

Central Park Primary School – English Curriculum Overview – Year 1

Characteristics of readers	Characteristics of writers	When completing reading phase of learning children should...
<ul style="list-style-type: none"> ➤ Excellent phonic knowledge and skills ➤ Fluency and accuracy in reading across a wide range of contexts throughout the curriculum ➤ Knowledge of an extensive and rich vocabulary ➤ An excellent comprehension of texts ➤ The motivation to read for both study and for pleasure ➤ Extensive knowledge through having read a rich and varied range of texts 	<ul style="list-style-type: none"> ➤ The ability to write fluently and with interesting detail on a number of topics throughout the curriculum A vivid imagination which makes readers engage with and enjoy their writing ➤ A highly developed vocabulary and an excellent knowledge of writing techniques to extend details or description ➤ Well organised and structured writing, which includes a variety of sentence structures ➤ Excellent transcription skills that ensure writing is well presented and punctuated, spelled correctly and neat ➤ A love of writing and an appreciation of its educational, cultural and entertainment values 	<ul style="list-style-type: none"> ➤ Read and listen to a wide range of styles of text ➤ Listen to and discuss a wide range of texts ➤ Learn poetry by heart ➤ Increase familiarity with a wide range of books including myths and legends, traditional stories, modern fiction, classic British fiction and books from other cultures ➤ Take part in conversations about books ➤ Use school and community based libraries – look at classification systems ➤ Look at books with a different alphabet to English ➤ Read and listen to whole books

Each new book must be introduced and show the author name, title of other books and when it was written – Children must remember key books they have studied but in year 1 this must not take up a whole lesson but be regularly referred to.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Whole class texts (for storytelling or to support non-core subjects)	Room on the broom – Julia Donaldson Leaf man – Lois Elhert Tree: Seasons Come, Seasons Go - Patricia Hegarty and Britta Teckentru		Would you rather? John Birmingham Lost and found – Oliver Jeffers Mr Gumpy's Motor Car - John Birmingham		Elmer and the Rainbow - David McKee	
Archaic texts	The Snowman – Raymond Briggs		Where the wild things are – Maurice Sendak		The Penguin Who Wanted to Find Out - Jill Tomlinson & Paul Howard	
Core Text	Jolly Postman – Janet and Alan Ahlberg	Town and the country Mouse	The Naughty Bus – Jan and Jerry Oke	My name is not refugee – Kate Milner	Amazing Grace – Mary	Meerkat Mail – Emily Gravett

					 <p>Hoffman</p>	
Unit	<p>Labels, Lists and Sentences (2 weeks)</p> <p>Story with familiar settings (2 weeks)</p> <p>Instructions (2 weeks)</p>	<p>Oral storytelling - Three little bears (2 weeks)</p> <p>Write stories that use the language of traditional stories (3 weeks)</p> <p>Recounts – Diary (2 weeks)</p>	<p>Stories set in places pupils have been (2 weeks)</p> <p>Stories that use imagination and imaginary settings (2 weeks)</p> <p>Performance poetry - Nursery Rhymes (2 weeks)</p>	<p>Oral storytelling -The magic porridge pot (2 weeks)</p> <p>Recount (narrative diaries) (2 weeks)</p> <p>Write non chronological reports (2 weeks)</p>	<p>Stories from other cultures (2 weeks)</p> <p>Present information in a leaflet (2 weeks)</p> <p>Poems with patterns (2 weeks)</p>	<p>Oral Storytelling - See monkey, do monkey (2 weeks)</p> <p>Non chronological reports (2 weeks)</p> <p>Write nonsense poems and humorous poems and limericks (2 weeks)</p>
Mini outcome to be covered in the reading phase of the unit		<p>Oral Storytelling – Performance of the story</p> <p>Within traditional stories - Listen to a comparative tale Write a descriptive poem Character comparison (Through a character profile)</p>	<p>Within stories around place - Write lists Write labels</p> <p>Within imagination stories - Write nonsense poems Copy an author</p> <p>Within performance - Learn a poem</p>	<p>Within recount diaries - Write poem that uses rhyme Present information</p> <p>Within non chronological reports - Write labels, lists, captions, present information</p>	<p>Within stories form other cultures - Write information Present information</p> <p>Within leaflet writing - Write labels, caption</p> <p>Within poems with patterns - Rhyme Description poetry</p>	<p>Within non chron reports – Glossaries Present information</p> <p>Within poetry - learn poetry by heart</p>

		<p>Within recounts – Emotional poem List out events to recount - order</p>				
Final Outcome	<p>Write a postcard</p> <p>Change Setting</p> <p>Journey around finding a post box</p>	<p>Oral Storytelling – Innovated written story</p> <p>Write stories that use the language of traditional tales</p>	<p>Write an opening to a story that has a setting familiar to children but with familiar story</p> <p>Design a story board that has imagination and imaginary settings</p> <p>Perform a poem by heart with instruments and music</p>	<p>Oral Storytelling – Innovated written story</p> <p>Letter to a relative https://www.literacyideas.com/how-to-write-a-great-letter</p> <p>Write a non chronological report</p>	<p>Write a full story</p> <p>Leaflet</p> <p>Perform a poem using actions</p>	<p>Oral Storytelling – Innovated written story</p> <p>Write a non - chronological report about animals</p>
Publishing	<p>All to be handwritten for writing portfolio Instructions to be filmed</p>	<p>Oral Storytelling – Handwritten for writing portfolio</p>	<p>All to be handwritten for writing portfolio</p> <p>Performance to be filmed.</p>	<p>All to be handwritten for writing portfolio</p>	<p>All to be handwritten for writing portfolio</p>	<p>All to be handwritten for writing portfolio</p>