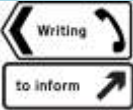
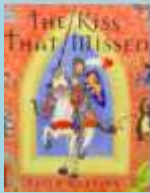




YEAR 1	Toys in Time		Castles, Crowns, and Timeless Tales		Roots, Shoots, and Local Landscapes	
Term	Autumn 1 st half	Autumn 2 nd half	Spring 1 st half	Spring 2 nd half	Summer 1 st half	Summer 2 nd half
TEXT TYPE/Writing purpose: <u>Class author unit:</u>	<u>Informative text:</u> Wk 1 Holiday Focus: What did I not do? Sharing writing skills for new teacher. Week 2 That's Not My: Favourite toy T- Story A – Families / nursery P –To Entertain  WK 3 – I love you blue kangaroo. Drama, Retelling, Simple sentences.  T- Story	<u>Story:</u> Week 1, 2– Julia Donaldson focus simple stories. Week 1: Room on the Broom: T- Story A – Self P –To entertain   Week 2: Remembrance Poem – What Is Red by Mary O'neill Week 3: The Highway Rat	Week 1 - 2 The Knight Who Said No! Curious Quest  T - Story A - Year 1 P - Entertain  Week 3 - ZOG – Diary in the life of a dragon. T – Recount in diary style A – Partner share P – To inform Week 4 Leeds Castle Trip or 	Week 1 Goldilocks & the 3 bears –  T – Story A – Younger children P – Entertain Week 2 Three Billy Goats Gruff T – Story A – Younger children P – Entertain  <u>Week 3:</u> <u>Spring Song – I like the Flowers</u>	Week 1 –  The Tiny Seed Planting <u>Instruction Writing</u> <u>Bossy Verbs</u> T- Story A – Reception P –To inform  <u>Week 2/3</u> Olivers vegetables Thank you letter to grandparents / days of the week T- Story	WK 1 /2 <u>The Lighthouse Keeper</u>  T- Posters A – Reception P – To inform Posters Week 3/4 <u>Storm Whale –</u> T- Story A – Families  Week 5 / 6 Week 5 – We're 

	A – Another Class P –To Entertain  Story Focus – Links to non fiction writing. Recount Links with Lost in the Toy museum and History sessions. T – Story A – Partner share P – Descriptive Language   Week 5,6,7 – Curious Quests Portal, Character introductions.	T-Story A –Parents P- To entertain Letter Writing – Jolly Postman Christmas Letters WK 5/ 6- To write a letter for the festive period. T – Letter A – Family Member P – To inform  Wk 7 To recite and perform Christmas poems or short stories. T – Poetry A – Year 2 P- Entertain 	Event Visit (Moveable dependent on trip availability)  Text type - Non Chronological Report Audience - Family members Purpose - To Inform Week 5 -6 The Kiss That Missed Curious Quest  Text type - Description Information Poster Audience – The school Purpose - Entertain 'ed, er, est' endings in words 	Week 4: Themed Day – Writing Hospitals and Healthcare Person Focus T –Recount A –Parents P- To inform Week 5 Jack & The Beastalk – WK 5 T – Descriptions & Comprehension A – Younger pupils P – To inform 	A – Peers P –To inform  Week 4/5 – Tree Claire Saxvy  T- Story A – Peers P –To entertain Week 6 – Lily's Garden of India  T-/Facts Files A – Peers P –To entertain	Sailing to Galapagos T – Story A – Peers P – Entertain  Week 6 Sea Shanty / Poem T – Poetry A – Partner share P – Entertain
Whole Class Reading texts: Talk Through Stories	Rubies Worry Stick Man	The Scarecrows Wedding Owl Babies One snowy night	Billy and the Dragon	Missing Richmond	There's a tiger in the garden The Wall and the Wild.	Tiddler Rainbow Fish

