|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Y1 | Wild World | | Kings and Queens | | In the Garden | |
| Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
| Focus | Non- Fiction  (non-chronological)  Labels, lists,    Simple facts.  Write sentences using pronoun I. | Fiction   Poetry – (Autumn theme)    Speech bubbles  SSntences using pronoun I.  A simple description. | Non-Fiction  (Chronological)  Letter    Write questions. | Fiction  Poetry – (Spring theme)    Mother’s Day writing | Instruction    Simple set of instructions for making a healthy dish. | Fiction    Setting and character descriptions .  Poetry – (Summer theme) |
| Books/ Texts |  |  |  |  |  |  |
| READING | | | | | | |
| Reading for Pleasure | **To develop pleasure in reading, motivation to read, vocabulary and understanding**  **To listen to and discuss a wide range of fiction, non-fiction and poetry at a level beyond that at which they can read independently.** | | | | | |
| Giraffes can’t dance  Penguin in Peril  The Great Dog Bottom Swap  The Koala who Could | The Storm Whale  The Storm Whale in Winter  Stickman  The Snail and the Whale | Room on the Broom  Jolly Postman  Lost and Found | Aliens Love Underpants,  Winnie the Witch | The Bumble Bear  Stuck  The Gruffalo  Stanley’s Stick  Bog Baby | Handa’s Surprise  The Little Beaver and the Echo,  Where Happiness Lives |
| Poetry | **To listen to and discuss a wide range of poetry at a level beyond that at which they can read independently.**  **Learn to appreciate rhymes and poetry**  **Recite some by heart** | | | | | |
| **Poems Out Loud / Even My Ears are Smiling / A Great Big Cuddle /** | | | **Mad About Dinosaurs/ Perfectly Peculiar Pets/ Zim Zam Zoom** | | |
| Phonics and decoding | **To 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 words**  **To re read these books to build up fluency and confidence in word reading**  **To use phonic knowledge to decode regular words and read them aloud accurately.**  **To respond speedily, giving the correct sound to graphemes for all of the 40+ phonemes.**  **To read words containing taught GPCs.**  **To read other words with one or more syllables containing GPCs.**  **To read accurately by blending sounds in unfamiliar words containing GPCs have been taught** | | | | | |
| **Phase 3 & 4**  Recap and review Phase 3 | **Phase4**  **Phase 5**  **Unit 13 wh, s, ph**  **stage 1 - 36**  **Unit 14 ai,ay,a-e, eigh, ey, ei stage 1 – 10/11**  **Unit 15 ee, ea, e-e, ie, ey,y stage 1 – 12/17/18/30 stage 2 – 25**  **Unit 16 ie, i-e, y, i, stage 1 – 13/29/31 stage 2 - 13**  **Unit 17 oa, ow, o-e, o, oe stage 1 – 14/25**  **Unit 18 oo, ew, ue,u-e, u, oul stage 1 – 15/24/28**  **NB: One Phonics Bug unit per week** | **Phase 5**  **Unit 19 or, aw, au,al stage 1 – 32, 33, stage 2 – 22**  **Unit 20 ur, ir,er,ear stage 1 – 20/21/22**  **Unit 21 ow,ou oi oy stage 1 – 10/26/27**  **Unit 22 ear ere, eer, air, are,ear stage 1 – 34/35**  **Unit 23 c,k,ck,ch stage 1 - 2** | **Phase 5**  **Unit 24 c(e), c(I), c(y) s, sc, st(l), s,x,se stage 2 – 4**  **Unit 25 j, g(e), g(I), g(y), dge stage 2 – 1, 2/ 3**  **Unit 26 le,mb, kn, gn, wr stage 2 – 5/7/8**  **Unit 27 (Over two weeks)**  **ch,tch,sh,e,ea,w,wa,u,o stage 1 - 3 stage 2 – 26** | **Phase 5**  Recap and review Phase 5 | **Phase 5**  Recap and review Phase 5  Phonic screening test |
| Spelling shed order |  |  |  |  |  |  |
| Reading | Recognising and joining in with predictable phrases  Ask relevant questions  Participate in discussion about what has been read  Check that the text makes sense  Listen and respond | **Use plural noun suffixes -s and -es**  **To read Y1 common exception words, noting unusual correspondences between spelling and sound and where these occur in words.** | Become familiar with key stories, fairy stories and traditional tales | **To read words containing -ing, -ed, er and -est endings.** | **To read words with contractions, e.g. I’m, I’ll and we’ll.** | Become familiar with key stories, fairy stories and traditional tales |
| **Vipers** | | | | | | |
| Vipers Books | **Ruby’s worry**  **The Black and White club**  **Non fiction – Arctic**  **Sparks in the Sky** | **Lost and Found**  **Rainbow fish**  **The Koala Who could**  **The Lion and the Unicorn** | **Meerkat Mail**  **Tom’s Magnificent Machines**  **The Squirrels Who Squabbled**  **The journey** | **The Marvellous Moon Map**  **The Antlered Ship**  **Lights on cotton rock** | **Supertato**  **Avacado Baby**  **The Day the Crayons Quit** | **The Bear and the Piano**  **The Day the crayons came home**  **Voices in the Park** |
| **Vocabulary** | **To build up vocabulary**  **Discuss word meanings**, linking new meanings to those already known  Draw on what they already know or on background information and vocabulary provided by the teacher  Be confident to share unknown words (Word’s that I don’t know...yet!) | | | | | |
| **Inference** | **To begin to make simple inferences e.g. decide upon character types based on their actions (good, bad, hero etc).** Link what is read or heard to own experiences. Draw on what they already know. Make inferences on the basis of what is being said and done. | | | | | |
| **Prediction** | **To anticipate key events and phrases in rhymes and stories. Predict what might happen on the basis of what has been read so far. To predict and discuss characters.** | | | | | |
