APPS Literary Curriculum Year 1 English Overview

\begin{tabular}{|c|c|c|c|c|c|}
\hline Term \& \multicolumn{3}{|c|}{Autumn 1} \& \multicolumn{2}{|l|}{Autumn 2} \\
\hline Planning Sequence \&  \& Se Star by Coralie \&  \& Billy and the Beast Nadia Shireen \& The Polar Express by Chris Van Allsberg \\
\hline Length \& 10+ sessions, 2 weeks \& \& 11 sessions, 2+ weeks \& 15 sessions, 3 weeks \& \\
\hline Outcomes \& Sequencing statements, draw and posters focusing on different` s captions, lists, write a wish \& e about being a friend, types, labels and \& Fact files about being astronauts, writing in role, commands, 'how to' guides \& Own version 'defeat a monster' narratives, Wanted posters, summaries, emails, character descriptions, recipes \& An own version narrative, setting description, figurative sentences \\
\hline Cross-curricular writing opportunities \& \multicolumn{3}{|l|}{Recounts; Poetry; Lists and instructions; Postcards; Non-chronological reports} \& \multicolumn{2}{|l|}{Recounts; Fables; Booklets and lists; Instructions; Nursery rhymes and poems} \\

\hline | Phonics |
| :--- |
| Little Wandle | \& | Review Phase 3 and 4 |
| :--- |
| Phase 5 |
| /ai/ay play |
| /ow/ou cloud |
| /oi/oy toy |
| /ea/ea each | \& Own Wanted \& | ersion 'defeat a monster' narratives |
| :--- |
| posters, summaries, emails, character descriptions, recipes | \& | Phase 5 graphemes | //ee/e he |
| :--- | :--- |
| /ur/ir bird | /ai/a-e shake |
| /igh/ie pie | /igh/i-e time |
| /oo/ /yoo/ue blue rescue | /oq/o-e home |
| /yoo/u unicorn | /oo/ /yoo/ u-e rude cute |
| /oa/o go | /ee/ e-e these |
| /igh/i tiger | /oo/ /yoo/ew chew new |
| /ai/a paper | /ee/ie shield |
|  | /or/ aw c;law | \& | /or/aw claw |
| :--- |
| New tricky words their people oh your Mr Mrs Ms ask Could would should our House mouse water want | \\

\hline Term \& \multicolumn{3}{|c|}{Spring 1} \& \multicolumn{2}{|l|}{Spring 2} \\

\hline Planning Sequence \& | Odd |
| :--- |
| Egg $\qquad$ - |
| The Odd Egg by Emily Gravett | \& Science: Life Cycles \& Beegu by Alexis Deacon \& Lost and Found by Oliver Jeffers \& Leo and The Octopus by Isabelle Marinov \\

\hline Length \& 10 sessions 2 weeks \& 10 ses \& sions 2 weeks \& 15 sessions 3 weeks \& 15 sessions 3 weeks \\

\hline Outcomes \& Egg-spotter's guides (non-fictio Thought and speech bubbles, certificate \& | orts) <br> letter, | Own v <br> nonsen |
| :--- | :--- | \& version 'alien' narratives, descriptions, commands, letters, se-word dictionary, poems, non-fiction reports \& Own version 'losing/finding' narratives, character descriptions, retellings, advice, instructions, non-chronological reports \& Fact file, This is Me! posters, letters of advice, factual descriptions, logbooks, scripts \\

\hline Cross-curricular writing opportunities \& Recounts; Fables; Booklets and \& Instructions; Nursery rhy \& mes and poems \& Recounts; Diaries; Rhymes and mnemonics; Descriptions; Information te \& \\
\hline
\end{tabular}

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| Phonics <br> Little Wandle | Phase 5 graphemes <br> /ee/y funny <br> /e/ ea head <br> /w/ wh wheel <br> /oa/ oe ou toe shoulder <br> /igh/ y fly <br> /oa/ow snow <br> /j/g giant <br> /f/ ph phone <br> /// le al apple metal <br> $/ \mathrm{s} / \mathrm{c}$ ice <br> /v/ ve give <br> /u/ o-e o ou some mother young <br> /z/ se cheese <br> /s/ se ce mouse fence <br> /ee/ ey donkey <br> /oo/ ui ou fruit soup |  | New tricky words <br> any many again who whole where two school call different thought through friend work | Phase 5 graphemes <br> /ur/or word <br> /oo/ u oul awful could <br> /air/ are share <br> /or/ au aur oor al author dinosaur floor walk <br> /ch/ tch ture match adventure <br> /ar/ al a half father* <br> /or/ a water <br> schawa in longer words: different <br> /o/a want <br> /air/ ear ere bear there <br> /ut/ ear learn <br> /r/ wr wrist <br> /s/ st sc whistle science <br> /c/ ch school <br> /sh/ ch chef <br> /z/ ze freeze <br> schwa at the end of words: actor | New tricky words once laugh because eye |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Theme | Summer 1 |  |  | Summer 2 |  |  |
| Planning Sequence |  | Geography: Comparing Locations | Pig the Pug by Aaron Blabey <br> PIG PUG | The See Saw by Tom Percival | STANLEY'S STICK | Stanley's Stick John Hegley and Neal Layton |
| Length | 10 sessions, 2 weeks |  | 15 sessions, 3 weeks | 15 sessions, 3 weeks | 11 sessions 2 weeks |  |
| Outcomes | Pamphlets, Letters, setting descriptions, instructions, narrative retellings, pamphlets, posters |  | 'How to' guides, Ccaracter comparisons, fact sheets, shared poetry, o | Own version narrative, writing in role; notes of advice; missing posters; diary entries; letters of thanks | Own version narratives, | retellings, descriptions |
| Gross-curricular writing opportunities | Fact files; poetry and riddles; non-chronological reports; narrative; writing for different purposes |  |  | Recounts; information texts and letters; lists and instructions; narratives |  |  |
| Phonics Little Wandle | ```Phonics screening check review - no new GPCs or tricky words Phase 5 graphemes /ai/ eigh aigh ey ea eight straight grey break /n/ kn gn knee gnaw \(/ \mathbf{m} / \mathbf{m b}\) thumb lear/ ere eer here deer /zh/ su si treasure vision /j/dge bridge /i/ y crystal /j/ ge large``` |  | New tricky words <br> Busy beautiful pretty hour move improve parents shoe |  |  |  |

