

## Keevil CofE Academy English Curriculum Overview EYFS/ Y1

English	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
YR/1 Rotation 1 Writing	Retell  Key Text: THE TIGER WHO CAME TO TEA By Judith Kerr  Including options for independent writing	Key Text: PERCY THE PARK KEEPER By: Nick Butterworth –  Additional Texts for Immersion – other stories from the series  Including options for independent writing	Key Text: MAMA PANYA’S PANCAKE Additional Texts for immersion- Handa’s Surprise, We’re Going on a Lion Hunt  Including 1 session per week free write	Key Text: LOST AND FOUND  Additional Texts for immersion – Oi Get off of our Train, Mr Grumpy Including 1 session per week free write	Key Text: THE WHALE AND THE SNAIL BY Julia Donaldson and Axel Scheffler  Including 1 session per week free write	Key Text: Key Text: SUPERWORM By Julia Donaldson  Including 1 session per week free write
Additional subjects + writing options	Science: Humans History: Toys through time	Science – Seasons History: Famous people	Geography: Study a non- European country	Geography: Hot and Cold Countries Creating Maps and Compass Directions	Science: Plants Art: Weaving	Science: Electricity DT: wheeled vehicles
PAG All PAG should be related to the text you are using and used to improve writing not just as standalone lessons.	EYFS <ul style="list-style-type: none"> <li>Give meaning to marks they make as they draw and write.</li> <li>Use some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence.</li> </ul> Y1 <ul style="list-style-type: none"> <li>I can use finger spaces between words when I am writing a few sentences by myself.</li> <li>I can usually use capital letters and full stops to show my sentences.</li> <li>I can use and in my writing.</li> </ul>	EYFS <ul style="list-style-type: none"> <li>Give meaning to marks they make as they draw and write.</li> <li>Use some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence.</li> <li>Writes own name and other things such as labels, captions.</li> <li>Attempts to write short sentences in meaningful contexts.</li> </ul> Y1 <ul style="list-style-type: none"> <li>I can use finger spaces between words when I am writing a few sentences by myself.</li> <li>I can usually use capital letters and full stops to show my sentences.</li> <li>I can use <i>and</i> in my writing.</li> <li>I can use capital letters for people’s names, places, the days of the week and I.</li> </ul>	EYFS <ul style="list-style-type: none"> <li>Give meaning to marks they make as they draw and write.</li> <li>Use some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence.</li> <li>Writes own name and other things such as labels, captions.</li> <li>Attempts to write short sentences in meaningful contexts.</li> </ul> Y1 <ul style="list-style-type: none"> <li>I can use finger spaces between words when I am writing a few sentences by myself.</li> <li>I can usually use capital letters and full stops to show my sentences.</li> <li>I can use <i>and</i> in my writing.</li> <li>I can use capital letters for people’s names, places, the days of the week and I.</li> <li>I can sometimes use? and!</li> <li>I can use time connectives in my writing.</li> </ul>	EYFS <ul style="list-style-type: none"> <li>Give meaning to marks they make as they draw and write.</li> <li>Use some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence.</li> <li>Writes own name and other things such as labels, captions.</li> <li>Attempts to write short sentences in meaningful contexts.</li> </ul> Y1 <ul style="list-style-type: none"> <li>I can use finger spaces between words when I am writing a few sentences by myself.</li> <li>I can usually use capital letters and full stops to show my sentences.</li> <li>I can use <i>and</i> in my writing.</li> <li>I can use capital letters for people’s names, places, the days of the week and I.</li> <li>I can sometimes use? and!