

Coverage to support Planning process  
**English Overview & Progression –Year 1**

Year group & Stage of Learning	SfA Phonics Step	STaR Story	Day	STaR Story Reading learning Objectives	STaR Writing Learning Objectives	Grammar focus	GPCS and CEW
Year 1 (Autumn 1)	34 Thank you Sam	It's ok to make mistakes.	1	To discuss the main themes in a story.			GPCs: ay (play) Common Alternatives: (/ai/ a) CEW: again, oh, their, last
			2	To record the key events in a story in sequence.			
			3		To write about making a mistake.	Exclamation mark Using '-est'	
			4		To write about making a mistake	Question mark Question words- who/what/where/when/why	
			5		To write about making a mistake	Exclamation mark Capital letter for names and days of the week	
	35 An outing to the woods	John Patrick Norman Hennessy- The Boy who was always late	1	To discuss the key events in a story in sequence.			GPCs: ay (play) Common Alternatives: (/ai/ a) CEW: poor, money
			2	To identify how characters felt at different times during a story.			
			3		To write sentences about John Patrick Norman Mc Hennessy's excuses.	Conjunction 'because' Exclamation mark	

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			4		To write questions to ask John Patrick Norman Mc Hennessy about his excuses.	Question words- who/what/where/when/why Question mark	thought, should
			5		To write sentences to imagine other excuses John Patrick Norman McHennessy could have made.	Capital letter for days of the week adjectives	
	36 Let's sort it out	Big Blue Whale	1	To locate and explain important information in a text using some features of a non-fiction text.			GPCs: ie (dried) Common Alternatives: (/I/ al, il) CEW: class, Mr, Mrs, work can't
			2	To locate and explain important information in a text using some features of a non-fiction text.			
			3		To write descriptive sentences about blue whales.	Adjectives Re-read and check	
			4		To write descriptive sentences about how blue whales communicate.	Adjectives Re-read and check	
			5		To write an information leaflet about blue whales.	Adjectives Re-read and check	
	37 Little Peach	Fantastically Great Women Who Changed the World	1	To locate and explain important information in a text using some features of a non-fiction text.			GPCs: ea (cream) Common Alternatives: (/ee/ e)
			2	To locate and explain important information in a text using some features of a non-fiction text.			
			3		To write sentences about the women in the text.	Adjectives Re-read and check	

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			4		To write sentences about the women in the text.	Adjectives Re-read and check	CEW: pass* , fast* , climb path* , don't
			5		To write sentences about the women in the text.	Adjectives Re-read and check	
	38 Oysters Ahoy	Three Billy Goats Gruff	1	To recall and explain the main events in a story.			GPCs: oy (boy) Common Alternatives: (/igh/ i) CEW: people, after, great break
			2	To discuss the setting in a story and how it affects the characters.			
			3		To write comparative sentences about the Three Billy Goats Gruff.	'-er' and '-est' for comparison Conjunction 'but'	
			4		To write sentences to compare different activities you enjoy.	'more' and 'most' for comparison Conjunction 'but'	
			5		To write a different ending to the story	'-er' and '-est' and 'more' and 'most' for comparison Conjunction 'but'	
	39 Hunt the specs	Shark in the Dark	1	To show my understanding using evidence from the text.			Consolidation Week
			2	To discuss the main events of a story.			
			3		To write descriptive sentences about the shark using noun phrases.	Expanded Noun phrase Reinforce a previously taught skill	
			4		To write descriptive sentences about the squid using noun phrases.	Expanded Noun phrase Reinforce a previously taught skill	
			5		To retell the story of 'The Shark in the Dark' using descriptive language.	Expanded Noun phrase Reinforce a previously taught skill	
	Year 1 (Autumn 2)	40 Highland Summer	It's ok to be different.	1	To show my understanding using evidence from the text.		GPCs: ir (girl) Common Alternatives: (/w/ wh)
2				To discuss the main events of a story.			
3					To write comparative sentences.	Expanded Noun phrase	

