

Year 1	Autumn Term		Spring Term		Summer Term	
Suggested Texts	Peace At Last – Jill Murphy Whatever Next – Jill Murphy	Owl Babies – Martin Waddell The Owl Who Was Afraid of the Dark – Jill Tomlinson John Lewis Advert – The Longest Journey	Polar Bear, Polar Bear, What Do You Hear? – Bill Martin Blown Away – Rob Biddulph	Cinderella – long and short versions Goldilocks and the Three Bears – Amanda Askew	The Lighthouse Keeper’s Lunch – Ronda and David Armitage	The Little Boat – Kathy Henderson
Writing	Retell Settings Recount Instructions Character descriptions	Retell Settings Recount Speech	Descriptions Letters Recount Diary Character Descriptions	Descriptions Letters Recount Diary Character Descriptions Invitation	Instructions Newspaper article Poster – persuasive Description - settings	Description – settings Postcard Alternative version
Reading <i>(Progression of skills – planned into skills lessons, guided and shared reading, book talk, model texts and reading for pleasure).</i>	Word Reading <ul style="list-style-type: none"> reads simple sentences. responds with the correct sounds to known graphemes. blends sounds aloud when attempting to read new words. re-reads books to develop confidence. uses picture clues to help when reading simple texts. 	Comprehension <ul style="list-style-type: none"> listens to poems, stories and non-fiction making links to own experiences. demonstrates understanding when talking with others about what they have read. retells key stories, fairy stories and traditional tales through role play. answers questions about stories read. identifies features of books, e.g. title etc. recognises predictable phrases. listens to simple rhymes and poems and joins in with others when reciting them. 	Word Reading <ul style="list-style-type: none"> reads simple sentences with some fluency. responds speedily with the correct sound to known graphemes. applies phonic knowledge to decode words. blends sounds in unfamiliar words containing known GPC, when reading. reads known CEW. begins to read words containing known GPS and –s, -es, -ing, -ed, -er and –est endings. reads words of more than one syllable that contain known GPCs on occasions. begins to read words with contractions. 	Comprehension <ul style="list-style-type: none"> listens to and discusses poems, stories and non-fiction, making links to own experiences and offering opinions about them. talks about books, using own knowledge and information provided by the teacher. retells key stories, fairy stories and traditional tales orally in simple sentences. joins in with predictable phrases. begins to make simple inferences (from pictures, objects, stories). talks about the meaning of unfamiliar words. 	Word Reading <ul style="list-style-type: none"> reads aloud books that are consistent with developing phonic knowledge. responds speedily with the correct sound to graphemes for all 40+ phonemes including, where appropriate, alternative sounds for graphemes. reads accurately by blending sounds in unfamiliar words containing GPCs that have been taught. reads CEW with some fluency and begins to notice unusual correspondences between spelling and 	Comprehension <ul style="list-style-type: none"> listens to and discusses a wide range of poems, stories and non-fiction at a level beyond which can be read independently. links what they hear or read to their own experiences. retells stories they have read, heard and discussed using appropriate vocabulary. talks about what is read to them, taking turns and listening to others. Expresses opinions based on these. explains understanding of what they have read. talks about particular characteristics of

			<ul style="list-style-type: none"> • re-reads books to develop confidence and fluency. • uses pictures to read and understand the text. 	<ul style="list-style-type: none"> • learns to appreciate simple rhymes and recites these by heart. • begins to distinguish between fact and fiction. • notices when reading does not make sense. • shows an understanding of what has been read, drawing on own knowledge or information provided by the teacher. 	<p>sound and where these occur in a word.</p> <ul style="list-style-type: none"> • reads words containing known GPCs and <i>-s, -es, -ing, -ed, -er</i> and <i>-est</i> endings. • reads words of more than one syllable that contain known GPCs. • reads words with contractions. • begins to take account of punctuation when reading. • begins to use context clues to help reading for meaning. • re-reads books to develop confidence, fluency and expression. 	<p>different types of stories.</p> <ul style="list-style-type: none"> • talks about the significance of the title and events. • makes inferences on the basis of what is read. • makes simple predictions. • learns and appreciate rhymes and poems and can recite some by heart. • discusses word meanings, making links to known words. • retells, using significant events and main points in sequence. • reads checking texts make sense and correcting inaccurate reading.
<p>G&P</p> <p>Taken from James Clements and Carol Gater documents</p>	<p><u>Consolidation/non-negotiables:</u> -</p> <p>Based on transition information. Correct writing posture and pencil grip. Simple sentence with capital letter and full stop. Separation of words with spaces.</p>	<p><u>New Learning:</u></p> <p>Use CL . ? ! Use capital letters for people, places, days of week and I. Sequence sentences into a narrative. Join words and clauses with <i>and</i>. Use <i>first, next</i> and <i>then</i> correctly. Use adjectives.</p>				
<p>Spelling</p> <p>Taken from Assessing Without Levels document</p>	<p>vc <u>words</u>. cvc words (short and long vowels). Words with adjacent consonants. Some CEW / HFW. Words ending <i>ff ll ss zz ck</i>. Words with the /ng/ sound (<i>n</i> before <i>k</i>). Names the <u>letters</u> of the alphabet in order.</p>	<p>Words with consonant digraphs and some vowel digraphs/ trigraphs. Alternative vowel phonemes (/ay//ai//a_e/). New consonant spellings <i>ph</i> and <i>wh</i>. Words ending in <i>-y</i>. Majority of CEW / HFW. Begins to spell the <u>singular</u> plural of words. Divides words into syllables.</p>	<p>Compound words. Days of the week. Numbers to 20. Words ending in <i>tch</i>. <u>Plurals</u> of nouns and verbs adding <i>-s</i> and <i>-es</i> to words. Verbs where no change is needed to the root word. Adding endings <i>-ing -ed -er</i>. Adjectives where no change is needed to the root word. Adding <i>-er</i> and <i>-est</i>. Words with the addition of the prefix <i>un-</i>. Y1 CEW / HFW. Phonetically plausible attempts of new words.</p>			
<p>Handwriting</p>	<p>Sits correctly at the table and holds a pencil comfortably and correctly. Distinguishes between lower case letters and capital letters.</p>	<p>Uses knowledge of handwriting 'families' to begin to form letters correctly. Spaces evident between words.</p>	<p>Begins to form lower case letters in the correct direction starting and finishing in the right place. Forms capital letters correctly.</p>			

Dictations	Oral sentences leading to written.
Re-read and proof-read	Say out loud before writing. Compose a sentence orally. Sequence sentences to form short narratives.
Word list	<p style="text-align: center;">YEAR 1 COMMON EXCEPTION WORDS</p> <p style="text-align: center;">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</p>