| **Explain** | **To demonstrate understanding when talking with others about what they have read.**  **Explain their understanding of books that are read to** them by:   * Discussing the significance of the title and events * Participating in discussion about what is read to them (stories, poems and non-fiction at a level beyond which they can read independently) * Understanding the difference between fiction and non-fiction * Taking turns and listening to what others say | | | | Explain clearly understanding of what is read  Articulate and justify answers | |
| **Retrieve** | **Answer simple questions about characters, settings and key events in a story.**  Listen and respond | | | | | |
| **Sequence** | Discuss the significance of the title and events | | | | Beginning to describe the overall structure of a story e.g. being about to answer: “What is the problem in the story?” | |
|  | Spoken Language | | | | | |
| Spoken Language | Listen and respond  Ask relevant questions  Articulate and justify answers  Maintain attention  Give well-structured descriptions, explanations and narratives Participate actively in collaborative conversations  Participate in discussions, presentations, performances, role play, improvisations and debates  Use spoken language: speculating, hypothesising, imagining and exploring ideas  Speak audibly and fluently | | | | | |
| Writing | | | | | | |
| Writing  Outcome | Non- Fiction  (non-chronological)  Labels, lists,    Simple facts about a penguin/ other arctic or Antarctic animal.  Speech bubbles – What is the penguin saying?  Write sentences using pronoun I. | Fiction    Poetry – (Autumn theme)  A simple setting description.  A simple character description. | What we did:  Christmas Holiday writing.  Sentences using plurals (s and es).  List of types of transport.  Sentences using past tense (ed suffix). | What we did:  Using ‘and’ in a sentence (based on The Princess and the Wizard).  Ormie the Pig (writing about a video clip).  Mother’s Day writing. | Instruction    Write a simple set of instructions for making a healthy dish. | Fiction    Story – solution – children to be familiar with a garden story and then come up with their own solution for the end of the story.    Poetry – (Summer theme) |
| Transcription  spelling | **Use phonic knowledge to write words**  **Spell many words correctly by segmenting spoken words into phonemes and representing these by graphemes.**  **Spell common exception words.**  Write from memory simple sentences dictated by the teacher that include words using GPS and common exception words taught so far | | | | | |
| Name the letters of the alphabet  Naming the letters of the alphabet in order | | Days of the week  Using letter names to distinguish between alternative spellings of the same sound  Apply simple spelling rules – appendix 1 | | Add prefixes and suffixes using the prefix un  Using ing, ed, er and est where no change is needed in the spelling of root words | |
| **Ninja phase 2 words**  I, no, go, the, to, into  **Ninja phase 3 words**  He, she, we, me, be, you, are, her | **Ninja phase 4 words**  said, have, like, so, do, some, come, little, one, there, were, what, when, out | **Ninja phase 5 words**  Oh, Mrs, people, their, called, Mr, looked, asked, could | **Y1 common exception words**  (overlap phonic words) | **Y1 common exception words** | **Y1 common exception words** |
| Spelling shed order |  |  |  |  |  |
| Handwriting | **Sit correctly at a table, holding a pencil comfortably and correctly**  **Begin to form lower case letters in the correct direction, starting and finishing at the right place**  **To write letters/numbers in correct direction, starting and finishing in the right place with a good level of consistency.**  Understand which letters belong (ie letters that are formed in similar ways) and to practice these | | | | | |
| Ladder letters  l, i, u, t,j, y  **Form capital letters** | Curly caterpillars  c, a, d, e, s, g  **Form capital letters** | Curly caterpillars  , f, q, o  One arm robots  n, m, h,  **Form capital letters** | One arm robots  k, b, p, r  Zigzag monsters  z, v, w, x,  **Form capital letters** | Zigzag monsters  z, v,  **Form digits 0-9**  **Form capital letters** | **Form digits 0-9**  **Form capital letters** |
| Vocabulary, Grammar and punctuation | * **Leave spaces between words** * **Begin to use capital letters and full stops** * **Use a capital letter for names of people and the personal pronoun ‘I’** * **Use a capital letter for names of people** * **Use a capital letter for places** | | * **Join words using and** * **Use a capital letter for days of the week** | | * **Punctuate sentences using a capital letter and a full stop,** question mark or exclamation mark | |
| Composition | * **To say aloud what they are going to write.** * **Compose a sentence orally before writing it** * **To reread their writing to check that it makes sense** * **Discuss what they have written with a teacher or other pupils** | | * **Sequence sentences to form short narratives** | | * **Read aloud their writing clearly enough to be heard by their peers and teachers** | |

**Key objectives for the year**