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						Reinforce a previously taught skill	CEW: any, many, who could
		4		To write comparative sentences.	Expanded Noun phrase	Reinforce a previously taught skill	
		5		To write comparative sentences.	Expanded Noun phrase	Reinforce a previously taught skill	
41 What's for lunch	DK First Facts-Seasons	1	To locate and explain important information in a text using some features of a non-fiction text.				GPCs: ue (blue/cue) Common Alternatives: (/oa/ o) CEW: because, water past*, bath*
		2	To give and justify an opinion of a text.				
		3		To write descriptive sentences about the seasons using the conjunctions 'and' and 'because'.	Conjunctions 'and' and 'because'	Re-read and check	
		4		To write descriptive sentences about your favourite season using the conjunctions 'and' and 'because'.	Conjunctions 'and' and 'because'	Re-read and check	
		5		To write a detailed description of your least favourite season.	Conjunctions 'and' and 'because'	Apostrophe for contracted form	
42 A garland for the door	The Gingerbread Man	1	To identify the main characters and the order in which they appear in the story.				GPCs: aw (jaw) Common Alternatives: (/or/ au) CEW: hour, two, door different
		2	To identify the sequence of events in a story.				
		3		To write sentences to command people to eat certain foods, giving a reason why.	Commands	Adjectives	
		4		To write sentences to command people not to eat certain foods, giving a reason why.	Commands	Apostrophe for contracted form	
				To write a recipe for a Gingerbread. Man	Command	Commas for list	
43 Just the one moon	Josephine Wants To Dance	1	To identify the main characters and the order in which they appear in the story.				

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			2	To identify the sequence of events in a story.			<b>GPCs:</b> ew (blew/new) <b>CEW:</b> Christmas, would through, beautiful
			3		Retell the story.	Conjunctions 'and' and 'because' Re-read and check	
			4		Retell the story.	Conjunctions 'and' and 'because' Re-read and check	
			5		Retell the story.	Conjunctions 'and' and 'because' Apostrophe for contracted form	
	44 The before christmas	Mrs Armitage on Wheels	1	To recall the main events of a story.			Consolidation Week
			2	To discuss why the author chose the order of the sequence of events in a story.			
			3		To write sentences to say why you think Mrs Armitage added certain features to her bike.	Expanded Noun phrase ('the' + adjective + noun) Reinforce a previously taught skill	
			4		To write sentences about where you would like to go if you had a bike and what you would do there.	Noun phrase ('the' + adjective + noun) Reinforce a previously taught skill	
			5		To write from the viewpoint of Breakspear to explain how he felt.	Expanded Noun phrase ('the' / 'his' / 'hers' / 'my' / 'yours' / 'theirs' + adjective + noun) Reinforce a previously taught skill	
	Year 1 (Spring 1)	45 The turning of the year	This Moose Belongs to Me	1	To give my opinion based on evidence from the text.		
2				To show my understanding using evidence from the text.			
3					To write about why the moose (or another animal) would make a good pet.	Adjectives Re-read and check	
4					To write about why the moose (or another animal) wouldn't make a good pet.	Adjectives Apostrophe for contractions	

