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| 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 5Phonic screening test |
| Spelling shed order |  |  |  |  |  |  |
| Reading | Recognising and joining in with predictable phrasesAsk relevant questionsParticipate in discussion about what has been readCheck that the text makes senseListen 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 knownDraw on what they already know or on background information and vocabulary provided by the teacherBe 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 answersMaintain attentionGive 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 ideasSpeak audibly and fluently |
| Writing |
| WritingOutcome | 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)  |
| Transcriptionspelling | **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 alphabetNaming the letters of the alphabet in order | Days of the weekUsing letter names to distinguish between alternative spellings of the same soundApply simple spelling rules – appendix 1 | Add prefixes and suffixes using the prefix unUsing 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 lettersl, i, u, t,j, y**Form capital letters** | Curly caterpillarsc, a, d, e, s, g **Form capital letters** | Curly caterpillars, f, q, o One arm robotsn, m, h, **Form capital letters** | One arm robotsk, b, p, rZigzag monstersz, v, w, x,**Form capital letters** | Zigzag monstersz, 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
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| 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**
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**Key objectives for the year**