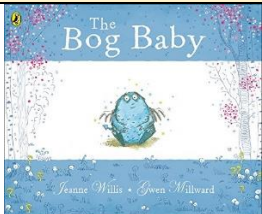
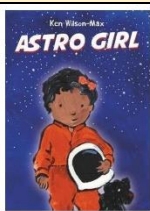
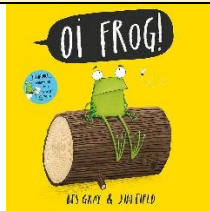
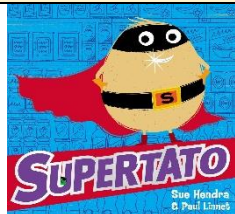
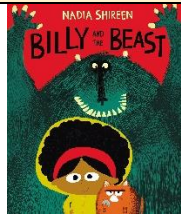
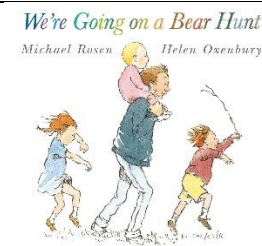
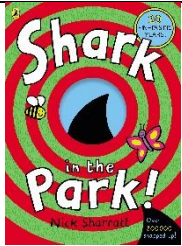
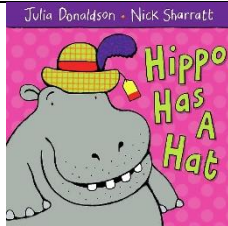
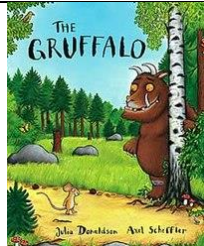
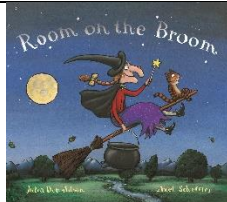
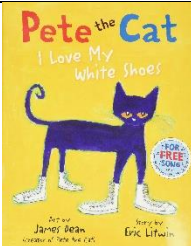
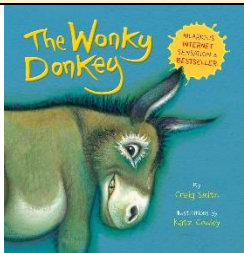
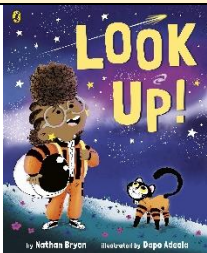
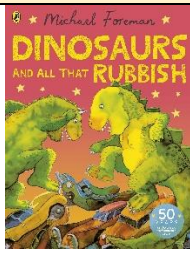
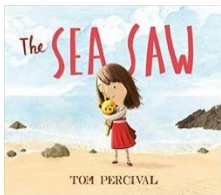
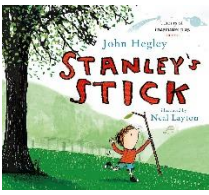
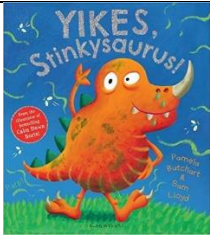
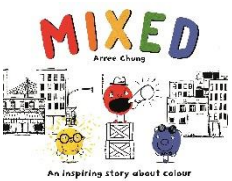
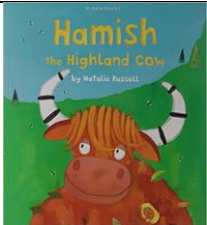
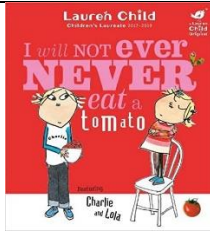
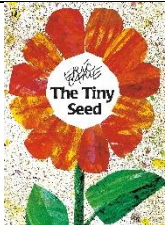
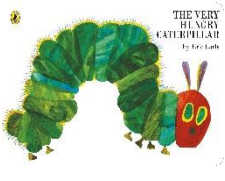
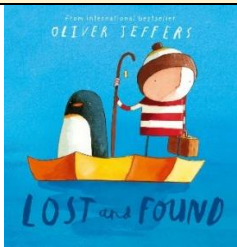
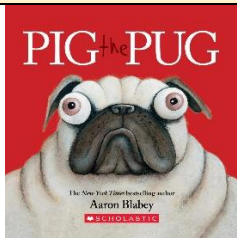
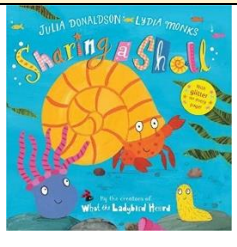
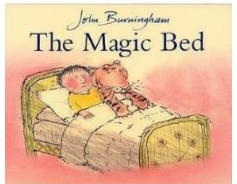
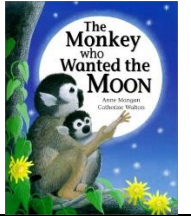
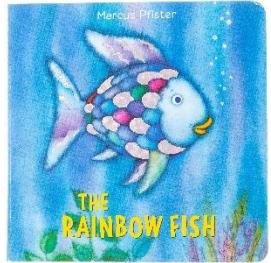
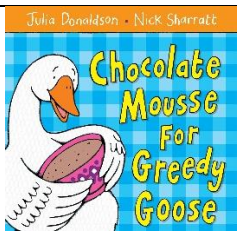
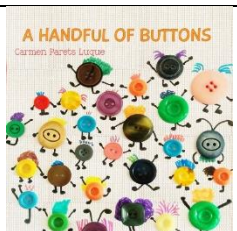
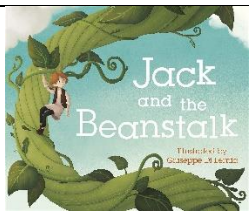
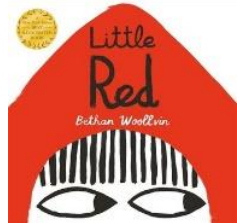
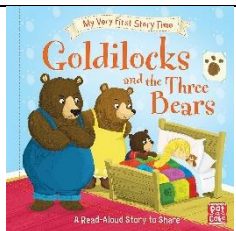
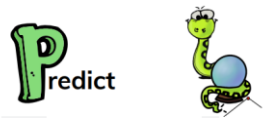
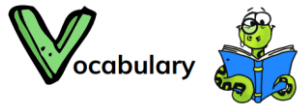


