

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>

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