



OVERCHURCH INFANT SCHOOL

ENGLISH LONG TERM OVERVIEW 2019-20

	Autumn 'In The Forest'	Spring 'Oceans'	Summer 'Heroes'
YEAR ONE	<p><i>As readers, children will:</i></p> <ul style="list-style-type: none"> -respond speedily with the correct sound to graphemes for all 40+ phonemes, read accurately by blending sounds in word, read common exception words, read aloud books that are consistent with developing phonic knowledge -explore the key texts 'Rapunzel' and 'Goldilocks and the Three Bears' as vehicles for learning about key features of traditional tales and predictable story language. -enjoy listening to a wide variety of poems, discuss vocabulary and focus on learning one by heart to celebrate National Poetry Week. -engage with online and printed texts about their local area, discussing how non-fiction texts are structured (cross curricular) -enjoy The Jolly Christmas Postman as they explore different genres 	<p><i>As readers, children will:</i></p> <ul style="list-style-type: none"> -respond speedily with the correct sound to graphemes for all 40+ phonemes, read accurately by blending sounds in words (including multi-syllabic words), read common exception words, read aloud books that are consistent with developing phonic knowledge -explore the key texts 'The Secret of Black Rock' and 'Lost and Found' as a vehicle for learning about different types of stories and how they are structured -retrieve information from engaging non-fiction texts about our environment -engage with poetry and fiction books about our environment and how we can help to protect it -enjoy World Book Day by responding to a wordless picture book Flotsam, using pictures to develop inference skills -read online and leaflet materials about Chester Zoo 	<p><i>As readers, children will:</i></p> <ul style="list-style-type: none"> -respond speedily with the correct sound to graphemes for all 40+ phonemes, read accurately by blending sounds in words (including multi-syllabic words), read common exception words, read aloud books that are consistent with developing phonic knowledge -read words containing taught GPCs and endings as listed in NC -read words with contractions -read words with the prefix 'un' -begin to read Y1 common exception words as appropriate -explore the key texts 'Naughty Bus' and 'Paper Planes' as a vehicle for discussing the significance of events in stories -read a variety of Sue Hendra texts as they participate in whole school writing week -in class book discussions, make inferences on the basis of what is said and done -read as a writer by examining a variety of letters in different formats and noting key features -discuss meanings of new words encountered in books across the curriculum

	<p><i>As speakers and listeners, children will:</i></p> <ul style="list-style-type: none"> -listen and respond appropriately to adults and peers -ask relevant questions to extend understanding, knowledge and vocabulary -adopt a range of roles and respond appropriately to others in role -respond thoughtfully to a live theatre performance of Robin Hood <p><i>As writers, children will:</i></p> <ul style="list-style-type: none"> <i>-sit correctly at a table, holding a pencil comfortably and correctly</i> <i>-begin to form lower case letters in the correct direction, starting and finishing in the correct place</i> <i>-form capital letters</i> <i>-form digits 0-9</i> <i>-leave spaces between words</i> -write simple narratives based on those they have read (a traditional tale and a hunting narrative) -write a simple set of instructions ‘How to escape a troll’ -write a simple response to a live theatre production they have watched -explore the vocabulary of The Lost Words as part of a whole school English and Art project -enjoy ‘short burst’ writing tasks related to The Jolly Christmas Postman’ which will develop confidence in key skills -complete a dictated exercise using common exception words 	<p><i>As speakers and listeners, children will:</i></p> <ul style="list-style-type: none"> -use spoken language to develop understanding by imagining and exploring ideas -articulate and justify answers, arguments and opinions about environmental matters that are important to them -participate in discussions, presentations, performances, role play and debates <p><i>As writers, children will:</i></p> <ul style="list-style-type: none"> <i>-compose sentences orally before writing</i> <i>-punctuate sentences using a capital letter and full stop</i> <i>-use a capital letter for names of people, places, days of the week and personal pronoun ‘I’</i> <i>-write the days of the week</i> <i>-re-read their writing for sense</i> <i>-spell words containing taught phonemes and common exception words</i> -write about a real event (visit to Chester Zoo) -write simple narratives -write a postcard -use a simple poetry model ‘Hello Ocean’ to inspire own senses-based poetry -write creatively in response to the wordless picture book Flotsam -write a simple non-fiction text about protecting the environment 	<p><i>As speakers and listeners, children will:</i></p> <ul style="list-style-type: none"> -speak audibly and fluently with an increasing command of Standard English -maintain attention and participate actively in collaborative conversations, staying on topic and initiating/responding to comments -give well-structured descriptions, explanations and narratives for different purposes, including expressing feelings <p><i>As writers, children will:</i></p> <ul style="list-style-type: none"> <i>-join words and join clauses using ‘and’</i> <i>-sequence sentences to form a narrative</i> <i>-discuss their writing with the teacher and other pupils</i> <i>-use simple spelling rules taught in Y1</i> -demonstrate how they can apply spellings they have learned in story writing -participate in a whole school Supertato writing project -write messages from one character to another -write about the events of The Great Fire of London -write facts on a poster about London -write about themselves as real heroes
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