First Half Term				Second Half Term			
Theme	Journeys and Exploration / outside inside			Theme	Heroes and Villains / Talents and Powers		
Book				Book			
Suggested outcomes	Speech bubble for Bog Baby I go in the bog. I go in bog.	Label for photo of space roleplay I go in the box. I go in box.	Blurb for the back of the book Frog sits on a log. Frog sit on log.	Suggested outcomes	Labels for own potato heroes. 	Caption for photographs dressed as superheroes. I am the best. I am best.	Caption for an illustration from book. Cat helps the rabbits. Cat helps buns.
			Rhyme focus				Short sequence of events
Book				Outcomes			
Suggested outcomes	Label for photo of acting out the hunt I go into the mud. I go in mud.	Postcard from the park I see a fin. I see fin.	Label for a hat in the class hat shop The hat is big. Hat is big.	Suggested outcomes	Warning poster for the forest. Fox is bad.	Recipe for a magic potion. Get the web. Tip in the mud.	Label a picture of the cat. Cat in socks.
	Repeated phrases	Rhyme focus	Rhyme focus		Rhyme focus Repeated phrases	Rhyme focus	

Theme	Similarities and Differences/Knowing yourself			Theme	Nature and environments/Sowing a seed		
Book				Book			
Suggested outcomes	Design and write about own wonky donkey. He has a hat. He has hat.	Newspaper report about finding a strange egg. The egg is red. Egg is red.	Letter to parents. Mum / Dad, you must look up. Mum / Dad look up.		Sign to put around the school to stop littering. Get it in the bin. Junk in bin.	Missing bear poster. She is on the sand. She is on sand. Ted on sand.	Caption for photograph of them playing with sticks. I hook fish.
Book				Cement land - ND			
Suggested outcomes	Warning poster for the Stinkysaurus He smells bad. He said	Design and write about own mixed character. Pink is fun.	Labels for farmyard small world. The cow is in the shed. Cow in shed.		Retell of real events – food tasting. Food in bag.	Instructions for planting a seed. Put the seed in the pot. Seed in pot.	Sequencing story and label pictures. Egg on leaf.
							Short sequence of events

