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.	Give meaning to marks they make as they draw and write. Use some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence. Y1 I can use finger spaces between words when I am writing a few sentences by myself. I can usually use capital letters and full stops to show my sentences. I can use and in my writing.	 EYFS Give meaning to marks they make as they draw and write. Use some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence. Writes own name and other things such as labels, captions. Attempts to write short sentences in meaningful contexts. Y1 I can use finger spaces between words when I am writing a few sentences by myself. I can usually use capital letters and full stops to show my sentences. I can use and in my writing. I can use capital letters for people's names, places, the days of the week and I. 	 Give meaning to marks they make as they draw and write. Use some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence. Writes own name and other things such as labels, captions. Attempts to write short sentences in meaningful contexts. Y1 I can use finger spaces between words when I am writing a few sentences by myself. I can usually use capital letters and full stops to show my sentences. I can use and in my writing. I can use capital letters for people's names, places, the days of the week and I. I can use time connectives in my writing. 	 EYFS Give meaning to marks they make as they draw and write. Use some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence. Writes own name and other things such as labels, captions. Attempts to write short sentences in meaningful contexts. I can use finger spaces between words when I am writing a few sentences by myself. I can usually use capital letters and full stops to show my sentences. I can use and in my writing. I can use capital letters for people's names, places, the days of the week and I. I can spot and use verbs. I can spot and use adjectives 	 EYFS Give meaning to marks they make as they draw and write. Use some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence. Writes own name and other things such as labels, captions. Attempts to write short sentences in meaningful contexts. Y1 FILLING ANY REMAINING GAPS IN KNOWLEDGE AND UNDERSTANDING I can use finger spaces between words when I am writing a few sentences by myself. I can usually use capital letters and full stops to show my sentences. I can use and in my writing. I can use capital letters for people's names, places, the days of the week and I. I can spot and use verbs. I can spot and use adjectives. 	 EYFS Give meaning to marks they make as they draw and write. Use some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence. Writes own name and other things such as labels, captions. Attempts to write short sentences in meaningful contexts. Y1 EMBEDDING LEARNING OF ALL EXPECTATIONS – USING AND APPLYING I can use finger spaces between words when I am writing a few sentences by myself. I can usually use capital letters and full stops to show my sentences. I can use and in my writing. I can use capital letters for people's names, places, the days of the week and I. I can spot and use verbs. I can spot and use adjectives. I can use time connectives in my writing.

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Reading KS1	Vocabulary/Word meaning		Vocabulary/Word meaning		Vocabulary/Word meaning		
	Prior knowledge Associated with the reading. Links to self, text and wider world		Prior knowledge Associated with the reading. Links to self, text and wider world		Prior knowledge Associated with the reading. Links to self, text and wider world		
	This can include		This can include		This can include		
	Debate, mind-mapping, picture,		Debate, mind-mapping, picture,		Debate, mind-mapping, picture,		
	Inference etc		Inference etc		Inference etc		
	Summarise the story so far (unless first session)		Summarise the story so far (unless first session)		Summarise the story so far (unless first session)		
	Teacher reads		Teacher reads		Teacher reads		
	Children to infer and predict.		Children to infer		Children to infer and predict.		
	Think out loud and involve the children through questioning and		Think out loud and involve the children through questioning and		Think out loud and involve the children through questioning and		
	thinking/feeling/		thinking/feeling/		thinking/feeling/		
Happening prompts			Happening prompts		Happening prompts		
	Read the text in small groups/ pairs using think out loud strategy as		Read the text in small groups/ pairs using think out loud strategy as		Read the text in small groups/ pairs using think out loud strategy as		
	they do.		they do.		they do.		
	(focus on fluency, expression and intonation)		(focus on fluency, expression and intonation)		(focus on fluency, expression and intonation)		
	Children answer questions verbally		Children answer questions verbally/ some written answers		Children answer questions verbally		
	·	Vocabulary discussion – magpie/ glossary?		Vocabulary discussion – magpie/ glossary?		Vocabulary discussion – magpie/ glossary?	
