



## ST. ANTONY'S CATHOLIC SCHOOL ENGLISH AND LITERACY CURRICULUM - OVERVIEW



Cohort	Autumn	Spring 1	Spring 2	Summer 1	Summer 2
<b>YEAR 1</b> <b>Handwriting</b> <b>Reading</b> <b>Spelling</b> <b>Spoken Language (Speaking and Listening)</b> <b>GPS</b>	<p><b>BASELINE TEST – READING &amp; MATH</b>  <b>Week 1: Create</b> a timeline on your icon  <b>Create</b> a fact file on your icon  <b>Hold discussions</b> about facts learned from the research into the lives of focus Young Icon  <b>Read</b>, Discuss and annotate your icon's biographies and autobiographies for main features: name, DOB, POB, Family, Education etc.</p> <p><b>Homework opportunities:</b> To conduct research with parental support creating fact files and family trees for Icons as CTs direct</p> <p style="text-align: center;"><b>Mantra: S.T.R.I.V.E!</b></p> <p><b>Intent:</b> To inspire our pupils and present them with positive role models who have and shaping the world... making a difference.</p> <p><b>Impact:</b> To instil pride and dignity in our diversity at St. Antony's  Pupils to know that no matter where there are from or what they look like, each can achieve greatness!  Boost desire to become role models &amp; icons for the future  Encourage pupils to follow in the footsteps of the young icons being studied</p> <p>Pupils to be inspired that they can achieve anything they put their minds to in school and in their community and the world</p> <p>Pupils can identify that failure/hardships can help them develop determination and resilience to achieve</p> <p>Can state ways they can replicate their role models</p> <p>Reinforce and promote SMSC and Christian and British Values</p>	<p style="text-align: center;"><b><u>NARRATIVE</u></b>  <b>Week 1-</b></p> <p>The Proudest Blue by Ibtihaj Muhammad</p> <p><b>Information Text Biography</b> about <b>Ibtihaj Muhammad</b>  Text Title  Main Ideas  Subheadings</p> <p><b>Writing Purpose</b>  <b>Story Map</b>  Introduction  Build-up  Conflict or Climax Resolution</p> <p><b>Character Description</b> Name, Appearance, Personality, Actions...  What does the character do in the story?  Change</p> <p><b>Retell the story - Features</b>  Sentences begin with a capital letter  Sentences end with a full stop  Characters are included and described  A setting is included and described  The beginning establishes the character, setting and a triggering event  The main text includes sequential events  The solution is included</p> <p><b>Write own version</b></p> <p><b>Biography Fact File</b>  Full name  Date of birth  Place of birth  Famous for  Who were they?  Their life</p> <p style="text-align: center;"><b><u>ASSESSMENT/TEST</u></b>  <b>One independent writing piece will be moderated and assessed against National &amp;</b></p>	<p style="text-align: center;"><b><u>NARRATIVE</u></b>  <b>Week 1-</b></p> <p>Mama Panya's Pancakes  A Village from Kenya by Mary and Rich Chamberline</p> <p style="text-align: center;"><b>Non- Fiction</b>  <b>How to make Pancake</b></p> <p><b>Writing Purpose</b>  <b>Story Map</b>  Introduction  Build-up  Conflict or Climax  Resolution</p> <p><b>Setting Description</b>  <b>Sentence Openers</b> – At first, First, Second, Third, Then, Last, Finally, next  <b>Where?</b> - In the middle..., Under the bridge..., In the distance..., Inside of.., Nearby..,</p> <p><b>Comparisons</b> – However, yet, unlike, despite,  <b>To add information</b> – Again, also, another, as well as  <b>Time Conjunctions</b> – One day, one morning, After that, After a while, Afterwards, Meanwhile, A moment later</p> <p><b>Retelling the Story - Features</b>  Sentences begin with a capital letter  Sentences end with a full stop  Characters are included and described  A setting is included and described  The beginning establishes the character, setting and a triggering event  The main text includes sequential events  The solution is included</p>	<p style="text-align: center;"><b><u>NARRATIVE</u></b>  <b>Week 1-</b></p> <p>Dolphin Boy by Michael Morpurgo</p> <p><b>Information Text Non-chronological Report about Dolphins</b></p> <p><b>Writing Purpose</b>  <b>Autobiography</b>  Written past tense  Closing statements may use present or future tense  Attention grabbing  introduction  Chronological order  Factual anecdotal  Adverbials  Time conjunctions  Adverbials of time, place and number</p> <p><b>Character Description</b>  Name, Appearance, Personality, Actions...  What does the character do in the story?  Change</p> <p><b>Retelling the story - Features</b>  Sentences begin with a capital letter  Sentences end with a full stop  Characters are included and described  A setting is included and described  The beginning establishes the character, setting and a triggering event  The main text includes sequential events  The solution is included</p> <p><b>Retelling the story - Features</b>  Sentences begin with a capital letter  Sentences end with a full stop  Characters are included and described  A setting is included and described  The beginning establishes the character, setting and a triggering event  The main text includes sequential events  The solution is included</p> <p style="text-align: center;"><b><u>PHONICS SCREENING TEST</u></b>  <b>End of Year</b>  <b>Teacher Assessment</b></p>	<p style="text-align: center;"><b><u>NARRATIVE</u></b>  <b>Week 1-</b></p> <p>Jack and the Beanstalk</p> <p style="text-align: center;"><b>Explanation Text</b>  Life cycle of a Beanstalk</p> <p><b>Writing Purpose</b>  <b>Story Map</b>  Introduction  Build-up  Conflict or Climax  Resolution</p> <p><b>Character Description</b>  Name, Appearance, Personality, Actions...  What does the character do in the story?  Change</p> <p><b>Retelling the story - Features</b>  Sentences begin with a capital letter  Sentences end with a full stop  Characters are included and described  A setting is included and described  The beginning establishes the character, setting and a triggering event  The main text includes sequential events  The solution is included</p> <p><b>Explanation</b>  Use a question title  Introduction  Use facts to explain how something works or why it happened  Chronological order  Use a picture to explain something</p> <p style="text-align: center;"><b><u>PHONICS SCREENING TEST</u></b>  <b>End of Year</b>  <b>Teacher Assessment</b></p>

