

Topic overviews

Semester 1		
	Strand	Content
Unit 1: Brainwaves	Focus Genre: Patterns and repetitive phrases	
	Reading	Familiarising children with English letters and sounds.
		Using knowledge of the learned phonics sounds to read a text.
		Fully engage with reading and take pleasure from books and texts.
		Know and retell a wide range of stories, fairy stories and traditional tales.
		Listen to, discuss and express views about a wide range of stories according to their reading level.
		Discuss the sequence of events in books and how items of information are related.
		Make predictions about what's going to happen in a story.
		Discuss and clarify the meaning of new words; discuss favourite words and phrases.
	Writing	Compose sentences orally. Draft to gather ideas and key words.
		Write appropriate narratives about personal experiences whether real or imagined.
		Re-read and check own writing. Proof read for errors. Evaluate word choice, grammar and punctuation.
	Grammar	Identify word classes: noun and adjective
		Using sentences with correct punctuation including capital letters and full stops.
		Key Vocabulary Prepositions: in, out, to, at, down, over, under, around, between, through, up
Summative Assessment	Plan own version of Bears in the Night: consider what we are going to write before beginning by writing down ideas and/or keywords	

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Unit 2: Super Humans	Focus Genre: Patterns and repetitive phrases	
	Reading	Familiarising children with English letters and sounds.
		Know and retell a wide range of stories, fairy stories and traditional tales.
		Listen to, discuss and express views about a wide range of stories according to their reading level.
		Discuss the sequence of events in books.
		Make predictions about what's going to happen in a story.
		Discuss and clarify the meaning of new words; discuss favourite words and phrases.
	Writing	Compose sentences orally. Draft to gather ideas and key words.
		Write appropriate narratives about personal experiences whether real or imagined.
		Re-read and check own writing. Proof read for errors. Evaluate word choice, grammar and punctuation.
	Grammar	Identify word classes: verb and adverb
		Apostrophes to identify where letters are missing in spelling and to mark singular possession in nouns.
		Using sentences with correct punctuation including capital letters, full stops, question marks, exclamation marks and commas to separate items in lists.
		Key Vocabulary pattern, repeat, adjectives, describe.
	Summative Assessment	<p>Role-play the story using Handa's Surprise small world objects/character,</p> <p>How could we change H's Surprise to make a new one of our own?</p> <ul style="list-style-type: none"> • set in Hanoi • a new name for Handa's friend • animals (eg dog, bird, lizard, mosquito, chicken, pig) • foods (eg spring rolls, green papaya salad, durian fruit, banh mi, sticky rice, shrimps) <p>Model how to put on a story planner.</p>

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Unit 3: It's Shocking	Focus Genre: Creative Text: Traditional Tales	
	Reading	Familiarising children with English letters and sounds.
		Know and retell a wide range of stories, fairy stories and traditional tales.
		Discuss the sequence of events in books and how items of information are related
		Make predictions about what's going to happen in a story.
		Discuss and clarify the meaning of new words; discuss favourite words and phrases.
		Recognise simple recurring literary language in stories
	Writing	Compose sentences orally. Draft to gather ideas and key words.
		Write appropriate narratives about personal experiences whether real or imagined.
		Re-read and check own writing. Proof read for errors. Evaluate word choice, grammar and punctuation.
	Grammar	Identify word classes: noun, adjective, verb and adverb and time conjunctions
		Using sentences with correct punctuation including capital letters, full stops, question marks, exclamation marks and commas to separate items in lists. Apostrophes to identify where letters are missing in spelling and to mark singular possession in nouns.
		<p>Key Vocabulary Traditional tale, sequence, in order, repeated, story map, characters, time, conjunctions: first, second, third, then. Conjunctions: so, but, and</p>
	Summative Assessment	<p>Retell a story using a story map and actions. Use small world/role play resources as support.</p> <p>'Label' pictures of the wolf and the 3 little pigs with the adjective cards. From this, create sentences to describe one or more.</p> <p>Describe a character (appearance and behaviour/actions)</p>