			Reading KS1				
Phonics and spelling	YR: Children to be taught the	YR: Phonics Phase 3	YR: Phonics Phase 3	YR: Phonics Phase 3	YR: Phase 4: Children learn to	YR: Phase 4: Children learn to	
	phase 2 phonemes in order:		Set 6 – j, v, w, x		read and spell words containing	read and spell words containing	
	• Set 1 – s, a, t, p	Set 6 – j, v, w, x	Set 7 – y, z, zz, qu (last of	Set 6 – j, v, w, x	adjacent consonants. Children to	adjacent consonants. Children	
	• Set 2 - i, n, m, d	Set 7 – y, z, zz, qu (last of	Letters and Sounds 'sets')	Set 7 – y, z, zz, qu (last of	revise and recall all phase 2 and	revise and recall all phase 2 an	
	• Set 3 – g, o, c, k	Letters and Sounds 'sets')	- sh, th, ch, ng	Letters and Sounds 'sets')	3 phonemes.	3 phonemes.	
	• Set 4 – ck, e, u, r	- sh, th, ch, ng - ai, ee, long oo, short oo	- ai, ee, long oo, short oo	- sh, th, ch, ng - ai, ee, long oo, short oo			
	• Set 5 – h, b, f, ff, l, ll, ss o	- oa, ar, or, igh - ur, ow, oi, ear	- oa, ar, or, igh - ur, ow, oi, ear	- oa, ar, or, igh - ur, ow, oi, ear	Children to read and write CCVC	Children to read and write CC\	
	Revise sounds learnt so far	- er, air, ure	- er, air, ure	- er, air, ure	and CVCC words	and CVCC words.	
	Y1	Completes the teaching of the	Completes the teaching of the	Completes the teaching of the	Y1	Y1	
	Revisit Phase 4	alphabet and moves on to	alphabet and moves on to	alphabet and moves on to	Phase 5	• Phase 5	
	Nevisie i ridse i	sounds represented by more	sounds represented by more	sounds represented by more	Children broaden their	Children broaden their	
	 Learn to read and spell words 	than one letter. The children will	than one letter. The children will	than one letter. The children will	knowledge of sounds for use	knowledge of sounds for u	
	containing adjacent	learn letter names and how to	learn letter flames and flow to	learn letter names and how to	in reading & spelling. They	in reading & spelling. They	
	consonants. Children to revise	read and spell some tricky words	read and spell some tricky words y1	read and spell some tricky words	will begin to build word-	will begin to build word-	
	and recall all phase 2 and 3	Y1 ' '	' -	Y1 ,	specific knowledge of the	specific knowledge of the	
	phonemes. Children to read	Phase 5	• Phase 5	Phase 5	spellings of words.	spellings of words.	
	and write CCVC and CVCC	Children broaden their	Children broaden their	Children broaden their	• Sounds: ay, ou, ie, ea, oy, ir,	 Sounds: ay, ou, ie, ea, oy, 	
	words.	knowledge of sounds for use	knowledge of sounds for use	knowledge of sounds for use	ue, aw, wh, ph, ew, oe, au,	ue, aw, wh, ph, ew, oe, au	
		in reading & spelling. They	in reading & spelling. They will begin to build word-	in reading & spelling. They	ey, a_e, i_e, u_e, o_e	ey, a_e, i_e, u_e, o_e	
		will begin to build word-	specific knowledge of the	will begin to build word-			
		specific knowledge of the	specific knowledge of the spellings of words.	specific knowledge of the			
		spellings of words.	1	spellings of words.			
		• Sounds: ay, ou, ie, ea, oy, ir,	• Sounds: ay, ou, ie, ea, oy, ir,	• Sounds: ay, ou, ie, ea, oy, ir,			
		ue, aw, wh, ph, ew, oe, au,	ue, aw, wh, ph, ew, oe, au, ey, a_e, i_e, u_e, o_e	ue, aw, wh, ph, ew, oe, au,			