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			5		Write a list of rules for pets.	Adjectives Reinforce a previously taught skill.	
<b>46</b> Every good thing	<b>The huge bags of worries</b>	<b>1</b>	To give my opinion based on evidence from the text.				<b>GPCs:</b> e_e (delete) Common Alternatives: (/ee/ ie) <b>CEW:</b> every, whole
		<b>2</b>	To show my understanding using evidence from the text.				
		<b>3</b>		Write about a time I have had a worry (recount)	Adjectives Re-read and check		
		<b>4</b>		Write about a time I have had a worry (recount)	Adjectives Apostrophe for contractions		
		<b>5</b>		Write about a time I have had a worry (recount)	Adjectives Reinforce a previously taught skill.		
<b>47</b> I am a caver	<b>The Emperor's Egg</b>	<b>1</b>	To locate and explain important information in a text using some features of a non-fiction text.				<b>GPCs:</b> i_e (crocodile) Common Alternatives: (/or/ a, al) <b>CEW:</b> only, move
		<b>2</b>	To ask questions about a non-fiction text and explore how and where to find answers.				
		<b>3</b>		To write factual sentences about the emperor penguin.	Expanded Noun phrase ('the' + adjective + noun) Reinforce a previously taught skill		
		<b>4</b>		To write sentences to compare an emperor penguin's life to your own life.	'-er' and '-est' for comparison Commas for list		
		<b>5</b>		To write a webpage about emperor penguins and their young.	Expanded Noun phrase ('the'/'his'/'her'/'my'/'your'/'their' + adjective + noun) Reinforce a previously taught skill		
<b>48</b>		<b>1</b>	To describe the characters in a story.				

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	Yig's trombone	Winnie in Winter	2	To give my opinion based on evidence from the text.			<b>GPCs:</b> o_e (bone) Common Alternatives: (/oa/ ou) <b>CEW:</b> father, grass*
			3		To write sentences to describe what it is like in winter.	Adverbs Reinforce a previously taught skill	
			4		To write sentences to explain why summer is special.	Adverbs Reinforce a previously taught skill	
			5		To write a presentation to explain which season you would like to change and how you would change it.	Adverbs Reinforce a previously taught skill	
	49 The music of the sea	In my Mosque	1	To describe setting in a story.			<b>GPCs:</b> u_e (flute/cute) Common Alternatives: (/oo/ ui, ou; /yoo/ u) <b>CEW:</b> eye
			2	To give my opinion based on evidence from the text.			
			3		To write sentences to describe the setting.	Expanded Noun phrase ('the' + adjective + noun) Reinforce a previously taught skill	
			4		To write sentences to describe the setting	'-er' and '-est' for comparison Commas for list	
			5		To write sentences to describe the Setting	Expanded Noun phrase ('the'/'his'/'her'/'my'/'your'/'their' + adjective + noun) Reinforce a previously taught skill	
	50 The sock dispute	Stuck	1	To identify the sequence of events in a story.			Consolidation Week
			2	To discuss why the author has sequenced the story events in this order.			
			3		To write about something I lost and when I lost it.	Conjunction 'when' Reinforce a previously taught skill	
4				To write about how I felt when I lost something.	Conjunction 'when' Expanded Noun phrase ('the'/'his'/'her'/'my'/'your'/'their' + adjective + noun)		

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			5		To write a poster to describe a lost item		Conjunction 'when' Expanded Noun phrase (‘the’/‘his’/‘her’/‘my’/‘your’/‘their’ + adjective + noun)	
Year 1 (Spring 2)	51 Pets	Tuesday	1	To give my opinion based on evidence from the text.				
			2	To explain the importance of question words to understand a story.				
			3		To write questions about events in the story 'Tuesday'.	Question words and question mark 's' and 'es' for more than one noun (plurals)	GPCs: -y (happy) Common Alternatives: (/ee/ ey) CEW: s busy pretty	
			4		To use role play to perform and show my understanding of the main events in 'Tuesday'.	Question words and question mark 's' and 'es' for more than one noun (plurals)		
			5		To write a story about what happened to the pigs.	'First', 'Next', 'Then' Exclamation mark		
	52 An extra pudding	Malala's Magic Pencil	1	To give my opinion based on evidence from the text.				GPCs: -y (fly) Common Alternatives: (/oo/ u, oul) CEW: half
			2	To explain the importance of question words to understand a story.				
			3		Write a story about what you would do with a magic pencil.	Conjunction 'because' Interesting adjectives to describe		
			4		Write a story about what you would do with a magic pencil.	Conjunction 'because' Interesting adjectives to describe emotions		
			5		Write a story about what you would do with a magic pencil.	Conjunction 'because' Interesting adjectives to describe emotions		