</li> <li>I can spot and use verbs.</li> <li>I can spot and use adjectives</li> </ul>	EYFS <ul style="list-style-type: none"> <li>Give meaning to marks they make as they draw and write.</li> <li>Use some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence.</li> <li>Writes own name and other things such as labels, captions.</li> <li>Attempts to write short sentences in meaningful contexts.</li> </ul> Y1 <ul style="list-style-type: none"> <li>FILLING ANY REMAINING GAPS IN KNOWLEDGE AND UNDERSTANDING</li> <li>I can use finger spaces between words when I am writing a few sentences by myself.</li> <li>I can usually use capital letters and full stops to show my sentences.</li> <li>I can use <i>and</i> in my writing.</li> <li>I can use capital letters for people’s names, places, the days of the week and I.</li> <li>I can sometimes use? and!</li> <li>I can spot and use verbs.</li> <li>I can spot and use adjectives.</li> </ul>	EYFS <ul style="list-style-type: none"> <li>Give meaning to marks they make as they draw and write.</li> <li>Use some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence.</li> <li>Writes own name and other things such as labels, captions.</li> <li>Attempts to write short sentences in meaningful contexts.</li> </ul> Y1 <ul style="list-style-type: none"> <li>EMBEDDING LEARNING OF ALL EXPECTATIONS – USING AND APPLYING</li> <li>I can use finger spaces between words when I am writing a few sentences by myself.</li> <li>I can usually use capital letters and full stops to show my sentences.</li> <li>I can use and in my writing.</li> <li>I can use capital letters for people’s names, places, the days of the week and I.</li> <li>I can sometimes use? and!</li> <li>I can spot and use verbs.</li> <li>I can spot and use adjectives.</li> <li>I can use time connectives in my writing.</li> </ul>

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Reading KS1	<p>Vocabulary/Word meaning</p> <p>Prior knowledge</p> <p>Associated with the reading. Links to self, text and wider world</p> <p>This can include</p> <p>Debate, mind-mapping, picture, Inference etc...</p> <p>Summarise the story so far (unless first session)</p> <p>Teacher reads</p> <p>Children to infer and predict.</p> <p>Think out loud and involve the children through questioning and thinking/feeling/</p> <p>Happening prompts</p> <p>Read the text in small groups/ pairs using think out loud strategy as they do.</p> <p>(focus on fluency, expression and intonation)</p> <p>Children answer questions verbally</p> <p>Vocabulary discussion – magpie/ glossary?</p>		<p>Vocabulary/Word meaning</p> <p>Prior knowledge</p> <p>Associated with the reading. Links to self, text and wider world</p> <p>This can include</p> <p>Debate, mind-mapping, picture, Inference etc...</p> <p>Summarise the story so far (unless first session)</p> <p>Teacher reads</p> <p>Children to infer and predict.</p> <p>Think out loud and involve the children through questioning and thinking/feeling/</p> <p>Happening prompts</p> <p>Read the text in small groups/ pairs using think out loud strategy as they do.</p> <p>(focus on fluency, expression and intonation)</p> <p>Children answer questions verbally/ some written answers</p> <p>Vocabulary discussion – magpie/ glossary?</p>		<p>Vocabulary/Word meaning</p> <p>Prior knowledge</p> <p>Associated with the reading. Links to self, text and wider world</p> <p>This can include</p> <p>Debate, mind-mapping, picture, Inference etc...</p> <p>Summarise the story so far (unless first session)</p> <p>Teacher reads</p> <p>Children to infer and predict.</p> <p>Think out loud and involve the children through questioning and thinking/feeling/</p> <p>Happening prompts</p> <p>Read the text in small groups/ pairs using think out loud strategy as they do.</p> <p>(focus on fluency, expression and intonation)</p> <p>Children answer questions verbally</p> <p>Vocabulary discussion – magpie/ glossary?</p>	
