poetry</li> <li>• writing for different purposes</li> </ul> </li> <li>• consider what they are going to write before beginning by: <ul style="list-style-type: none"> <li>• planning or saying out loud what they are going to write about</li> <li>• writing down ideas and/or key words, including new vocabulary</li> <li>• encapsulating what they want to say, sentence by sentence</li> </ul> </li> <li>• make simple additions, revisions and corrections to their own writing by: <ul style="list-style-type: none"> <li>• evaluating their writing with the teacher and other pupils</li> </ul> </li> </ul>

# Long Term English Overview 2023-24



		<ul style="list-style-type: none"> <li>• rereading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form</li> <li>• proofreading to check for errors in spelling, grammar and punctuation (for example, ends of sentences punctuated correctly)</li> <li>• read aloud what they have written with appropriate intonation to make the meaning clear</li> </ul>
<p><b>Vocabulary, Grammar and Punctuation</b></p>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>• develop their understanding of the concepts set out in <a href="#">English appendix 2</a> by:             <ul style="list-style-type: none"> <li>• leaving spaces between words</li> <li>• joining words and joining clauses using ‘and’</li> <li>• beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark</li> <li>• using a capital letter for names of people, places, the days of the week, and the personal pronoun ‘I’</li> </ul> </li> <li>• learning the grammar for year 1 in <a href="#">English appendix 2</a></li> </ul>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>• develop their understanding of the concepts set out in <a href="#">English appendix 2</a> by:             <ul style="list-style-type: none"> <li>• learning how to use both familiar and new punctuation correctly - see <a href="#">English appendix 2</a>, including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive (singular)</li> <li>• learn how to use:                 <ul style="list-style-type: none"> <li>• sentences with different forms: statement, question, exclamation, command</li> <li>• expanded noun phrases to describe and specify [for example, the blue butterfly]</li> <li>• the present and past tenses correctly and consistently, including the progressive form</li> <li>• subordination (using when, if, that, or because) and co-ordination (using or, and, or but)</li> </ul> </li> <li>• the grammar for year 2 in <a href="#">English appendix 2</a></li> <li>• some features of written Standard English</li> </ul> </li> </ul>

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<p><b>Appendix 2</b></p>	<p>Detail of content to be introduced (statutory requirement)</p> <p>Word Regular plural noun suffixes –s or –es [for example, dog, dogs; wish, wishes], including the effects of these suffixes on the meaning of the noun</p> <p>Suffixes that can be added to verbs where no change is needed in the spelling of root words (e.g. helping, helped, helper)</p> <p>How the prefix un- changes the meaning of verbs and adjectives [negation, for example, unkind, or undoing: untie the boat]</p> <p><b>Sentence</b></p> <p>How words can combine to make sentences Joining words and joining clauses using and</p> <p><b>Text Sequencing</b></p> <p>Sentences to form short narratives</p> <p><b>Punctuation</b></p> <p>Separation of words with spaces Introduction to capital letters, full stops, question marks and exclamation marks to demarcate sentences Capital letters for names and for the personal pronoun I</p> <p><b>Terminology for pupils</b></p> <p>letter, capital letter word, singular, plural sentence punctuation, full stop, question mark, exclamation mark</p>	<p><b>Word Formation</b></p> <p>of nouns using suffixes such as –ness, –er and by compounding [for example, whiteboard, superman]</p> <p><b>Formation of adjectives</b></p> <p>using suffixes such as –ful, –less (A fuller list of suffixes can be found in the year 2 spelling section in English Appendix 1)</p> <p>Use of the suffixes –er, –est in adjectives and the use of –ly in Standard English to turn adjectives into adverbs</p> <p>Sentence Subordination (using when, if, that, because) and co-ordination (using or, and, but)</p> <p>Expanded noun phrases for description and specification [for example, the blue butterfly, plain flour, the man in the moon]</p> <p>How the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command</p> <p><b>Text</b></p> <p>Correct choice and consistent use of present tense and past tense throughout writing</p> <p>Use of the progressive form of verbs in the present and past tense to mark actions in progress [for example, she is drumming, he was shouting]</p> <p><b>Punctuation</b></p> <p>Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences</p> <p>Commas to separate items in a list</p> <p>Apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns [for example, the girl's name]</p> <p><b>Terminology for pupils</b></p> <p>noun, noun phrase statement, question, exclamation, command compound, suffix adjective, adverb, verb tense (past, present) apostrophe, comma</p>
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