Year 1	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Stories with	Recounts of	Traditional Tales	Fantasy	Poems by Heart	Traditional
	repetitive	Familiar	Respond to a range	Respond to a	Discuss the	Rhymes
	patterns.	Events	of stories at a level	range of fantasy	significance of the title	Discuss the
	(postcards,	Respond to a	beyond that at	texts at a level	Spilt two and three	significance of the
	wanted poster)	range of stories at	which they can	beyond that at	syllable words into	title
	Explain clearly their	a level beyond	read	which they can	the separate syllables to	Explain clearly
	understanding of	that at which they	independently.	read	support blending for	their
	what is read to	can read	Explain clearly	independently.	reading.	understanding of
	them.	independently.	their	Explain clearly	Explain clearly their	what is read to
	Make predictions	Explain clearly	understanding of	their	understanding of what is	them.
	based on what has	their	what is read to	understanding of	read to them. Participate	Participate in
	been read so far.	understanding of	them. Participate	what is read to	in discussion both by	discussion both by
	Identify and discuss	what is read to	in discussion both	them. Participate	listening and speaking.	listening and
	-main events in	them. Participate	by listening and	in discussion both	Read words with	speaking
	stories	in discussion both	speaking	by listening and	contractions e.g. I'm, I'll,	Recognise and
	- the significance of	by listening and	Explain clearly	speaking.	we'll and understand	join in with
	the title	speaking.	their	Infer from what	that the apostrophe	language
	-main characters	Explain clearly	understanding of	has been said	represents the omitted	patterns and
	in stories.	their	what is read to	and done.	letter.	repetition.
	Use patterns	understanding of	them.		Apply phonic knowledge	Enjoy and recite
	and repetition to	what is read to	Infer from what	Re telling	and skills as the route to	rhymes and
	support oral	them.	has been said	familiar stories	decode words. Develop	poems by heart.
	retelling.	Infer from what	and done.	in a range of	fluency, accuracy and	Use patterns
		has been said		contexts e.g.	confidence by re-	and repetition
		and done.	Identify and	small world,	reading books.	to support oral
			discuss	role play,	Listen to a range of texts	retelling.
		Identify and	-main events in	storytelling	at a level beyond that at	Make personal
		discuss	stories	Identify and	which they can read	reading choices
		-main events in	- the	discuss	independently including	and explain
		stories	significance of	-main events in	stories,	reasons for
			the title	stories		choices.

Non-Fiction Texts - the significance of (captions, glossary, labels, the title stories. create own non -main join in fiction text) characters in Discuss the stories. significance of the Recognising and title repetition. join in with language Explain clearly their patterns and understanding of repetition. support oral what is read to retelling. Use patterns and them. repetition to Introduce support oral and vocabulary retelling. discuss Introducing and Making key discussing key predictions vocabulary vocabulary Draw on what they Making already know to so far. Give predictions understand what based on what they read. Blend has been read sounds in so far. Give reasons e.g. unfamiliar words. opinions and Hansel was Recall specific supporting with information in reasons e.g. non-fiction texts. Hansel was his pocket. Link what they clever when he read to their own put stones in his pocket. experiences experiences Locate parts of Link what they Instructions the text that give read to their own **Explain clearly**

experiences

particular

-main characters in Recognising and with language patterns and Use patterns and repetition to Introducing and discussing key based on what has been read opinions and supporting with clever when he put stones in Link what they read to their own

their

- the significance of the title -main characters in stories. Link what they read to their own experiences Making predictions based on what has been read so far Demonstrating understanding of texts by answering questions related to who, what, where. when, why, how Draw on what they already know to understand what they read. **Texts**

Man on the Moon

non-fiction and poems. Recognise and join in with language patterns and repetition. Enjoy and recite rhymes and poems by heart. Introduce and discuss key vocabulary. Give opinions and support with reasons.

Explain clearly their understanding of what is read to them. Link what they read to their own experiences

Texts

Sound Collector Introduce and discuss key vocabulary, linking meanings of new words to those already known. Listen to what others sav.

Texts

Range of traditional Rhymes.

information	<u>Texts</u>	understanding of
Demonstrate	The Christmas	what is read to
understanding of	Story	them.
texts by		Link what they
answering		read to their own
questions.		experiences
<u>Texts</u>		
Harry the Happy		<u>Texts</u>
Mouse		
		Goldilocks and
		The Three Bears.
		Porridge
		Instructions
one .		

GPS

To use simple sentence structures - To use the joining word (conjunction) 'and' to link ideas and sentences - To begin to form simple compound sentences - To

use capital letters for names, places, the days of the week and the personal pronoun 'I' - To use finger spaces - To use full stops to end sentences - To begin to use question marks and exclamation marks

- To recognise and use the terms letter, capital letter, word, singular, plural, sentence, punctuation, full stop, question mark and exclamation mark

Spelling - Transcription

- To write, from memory, simple sentences dictated by the teacher that include words from the Y1 common exception words - To know the alphabet in order and begin to use a dictionary

Learn to spell words containing each of the 40+ phonemes already taught - Spell common exception words - Spell the days of the week

To spell common exception words

the, a, do, to, today, of, said, says, are, were, was, is, his, has, I, you, your, they, be, he, me, she, we, no, go, so, by, my, here, there, where, love, come, some, one, once, ask, friend, school, put, push, pull, full, house, our

Handwriting - Transcription

- To write lowercase and capital letters in the correct direction, starting and finishing in the right place with a good level of consistency - To sit correctly at a table, holding a pencil comfortably and correctly - To form digits 0-9 - To understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and to practise these

Planning writing and editing

- To say out loud what they are going to write about - To compose a sentence orally before writing it - To sequence sentences to form short narratives - To discuss what they have written with the teacher or other pupils - To reread their writing to check that it makes sense and to independently begin to make changes - To read their writing aloud clearly enough to be heard by their peers and the teacher - To use adjectives to describe.

Audience and purpose

- To use a number of simple features of different text types and to make relevant choices about subject matter and appropriate vocabulary choices. - To start to engage readers by using adjectives to describe.

+ Read Write Inc teaching programme