Reading Objectives	apply phonic knowledge and skills as the route to decode words	apply phonic knowledge and skills as the route to decode words	apply phonic knowledge and skills as the route to decode words	apply phonic knowledge and skills as the route to decode words	apply phonic knowledge and skills as the route to decode words	apply phonic knowledge and skills as the route to decode words
	respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes	respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes	respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes	respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes	respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes	respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes
	read accurately by blending sounds in unfamiliar words containing GPCs that have been taught	read accurately by blending sounds in unfamiliar words containing GPCs that have been taught	read accurately by blending sounds in unfamiliar words containing GPCs that have been taught	read accurately by blending sounds in unfamiliar words containing GPCs that have been taught	read accurately by blending sounds in unfamiliar words containing GPCs that have been taught	read accurately by blending sounds in unfamiliar words containing GPCs that have been taught
	read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word	read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word	read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word	read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word	read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word	read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word
	read other words of more than one syllable that	read other words of more than one syllable that	read other words of more than one syllable that	read other words of more than one syllable that	read other words of more than one syllable that	read other words of more than one syllable that

	contain taught GPCs	contain taught GPCs	contain taught GPCs	contain taught GPCs	contain taught GPCs	contain taught GPCs
	read aloud accurately books that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out word	read aloud accurately books that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out word	read aloud accurately books that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out word	read aloud accurately books that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out word	read aloud accurately books that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out word	read aloud accurately books that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out word
	re-read these books to build up their fluency and confidence in word reading.	re-read these books to build up their fluency and confidence in word reading.	re-read these books to build up their fluency and confidence in word reading.	re-read these books to build up their fluency and confidence in word reading.	re-read these books to build up their fluency and confidence in word reading.	re-read these books to build up their fluency and confidence in word reading.
			read words containing taught GPCs and -s, -es, -ing, -ed, -er and -est endings	read words containing taught GPCs and -s, -es, -ing, -ed, -er and -est endings	read words containing taught GPCs and -s, -es, -ing, -ed, -er and -est endings	read words containing taught GPCs and -s, -es, -ing, -ed, -er and -est endings

RWI Reading objectives	Children are taught their set 2 sounds: ay, ee, igh, ow, oo, oo, ar, or, air, ir, ou, oy Children are taught to read words containing set 2 sounds. Children build speed of reading words containing set 1 sounds, particularly word time 1.6-1.7.	Review set 2 sounds, particularly: ar, or, air, ir, ou, oy Children build speed of reading words containing these set 2 sounds: ay, ee, igh, ow, oo, oo Children are taught set 3 sounds: ea, oi, a-e, i-e, o-e, u-e, e-e	Children to build speed of reading words containing these sounds set 1,2 and the following set 3 sounds (ea, oi, a-e, i-e, o-e, u-e, ee). Children are taught the rest of the set 3 sounds.	Children to build speed of reading words containing set 1, 2 and 3 sounds. Begin to read multisyllabic words, including words with suffix endings.	Children to build speed of reading words containing set 1, 2 and 3 sounds. Read multisyllabic words with increased accuracy.	Children to read words containing set 1, 2 and 3 sounds speedily. Read multisyllabic words with increased accuracy and pace
Assessment Criteria	- Read <u>Green 24/25/</u> <u>Purple</u> storybooks. - Read the first six set 2 sounds speedily (ay, ee, igh, ow, oo, oo) Children are taught specifically to: - To participate in discussion about what is being read to them. - To identify the title of a text. - To discuss the significance of the title and events in a story. - To answer questions (based on VIPERS) – verbally. - Learn topic related/ unfamiliar vocabulary and use it mostly appropriately. (Plus comprehension covered within Read, Write, Inc. – retrieval and discussion/explain)	- Read <u>Purple 24/25/</u> <u>Pink</u> storybooks. - Read all set 2 sounds speedily. - Read nonsense words containing set 2 sounds. Children are taught specifically to: - To give simple prediction, on the basis of what has happened so far. - Learn topic related/ unfamiliar vocabulary and use it mostly appropriately and in a range of contexts. - Begin to explain the meaning of vocabulary. - Answer a range of questions based on VIPERS – verbally with more independence and in simple written form e.g. multi-choice. (Plus comprehension covered within Read,	- Read <u>Orange</u> storybooks. - Read some set 3 sounds. - Read set 2 sounds within nonsense words. Children are taught specifically to: - To give simple prediction, on the basis of what has happened so far. - Learn topic related/ unfamiliar vocabulary and use it mostly appropriately and in a range of contexts. - Begin to explain the meaning of vocabulary. - Answer a range of questions based on VIPERS – verbally with more independence and in simple written form e.g. multi-choice. (Plus comprehension covered within Read,	- Read <u>Yellow</u> storybooks. - Read some set 3 sounds speedily: (ea, oi, a-e, i-e, oe, u-e, e-e). - Read above sounds in nonsense words. Children are taught specifically to: - To explain clearly what has been read to them. - To explain the meaning of topic related/unfamiliar vocabulary and use it independently in a range of different contexts. - Explain the meaning of topic related/unfamiliar vocabulary and use it independently in a range of different contexts. - To make inferences on the basis of what is said and done. - To answer a range of questions, based on VIPERS, in simple, written form. (Plus	- Read <u>Yellow</u> storybooks. - Read all of set 3 sounds. - Read 60/70 words per minute. Children are taught specifically to: - To explain clearly what has been read to them. - To explain the meaning of topic related/unfamiliar vocabulary and use it independently in a range of different contexts. - Explain the meaning of topic related/unfamiliar vocabulary and use it independently in a range of different contexts. - To make inferences on the basis of what is said and done. - To answer a range of questions, based on VIPERS, in simple, written form. (Plus	- Read <u>Blue</u> storybooks. - Read all of set 3 sounds speedily - Read 70 words per minute. Children are taught specifically to: - To explain clearly what has been read to them. - To explain the meaning of topic related/unfamiliar vocabulary and use it independently in a range of different contexts. - Explain the meaning of topic related/unfamiliar vocabulary and use it independently in a range of different contexts. - To make inferences on the basis of what is said and done. - To answer a range of questions, based on VIPERS, in simple, written form. (Plus