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	53 Clever crows	Camille and the Sunflowers	1	To recall the main events in a story.			<b>GPCs:</b> ow (snow) Common Alternatives: (/r/ wr; /or/ oor, our <b>CEW:</b> parents everybody
			2	To give my opinion based on evidence from the text.			
			3		To explain how you think Vincent felt and why he felt that way.	Conjunction 'because' for own opinion Interesting adjectives to describe emotions	
			4		To explain how Vincent's paintings make me feel and why.	Conjunction 'because' for own opinion Interesting adjectives to describe emotions	
			5		To write a diary entry	Conjunction 'because' for opinion Interesting adjectives to describe emotions	
	54 Brock makes art	Collins children's atlas	1	To recognise the features of a non-fiction text.			<b>GPCs:</b> soft c (ice) Common Alternatives: (/s/ sc, ce <b>CEW:</b> sugar
			2	To use and show my understanding of the features of a non-fiction text.			
			3		To write sentences about the Arctic using STaR words.	Expanded Noun phrase ( 'the'/'his'/'her'/'my'/'your'/'their' + adjective + noun) Reinforce previously taught skill	
			4		To write about the features of the area in which you live.	Expanded Noun phrase ( 'the'/'his'/'her'/'my'/'your'/'their' + adjective + noun) Reinforce previously taught skill	
			5		To write an information leaflet about the features in different parts of the world.	Expanded Noun phrase ( 'the'/'his'/'her'/'my'/'your'/'their' + adjective + noun) Reinforce previously taught skill	

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	55 In the attic	Coming to England	1	To recognise the features of a non-fiction text.			<b>GPCs:</b> soft g (gem) Common <b>Alternatives:</b> (/e/ ea <b>CEW:</b> prove improve
			2	To use and show my understanding of the features of a non-fiction text.			
			3		Write a diary entry from a character's perspective	Adverbs Reinforce previously taught skill	
			4		Write a diary entry from a character's perspective	Apostrophe for 'I'm' Reinforce previously taught skill	
			5		Write a diary entry from a character's perspective	Adverbs Reinforce previously taught skill	
	56 Playground	Usborne The frog prince	1	To recognise the features of a fairy story.			Consolidation Week
			2	To recognise the features of a fairy story in the order in which they occur.			
			3		To write sentences about the story 'The Frog Prince' using STaR words.	Adverbs Reinforce previously taught skill	
			4		To write an apology to the Prince from the Princess.	Apostrophe for 'I'm' Reinforce previously taught skill	
			5		To re-write the ending of 'The Frog Prince' so the frog doesn't change into a Prince at the end.	Adverbs Reinforce previously taught skill	
Year 1 (Summer 1)	57 In the spring sunshine	Degas and the little dancer	1	To retell the story in the correct sequence.			<b>GPCs:</b> ire (fire) Common <b>Alternatives:</b> (/ear/ eer, ere; /er/) <b>CEW:</b> consolidate <b>Year 1 &amp; 2</b> <b>CEW</b>
			2	To give my opinion based on evidence from the text.			
			3		To write sentences about what you would do if you were famous using STaR words.	Preposition 'if' Reinforce previously taught skill	
			4		To write about your own hopes and dreams.	Preposition 'if' Reinforce previously taught skill	