Phonics and spelling	<p>YR: Children to be taught the phase 2 phonemes in order:</p> <ul style="list-style-type: none"> <li>Set 1 – s, a, t, p</li> <li>Set 2 - i, n, m, d</li> <li>Set 3 – g, o, c, k</li> <li>Set 4 – ck, e, u, r</li> <li>Set 5 – h, b, f, ff, l, ll, ss o</li> <li>Revise sounds learnt so far</li> </ul> <p>Y1</p> <p>Revisit Phase 4</p> <ul style="list-style-type: none"> <li>Learn to read and spell words containing adjacent consonants. Children to revise and recall all phase 2 and 3 phonemes. Children to read and write CCVC and CVCC words.</li> </ul>	<p>YR: Phonics Phase 3</p> <p>Set 6 – j, v, w, x</p> <p>Set 7 – y, z, zz, qu (last of Letters and Sounds ‘sets’)</p> <p>- sh, th, ch, ng</p> <p>- ai, ee, long oo, short oo</p> <p>- oa, ar, or, igh - ur, ow, oi, ear</p> <p>- er, air, ure</p> <p>Completes the teaching of the alphabet and moves on to sounds represented by more than one letter. The children will learn letter names and how to read and spell some tricky words</p> <p>Y1</p> <ul style="list-style-type: none"> <li>Phase 5</li> <li>Children broaden their knowledge of sounds for use in reading &amp; spelling. They will begin to build word-specific knowledge of the spellings of words.</li> <li>Sounds: ay, ou, ie, ea, oy, ir, ue, aw, wh, ph, ew, oe, au, ey, a_e, i_e, u_e, o_e</li> </ul>	<p>YR: Phonics Phase 3</p> <p>Set 6 – j, v, w, x</p> <p>Set 7 – y, z, zz, qu (last of Letters and Sounds ‘sets’)</p> <p>- sh, th, ch, ng</p> <p>- ai, ee, long oo, short oo</p> <p>- oa, ar, or, igh - ur, ow, oi, ear</p> <p>- er, air, ure</p> <p>Completes the teaching of the alphabet and moves on to sounds represented by more than one letter. The children will learn letter names and how to read and spell some tricky words</p> <p>Y1</p> <ul style="list-style-type: none"> <li>Phase 5</li> <li>Children broaden their knowledge of sounds for use in reading &amp; spelling. They will begin to build word-specific knowledge of the spellings of words.</li> <li>Sounds: ay, ou, ie, ea, oy, ir, ue, aw, wh, ph, ew, oe, au, ey, a_e, i_e, u_e, o_e</li> </ul>	<p>YR: Phonics Phase 3</p> <p>Set 6 – j, v, w, x</p> <p>Set 7 – y, z, zz, qu (last of Letters and Sounds ‘sets’)</p> <p>- sh, th, ch, ng</p> <p>- ai, ee, long oo, short oo</p> <p>- oa, ar, or, igh - ur, ow, oi, ear</p> <p>- er, air, ure</p> <p>Completes the teaching of the alphabet and moves on to sounds represented by more than one letter. The children will learn letter names and how to read and spell some tricky words</p> <p>Y1</p> <ul style="list-style-type: none"> <li>Phase 5</li> <li>Children broaden their knowledge of sounds for use in reading &amp; spelling. They will begin to build word-specific knowledge of the spellings of words.</li> <li>Sounds: ay, ou, ie, ea, oy, ir, ue, aw, wh, ph, ew, oe, au, ey, a_e, i_e, u_e, o_e</li> </ul>	<p>YR: Phase 4: Children learn to read and spell words containing adjacent consonants. Children to revise and recall all phase 2 and 3 phonemes.</p> <p>Children to read and write CCVC and CVCC words</p> <p>Y1</p> <ul style="list-style-type: none"> <li>Phase 5</li> <li>Children broaden their knowledge of sounds for use in reading &amp; spelling. They will begin to build word-specific knowledge of the spellings of words.</li> <li>Sounds: ay, ou, ie, ea, oy, ir, ue, aw, wh, ph, ew, oe, au, ey, a_e, i_e, u_e, o_e</li> </ul>	<p>YR: Phase 4: Children learn to read and spell words containing adjacent consonants. Children to revise and recall all phase 2 and 3 phonemes.</p> <p>Children to read and write CCVC and CVCC words.</p> <p>Y1</p> <ul style="list-style-type: none"> <li>Phase 5</li> <li>Children broaden their knowledge of sounds for use in reading &amp; spelling. They will begin to build word-specific knowledge of the spellings of words.</li> <li>Sounds: ay, ou, ie, ea, oy, ir, ue, aw, wh, ph, ew, oe, au, ey, a_e, i_e, u_e, o_e</li> </ul>