			Write, Inc. – retrieval, inference and explain)	comprehension covered within Read, Write, Inc. – retrieval, inference, prediction, explain)		
	Throughout Year 1 children are expected to: Read sentences linked to phonic knowledge and ability. Be exposed to a range of text types (fiction, non-fiction, poetry, rhymes). Read Year 1 common exception words.					
Spelling	To spell words containing each of the 40+ phonemes already taught. The sounds /f/ and /s/, spelt ‘ff’ and ‘ss’ The sounds /l/, /k/ and /z/, spelt ‘ll’, ‘zz’ and ‘ck’ Adding the endings –ing, –ed and –er to verbs where no change is needed to the root word The sound ‘ng’, spelt To spell common exception words. To, no , go , the, he, she, be , we, a , I	To spell words containing each of the 40+ phonemes already taught. The sound ‘nk’, spelt n before k The sound /ch/ spelt ‘ch’ The sound /ch/ spelt ‘-tch’ The sound v The /v/ sound at the end of words spelt with ‘ve’ To spell common exception words. * they, one, so, do, was, his, love	To spell words containing each of the 40+ phonemes already taught. The digraph ai and oi, then ay and oy at the ends of words oa – spelt with split digraphs oa,ow,oe e – vowel digraph ee and then wae le – igh/ee sounds To spell common exception words. Once, of, push, his, friend, says, full, my There, you Add prefixes and suffixes using –ing, –ed, –er and –est where no change is needed in the spelling of root words: e.g. helping, helped, helper, eating, quicker, quickest	To spell words containing each of the 40+ phonemes already taught. * igh Vowel digraph ur ir Adding er and est to an adjective Days of the week To spell common exception words. *today, put, were, our, had, come Add prefixes and suffixes using the spelling rule for adding –s or –es as the plural marker for nouns and the third person singular marker for verbs Revisit Add prefixes and suffixes using –ing, –ed, –er and –est. To spell the days of the week	To spell words containing each of the 40+ phonemes already taught. The sound k spelt with k not c before e, l, y. The split vowel digraphs i-e o-e The U-e split digraph sounds. OO words and OO – ue/ew words. To spell common exception words. * ask, said, pull, by, is, where your To spell the days of the week Add prefixes and suffixes using the spelling rule for adding –s or –es as the plural marker for nouns and the third person singular marker for verbs	To spell words containing each of the 40+ phonemes already taught. * Split vowels a-e – e-e Ow / ue words Revisit all spelling patterns so far. To spell common exception words. * school, are, house, here, some Revisit – Add prefixes and suffixes using the spelling rule for adding –s or –es as the plural marker for nouns and the third person singular marker for verbs