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			5		To write a non-chronological report about Degas.	'-ed' for past tense Reinforce previously taught skill	
<b>58</b> <b>Warm milk with honey</b>	<b>Marmalade</b>	<b>1</b>	To retell the story in the correct sequence.				<b>GPCs:</b> are (care) Common Alternatives: (/air/ ear, ere; /or/ ar; /u/ o) /m/ me; /n/ ne <b>CEW:</b> <b>consolidate</b> <b>Year 1 &amp; 2</b> <b>CEW</b>
		<b>2</b>	To give my opinion based on evidence from the text.				
		<b>3</b>		To write a new adventure for Marmalade.		Adverbs Reinforce previously taught skill	
		<b>4</b>		To write a new adventure for Marmalade.		Apostrophe for 'I'm' Reinforce previously taught skill	
		<b>5</b>		To write a new adventure for Marmalade.		Adverbs Reinforce previously taught skill	
<b>59</b> <b>Butterflies</b>	<b>The Day the Rains Fell</b>	<b>1</b>	To show my understanding using evidence from the text.				<b>GPCs:</b> tch (watch) Common Alternatives: (/o/ a; /c/ ch; /i/ y; /er/ or) <b>CEW:</b> <b>consolidate</b> <b>Year 1 &amp; 2</b> <b>CEW</b>
		<b>2</b>	To show my understanding using evidence from the text.				
		<b>3</b>		To write sentences about how the animals felt about the drought using STaR words.		Suffix '-ful' for adjectives Reinforce previously taught skill	
		<b>4</b>		To write sentences about the problem the drought caused the animals.		Suffix '-ful' for adjectives Reinforce previously taught skill	
		<b>5</b>		To write paragraphs about why it is important to protect nature and animals.		Preposition 'if' Reinforce previously taught skill	
<b>60</b> <b>Nan's bright idea</b>	<b>The Magic Paintbrush</b>	<b>1</b>	To retell the story in the correct sequence.				<b>GPCs:</b> oe (toe) Common Alternatives: (/sh/ ch, ti, ci, ssi; /oo/ou; /u/ ou)
		<b>2</b>	To give my opinion based on evidence from the text.				
		<b>3</b>		To write sentences about 'The Magic Paintbrush' using STaR words and an apostrophe for possession.		Apostrophe for possession Reinforce previously taught skill	

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			4		Write sentences about Shen's paintbrush saying what it is and what it does.	Apostrophe for possession Reinforce previously taught skill	<b>CEW: consolidate Year 1 &amp; 2 CEW</b>
			5		To write a poem about objects owned by our classmates, family and friends, pretending they are magical.	Apostrophe for possession Reinforce previously taught skill	
	<b>61 A wind band workshop</b>	<b>Handa's Surprise</b>	1	To retell the story in the correct sequence.			<b>GPCs: ph (phone) Common Alternatives: (/n/ gn, kn; /m/ mb; /c/ que; /zh/ s, si)  <b>CEW: consolidate Year 1 &amp; 2 CEW</b></b>
			2	To give my opinion based on evidence from the text.			
			3		Rewrite Handa's Surprise.	Exclamation marks and question marks Reinforce previously taught skill	
			4		Rewrite Handa's Surprise	Expanded Noun phrase ('the'/'his'/'her'/'my'/'your'/'their' + adjective + noun) Reinforce previously taught skill	
			5		. Rewrite Handa's Surprise.	Expanded Noun phrase ('the'/'his'/'her'/'my'/'your'/'their' + adjective + noun) Reinforce previously taught skill	
	<b>62 E for Elephant</b>	<b>Red Riding Hood</b>	1	To recognise the features of a fairy story.			<b>Consolidation Week</b>
			2	To find and identify the features of a fairy story.			
			3		To write newspaper headlines based on the story so far.	Exclamation marks and question marks Reinforce previously taught skill	
			4		To write a description of Little Red Riding Hood or the wolf	Expanded Noun phrase ('the'/'his'/'her'/'my'/'your'/'their' + adjective + noun) Reinforce previously taught skill	