Theme	Friendship and kindness/Family and friends			Theme	Imagination and creativity/Strength of mind		
Book				Book			
Suggested outcomes	Luggage label for the boy's or penguin's suitcase. Fish in bag. Top in bag.	Guide for looking after Pig the Pug. Dog sleeps in bed. Dog comes in.	Caption writing for page in the book. Crab snaps at blob. Blob sticks on.	Suggested outcomes	Caption for small world play. The boy sits in his bed. Boy sits in bed.	Label a photo of what they are good at. I can	Sequence and retell of a story. Sim grabs the moon. Sim grabs moon.
			Rhyme focus				Short sequence of events
Elmer				Suggested outcomes			
	Write a card as a random act of kindness. You are good. You are the best.	Order photos of making mousse. Write a recipe for making chocolate mousse. Mix it in the pan. Mix in pan.	Make and label a button family. Dad is green. Mum is big.		Retell of a traditional tale. Jack climbs up the bean. Jack climbs bean.	Note to Little Red from mum. Gran needs some food. Gran needs food.	Newspaper report about Goldilocks. Girl eats food.
		Rhyme focus			Short sequence of events		

Cut and paste vipers logo



Star books – children to visit base class at least 2x per half term to listen to the story YR1

Standard 1

Language comprehension

In a familiar story/rhyme, the pupil can, when being read to by an adult (one-to-one or in a small group):

- indicate correctly pictures of characters and objects in response to questions such as 'Where is (the)...?'
- show anticipation about what is going to happen (e.g. by turning the page)
- join in with some actions or repeat some words, rhymes and phrases when prompted.

Standard 2

Word reading¹

The pupil can:

- say a single sound for 10+ graphemes
- read words by blending sounds with known graphemes, with help from their teacher.

Language comprehension

In a familiar story/rhyme, the pupil can, when being read to by an adult (one-to-one or in a small group):

- demonstrate understanding, e.g. by answering questions, such as 'Where is he/she/it?', 'What is this?', 'Who is this?', 'What is he/she doing?'
- join in with predictable phrases or refrains.

Standard 3

Word reading

The pupil can:

- say a single sound for 20+ graphemes
- read accurately by blending the sounds in words with two and three known graphemes.

Language comprehension

In a familiar story/rhyme, the pupil can, when being read to by an adult (one-to-one or in a small group):

- respond to questions that require simple recall
- recount a short sequence of events (e.g. by sequencing images or manipulating objects).

Standard 4

Word reading

The pupil can:

- say sounds for 40+ graphemes, including one grapheme for each of the 40+ phonemes*
- read accurately by blending the sounds in words with up to five known graphemes
- read some common exception words*
- read aloud books that are consistent with their phonic knowledge, without guessing words from pictures or the context of the sentence.

Language comprehension

In a familiar story/rhyme, the pupil can, when being read to by an adult (one-to-one or in a small group):

- talk about events in the story and link them to their own experiences
- retell some of the story.

Standard 1

Composition

The pupil can:

- say an appropriate word to complete a sentence when the adult pauses (e.g. 'We're going to the...zoo/park/shop/beach').

Transcription

The pupil can:

- draw lines or shapes on a small or a large scale (e.g. on paper, or in the air, or sand).

Standard 2

Composition

The pupil can:

- say a clause to complete a sentence that is said aloud (e.g. 'When we went to the beach today,...we ate ice cream / I played in the sand / it was hot').

Transcription

The pupil can:

- form correctly most of the 10+ lower-case letters in Standard 2 of English language comprehension and reading
- identify or write these 10+ graphemes on hearing corresponding phonemes.

Standard 3

Composition

The pupil can:

- make up their own phrases or short sentences to express their thoughts aloud about stories or their experiences
- write a caption or short phrase using the graphemes that they already know.

Transcription

The pupil can:

- form correctly most of the 20+ lower-case letters in Standard 3 of English language comprehension and reading
- identify or write these 20+ graphemes on hearing the corresponding phonemes
- spell words (with known graphemes) by identifying the phonemes and representing the phonemes with graphemes (e.g. in, cat, pot).

Standard 4

Composition

The pupil can:

- make up their own sentences and say them aloud, after discussion with the teacher
- write down one of the sentences that they have rehearsed.

Transcription

The pupil can:

- form most lower-case letters correctly
- identify or write the 40+ graphemes in Standard 4 of English language comprehension and reading on hearing the corresponding phonemes
- spell words by identifying the phonemes and representing the phonemes with graphemes, including words with consonant clusters and simple digraphs (e.g. frog, hand, see, chop, storm, splash)
- spell a few common exception words (e.g. I, the, he, said, of).