Handwriting	Sit correctly at a table, holding a pencil comfortably and correctly	Sit correctly at a table, holding a pencil comfortably and correctly	Sit correctly at a table, holding a pencil comfortably and correctly	Sit correctly at a table, holding a pencil comfortably and correctly	Sit correctly at a table, holding a pencil comfortably and correctly	Sit correctly at a table, holding a pencil comfortably and correctly
	Begin to form lowercase letters in the correct direction, starting and finishing in the right place	Begin to form lowercase letters in the correct direction, starting and finishing in the right place	Begin to form lowercase letters in the correct direction, starting and finishing in the right place	Begin to form lowercase letters in the correct direction, starting and finishing in the right place	Begin to form lowercase letters in the correct direction, starting and finishing in the right place	Begin to form lowercase letters in the correct direction, starting and finishing in the right place
	Develop their understanding of the concepts set out in English Appendix 2 by: leaving spaces between words	Develop their understanding of the concepts set out in English Appendix 2 by: leaving spaces between words	Develop their understanding of the concepts set out in English Appendix 2 by: leaving spaces between words	Develop their understanding of the concepts set out in English Appendix 2 by: leaving spaces between words	Develop their understanding of the concepts set out in English Appendix 2 by: leaving spaces between words	Develop their understanding of the concepts set out in English Appendix 2 by: leaving spaces between words
Transcription/ Composition	Write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far	Write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far	Write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far	Write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far	Write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far	Write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far
	Write sentences by: saying out loud what they are going to write about	Write sentences by: saying out loud what they are going to write about	To write sentences by sequencing sentences to form short narratives.	To write sentences by sequencing sentences to form short narratives.	To write sentences by sequencing sentences to form short narratives.	To write sentences by sequencing sentences to form short narratives.
	Write sentences by: composing a	Write sentences by: composing a	re-reading what they have written to check that it makes sense	re-reading what they have written to check that it makes sense	re-reading what they have written to check that it makes sense	re-reading what they have written to check that it makes sense

	sentence orally before writing it	sentence orally before writing it			Write sentences by: saying out loud what they are going to write about Write sentences by: composing a sentence orally before writing it Re-read what they have written to check it makes sense Re-read their writing aloud, clearly enough to be heard by their peers and the teacher.	
SPAG/PVPG		Develop their understanding of the concepts set out in English Appendix 2 by: joining words and joining clauses using and Capital letters, full stops, question marks and exclamation marks to demarcate sentences	Develop their understanding of the concepts set out in English Appendix 2 by: joining words and joining clauses using and Capital letters, full stops, question marks and exclamation marks to demarcate sentences	Develop their understanding of the concepts set out in English Appendix 2 by: joining words and joining clauses using and Capital letters, full stops, question marks and exclamation marks to demarcate sentences	Develop their understanding of the concepts set out in English Appendix 2 by: joining words and joining clauses using and Capital letters, full stops, question marks and exclamation marks to demarcate sentences	Develop their understanding of the concepts set out in English Appendix 2 by: joining words and joining clauses using and Capital letters, full stops, question marks and exclamation marks to demarcate sentences
Oracy/Performance	Harvest Performance	Nativity		Easter Service	Class Assembly	

Learning Resources	Talk for stories Talk 4 Writing Now Press Play Widget Symbols Writing Repeater Games	Talk for stories Talk 4 Writing Now Press Play Widget Symbols Trip to enhance understanding Curious Quests	Talk for stories Talk 4 Writing Now Press Play Widget Symbols Curious Quests
	Assessment criteria: Assessment Framework		

READING GENRES ICONS