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			5		To write a newspaper article reporting the story of Little Red Riding Hood.	Expanded Noun phrase ('the'/'his'/'her'/'my'/'your'/'their' + adjective + noun) Reinforce previously taught skill	
Year 1 (Summer 2)	63 Rights of a child	Volcanoes	1	To recognise the features of a non-fiction text.			GPCs: Comparing long /a/ GPCs CEW: consolidate Year 1 & 2 CEW
			2	To show my understanding using evidence from the text.			
			3		Write sentences about volcanoes using STaR words.	Adverbs Reinforce previously taught skill	
			4		To write sentences about lava.	Adverbs Reinforce previously taught skill	
			5		To write an information leaflet about volcanoes.	Adverbs Reinforce previously taught skill	
	64 First light	Black and British	1	To recognise the features of a non-fiction text.			GPCs: Comparing long /i/ GPCs CEW: consolidate Year 1 & 2 CEW
			2	To show my understanding using evidence from the text.			
			3		Create an information leaflet.	'-ed' for past tense Reinforce previously taught skill	
			4		Create an information leaflet.	Apostrophe for it's as a contraction of 'it is' Reinforce previously taught skill	
			5		Create an information leaflet.	Apostrophe for it's as a contraction of 'it is'	
	65 Sports Day	How to live forever	1	To give my opinion based on evidence from the text.			

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			2	To give my opinion based on evidence from the text.			<b>GPCs:</b> Comparing long /o/ GPCs <b>CEW:</b> <b>consolidate</b> <b>Year 1 &amp; 2</b> <b>CEW</b>
			3		To write descriptive sentences about Peter and what he did using STaR words.	'-ed' for past tense Reinforce previously taught skill	
			4		To write a review of 'How to Live Forever' saying why you do, or you don't like it.	Apostrophe for it's as a contraction of 'it is' Reinforce previously taught skill	
			5		To write a diary entry for Peter for the night when he returned home after meeting the Ancient Child and realised he doesn't want to read the book after all.	Apostrophe for it's as a Contraction of 'it is'	
	66 The age of the dinosaurs	The Jolly Postman	1	To recall the main events of a story.			<b>GPCs:</b> Comparing long /u/ GPCs <b>CEW:</b> <b>consolidate</b> <b>Year 1 &amp; 2</b> <b>CEW</b>
			2	To recognise and understand the features of different letters.			
			3		To write sentences about the Postman and his letters using STaR words.	Adverbs Apostrophe for possession	
			4		To write recipe for a spell to change the weather.	Commands Commas for list	
			5		To write a 'Thank you' Letter to the Jolly Postman from one of the characters in the story.	Adverbs Reinforce previously taught skill	
	67 Meet the Pilgrims	One Tiny Turtle	1	To show my understanding using evidence from the text.			<b>GPCs:</b> Comparing long /ur/ GPCs <b>CEW:</b> <b>consolidate</b> <b>Year 1 &amp; 2</b> <b>CEW</b>
			2	To give my opinion based on evidence from the text.			
			3		To write sentences describing life in the ocean using STaR words.	Apostrophe for it's as a contraction of 'it is' Reinforce previously taught skill	

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			4		To write a review of 'One Tiny Turtle' saying what you do and don't like about it.	Apostrophe for it's as a contraction of 'it is' Reinforce previously taught skill	
			5		To write an informative leaflet about the life of a Loggerhead turtle.	<b>Not</b> to use an apostrophe for its when used to show possession Reinforce previously taught skill	
	68 Carnival	Jim and The Beanstalk	1	To make a prediction based on evidence from the text.			<b>GPCs:</b> Comparing long /e/ GPCs <b>CEW:</b> <b>consolidate</b> <b>Year 1 &amp; 2</b> <b>CEW</b>
			2	To compare and contrast two stories.			
			3		To write sentences about Jim and the Giant using STaR words.	Comparatives '-er' and '-est' Reinforce previously taught skill	
			4		To write sentences as Jim to persuade the giant not to eat him.	Commands using 'don't' + verb at the start of the sentence Reinforce previously taught skill	
			5		To write paragraphs to compare 'Jim and the Beanstalk' to the more conventional 'Jack and the Beanstalk'.	Comparatives '-er' and '-est' Reinforce previously taught skill	