Topic overviews

Semester 2		
Unit 4: Buildings	Focus Genre: Recounts	
	Reading	Familiarising children with English letters and sounds.
		Using knowledge of the learned phonics sounds to read a text.
		Fully engage with reading and take pleasure from books and texts.
		Discuss the sequence of events in books and how items of information are related
		Discuss how non-fiction texts are structured in different ways.
		Discuss and clarify the meaning of new words; discuss favourite words and phrases
	Writing	Compose sentences orally. Draft to gather ideas and key words
		Write about real events.
		Re-read and check own writing. Proof read for errors. Evaluate word choice, grammar and punctuation.
	Grammar	Write sentences using conjunctions 'and , or, but'
		Use subordination using when, if, because
		Choose the past or the present tense
		Key Vocabulary Time connectives: First, then, next, later, after that, after a while, finally Past tense verbs Conjunctions: and, or, but, when, if, because
	Summative Assessment	Think of a recount sentence, taking on the role of one of the other animals and rehearsing it out loud Put on a Duck headband and model how to say a couple of 'report like' sentences in the 1st person and use the past tense about Duck's day. E.g. First I took the lazy farmer breakfast in bed. Then I brought the cow in from the field. After that... <ul style="list-style-type: none"> • Rehearse a sentence beginning with a time connective and to have a go writing their sentences on sticky notes. • Teacher to write sentences on w/b.

Topic overviews

Unit 5: Magic Toy Maker	Focus Genre: Letters	
	Reading	Familiarising children with English letters and sounds to decode quickly and accurately
		Read words containing common suffixes such as: -ment, -less, -ness etc
		Read a wider range of common exception words which have been taught e.g because, beautiful, everybody, should etc.
		Fully engage with reading and take pleasure from books and texts.
		Discuss how non-fiction texts are structured in different ways.
		Discuss and clarify the meaning of new words; discuss favourite words and phrases
	Writing	Compose sentences orally. Draft to gather ideas and key words.
		Write about real events.
		Re-read and check own writing. Proof read for errors. Evaluate word choice, grammar and punctuation.
	Grammar	Identify word classes: Conjunctions
		Coordinate sentences using and , or, but
		Use subordination using when, if, because
		Choose the past or the present tense appropriately
		Key Vocabulary: Address, body, introduction, conclusion, date, signature
	Summative Assessment	Write formal and informal letters and postcards.

Topic overviews

Unit 6: Freeze It	Focus Genre: Instructions	
	Reading	Familiarising children with English letters and sounds to decode quickly and accurately
		Read words containing common suffixes such as: -ment, -less, -ness etc
		Read a wider range of common exception words which have been taught e.g because, beautiful, everybody, should etc.
		Fully engage with reading and take pleasure from books and texts.
		Discuss how non-fiction texts are structured in different ways.
		Discuss and clarify the meaning of new words; discuss favourite words and phrases.
	Writing	Compose sentences orally. Draft to gather ideas and key words.
		Write a full set of instructions to make something.
		Re-read and check own writing. Proof read for errors. Evaluate word choice, grammar and punctuation.
	Grammar	Choose the past or the present tense appropriately- Imperative (Bossy verbs)
		Identify word classes: Time connectives (e.g. First, second, then etc)
	Summative Assessment	Write the instructions on how to make a sandwich, toy, decorated cookie, kimbap etc
Grade 1	<p>All concepts of Literacy are taught within context to create meaningful learning experiences. Students are then taught the mechanics and skills needed to both read and write appropriate genres that will enhance their understanding of other subjects taught. Most concepts are taught multiple times throughout the year to deepen understanding and learn how the concepts are used in English according to genre. Speaking and Listening is taught every day through English language immersion. Teachers are constantly modelling and correcting student speech, pronunciation, intonation and spoken grammar.</p> <p>Some strands of the Literacy curriculum are taught continuously over the year and are differentiated according to students needs, spelling and guided reading are two of these practices that are taught every day within the context of learning.</p>	

Topic overviews

By the end of **Grade 1**:

Spelling:

- Write from memory, simple dictated sentences which include familiar words.
- Spell common decodable two and three syllable words which include familiar graphemes
- Accurately spell words with suffixes -ment, -ness, -ful, -less, -ly, including those requiring a change to the root word
- Spell most common words e.g. because, every, children, father, would, old
- Spell most common homophones e.g. to, too, hear, here, see, sea, blue, blew
- Spell most common contractions accurately e.g. it's, can't, didn't; or to mark singular possession e.g. Mark's football.

Handwriting:

- Holds pencil correctly
- Writing is legible
- All letters and digits are consistently formed and of the correct size, orientation and relationship to one another
- Spacing is appropriate to the size of letters
- Some letters are joined correctly, according to the school's handwriting approach

Guided reading: Book discussions, expressing and justifying opinions, building ideas, challenging others views and FOCUS ON ONE READING SKILL: *main ideas, inference, summaries, character descriptions, predicting, compare and contrast, cause and effect, summarising, author's purpose* (dependant on class needs)

Please note: during distance learning there may be adaptations to this overview.
All core learning will be covered.