

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

	<p><b>Non- Fiction Texts (captions, glossary, labels, create own non fiction text)</b>  Discuss the significance of the title</p> <p>Explain clearly their understanding of what is read to them.</p> <p>Introduce and discuss key vocabulary</p> <p>Draw on what they already know to understand what they read. Blend sounds in unfamiliar words. Recall specific information in non- fiction texts.</p> <p>Link what they read to their own experiences</p> <p>Locate parts of the text that give particular</p>	<p>- the significance of the title  -main characters in stories.</p> <p>Recognising and join in with language patterns and repetition. Use patterns and repetition to support oral retelling. Introducing and discussing key vocabulary</p> <p>Making predictions based on what has been read so far. Give opinions and supporting with reasons e.g. Hansel was clever when he put stones in his pocket.</p> <p>Link what they read to their own experiences</p>	<p>-main characters in stories.</p> <p>Recognising and join in with language patterns and repetition. Use patterns and repetition to support oral retelling. Introducing and discussing key vocabulary</p> <p>Making predictions based on what has been read so far. Give opinions and supporting with reasons e.g. Hansel was clever when he put stones in his pocket.</p> <p>Link what they read to their own experiences</p> <p><b>Instructions</b></p> <p>Explain clearly their</p>	<p>- the significance of the title  -main characters in stories.</p> <p>Link what they read to their own experiences</p> <p>Making predictions based on what has been read so far</p> <p>Demonstrating understanding of texts by answering questions related to who, what, where, when, why, how</p> <p>Draw on what they already know to understand what they read.</p> <p><b>Texts</b></p> <p>Man on the Moon</p>	<p>non-fiction and poems.</p> <p>Recognise and join in with language patterns and repetition.</p> <p>Enjoy and recite rhymes and poems by heart.</p> <p>Introduce and discuss key vocabulary.</p> <p>Give opinions and support with reasons.</p> <p>Explain clearly their understanding of what is read to them. Link what they read to their own experiences</p> <p><b>Texts</b></p> <p>Sound Collector</p>	<p>Introduce and discuss key vocabulary, linking meanings of new words to those already known. Listen to what others say.</p> <p><b>Texts</b></p> <p>Range of traditional Rhymes.</p>
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	<p>information Demonstrate understanding of texts by answering questions.</p> <p><b><u>Texts</u></b> Harry the Happy Mouse</p>	<p><b><u>Texts</u></b> The Christmas Story</p>	<p>understanding of what is read to them. Link what they read to their own experiences</p> <p><b><u>Texts</u></b>  Goldilocks and  The Three Bears.  Porridge Instructions</p>			
<p><b>GPS</b> 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</p> <p>- To recognise and use the terms letter, capital letter, word, singular, plural, sentence, punctuation, full stop, question mark and exclamation mark</p>						
<p><b>Spelling - Transcription</b> - 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</p> <p>Learn to spell words containing each of the 40+ phonemes already taught - Spell common exception words - Spell the days of the week</p> <p>To spell common exception words</p>						

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**