	<p><b>Young, Gifted and Great Icon</b></p> <p>Include the main features of <b>biography genre explored in class</b></p> <p>Include quotes, teachings and morals on <b>philosophies and beliefs of the Icon</b></p> <p><b>Week 3</b> :To write an autobiography in the voice of your Young, Gifted and Great Icon including the main features of autobiography genre-including quotes, teachings and morals on philosophies and beliefs</p> <p><u>Year 1</u> MARCUS RASHFORD <u>Year 2</u> SHELLY ANN FRASER- PRYCE &amp; DINA ASHER-SMITH</p> <p><b>Implementation:</b> To conduct study through research on designated icon(s) Bio/Auto bio and create a timeline of icon’s journey to success</p> <p>Explore, discuss and chart icon’s qualities, skills, talents, approach to life</p> <p>Use of research, reading, annotation, analysis, discussion, writing a range of genres to show depth of understanding</p> <p>Incorporate motivational and inspirational quotes from scripture as well as from young role models being studied to foster interest and self-image</p> <p><b>Week 4 &amp; 5</b> To write a diary entry in the voice of Icon: Explore Diary Entries, including the main writing features of the genre and covering a real life experience of the young icon.</p> <p><b>Week 6 &amp; 7:</b> To write letters of gratitude, admiration, appreciation to Icon thanking them for their work, example and actions</p> <p>To write a letter in the voice of Icon to inspire and encourage peers to go after their dreams</p>	<p><b>School Standards</b> <b>PHONICS ASSESSMENT</b></p>	<p><b>Instruction Text – Features</b></p> <p>Title</p> <p>Include a list of what is needed</p> <p>Chronological order of steps</p> <p>Bullet points or numbers to separate steps</p> <p>Bossy verbs (imperative)</p> <p>Time conjunctions</p> <p>Use of KS1 exception words</p> <p>Expanded noun phrases to add detail</p> <p>Capital letters and full stops correctly</p> <p>Conjunctions to expand sentences</p> <p>Commas in a list</p> <p><b>New version Instructions</b></p> <p><b>TEACHER ASSESSMENT</b> <b>PHONICS ASSESSMENT</b></p>	<p><b>Non-Chronological Report</b></p> <p>Title</p> <p>Introduction</p> <p>Subheadings</p> <p>Picture</p> <p>Diagram</p> <p>Glossary</p> <p><b>ASSESSMENT/TEST</b> <b>One independent writing piece will be moderated and assessed against National &amp; School Standards</b> <b>PHONICS ASSESSMENT</b></p>	
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**Week 8:** To publish Best Work in preparation for display or publishing best work using Chrome Books, in books and on display board in class and the hall.

Vocabulary, Grammar & Punctuation

Composition

READING - Comprehension

Spoken Language Pupils should be taught to:

Say, and remember whilst writing, simple sentences which make sense -Write simple sentences that can be read by themselves and others -Separate words with finger spaces - Punctuate simple sentences with capital letters and full stops -Use capital letter for the personal pronoun I -Use capital letters for names of people places and days of the week - Identify and use question marks and exclamation marks Use simple conjunctions to link ideas e.g. and, but, so, or -Pluralise nouns using 's' and 'es'. e.g. dog, dogs , wish, wishes

Orally compose every sentence before writing - Re-read every sentence to check it makes sense -Orally plan and rehearse ideas – Sequence ideas/events in order -Use formulaic phrases to open and close texts -Use familiar plots for structuring the opening, middle and end of their stories - Write in different forms with simple text type features e.g. instructions, narratives, recounts, poems, information texts -Discuss their writing with adults and peers - Read aloud their writing to adults and peers

Read books to build up their fluency and confidence in word reading. - Listen to and discuss a wide range of stories at a level beyond that at which they can read independently - Be encouraged to link what they read or hear read to their own experiences - Become very familiar with key stories, retelling them and considering their particular characteristics - Recognise and join in with predictable phrases -Discuss word meanings, linking new meanings to those already known - Make inferences on the basis of what is being said and done -Predict what might happen on the basis of what has been read so far

Listen and respond appropriately to adults and their peers - Ask relevant questions to extend their understanding and build vocabulary and knowledge - Articulate and justify answers, arguments and opinions give well-structured descriptions and explanations -Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments -Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas - Speak audibly and fluently with an increasing command of Standard English - Participate in discussions, presentations, performances and debates gain, maintain and monitor the interest of the listener(s) -Consider and evaluate different viewpoints, attending to and building on the contributions of others - Select and use appropriate registers for effective communication

**Terminology for pupils**

letter, capital letter word, singular, plural sentence punctuation, full stop, question mark, exclamation mark

**Punctuation**

Separation of words with spaces Introduction to capital letters, full stops, question marks and exclamation marks to demarcate sentences Capital letters for names and for the personal pronoun I

**Word**

Regular plural noun **suffixes** –s or –es  
**Suffixes** that can be added to verbs where no change is needed in the spelling of root words (e.g. helping, helped, helper)  
 How the **prefix** un– changes the meaning of verbs and adjectives [negation, for example, unkind, or undoing: untie the boat]

**Sentence**

How words can combine to make sentences Joining words and joining clauses using **and, but, s**