

Year 1	Autumn		Spring		Summer	
<b>Genres</b>	Lists Diary Writing	Invites Poetry	Traditional Tales Instructions	Recipes	Letters Narrative-Fantasy	Postcards Information Texts
<b>Speaking and Listening</b>	<p><b>This content should be taught at a level appropriate to the age of the pupils. Pupils should build on the oral language skills that have been taught in preceding years;</b></p> <ul style="list-style-type: none"> <li>• Listen and respond appropriately to adults and their peers.</li> <li>• Ask relevant questions to extend their understanding and knowledge.</li> <li>• Maintain attention staying on topic and initiating and responding to comments.</li> <li>• Speak audibly and fluently with an increasing command of Standard English.</li> <li>• Participate in performances, role play and improvisations.</li> <li>• <i>Orally rehearse sentences before writing.(Y3) Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.</i></li> </ul>					
<b>Daily Read Write Inc</b>	<ul style="list-style-type: none"> <li>• apply phonic knowledge and skills as the route to decode words</li> <li>• respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes</li> <li>• read accurately by blending sounds in unfamiliar words containing GPCs that have been taught</li> <li>• read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word □ read words containing taught GPCs and -s, -es, -ing, -ed, -er and -est endings</li> <li>• read other words of more than one syllable that contain taught GPCs</li> <li>• read words with contractions [for example, I'm, I'll, we'll], and understand that the apostrophe represents the omitted letter(s)</li> <li>• 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</li> <li>• re-read these books to build up their fluency and confidence in word reading</li> <li>• recognising and joining in with predictable phrases</li> </ul>					
<b>Class Reads</b>	Hans Christian Andersen's Fairy Tales	World's worst children	Magic Beans: A Handful of Fairytales	The Giraffe and the Pelly and Me - Roald Dahl	Robin Hood and the Silver Arrow (The Greatest Adventures in the World)	Magic Beans: A Handful of Fairytales
<b>Reading</b>	<p><b>Pupils should be taught to: develop pleasure in reading, motivation to read, vocabulary and understanding by:</b></p> <ul style="list-style-type: none"> <li>• listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently</li> <li>• being encouraged to link what they read or hear read to their own experiences</li> <li>• becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics</li> </ul>		<p><b>Pupils should be taught to: develop pleasure in reading, motivation to read, vocabulary and understanding by (continued from Autumn Term):</b></p> <ul style="list-style-type: none"> <li>• discussing word meanings, linking new meanings to those already known</li> </ul> <p><b>Understand both the books they can already read accurately and fluently and those they listen to by:</b></p> <ul style="list-style-type: none"> <li>• drawing on what they already know or on background information and vocabulary provided by the teacher</li> <li>• checking that the text makes sense to them as they read and correcting inaccurate reading</li> <li>• discussing the significance of the title and events making inferences on the basis of what is being said and done</li> </ul>		<p><b>Pupils should be taught to: develop pleasure in reading, motivation to read, vocabulary and understanding by:</b></p> <ul style="list-style-type: none"> <li>• predicting what might happen on the basis of what has been read so far</li> <li>• participate in discussion about what is read to them, taking turns and listening to what others say</li> <li>• explain clearly their understanding of what is read to them.</li> </ul>	

<b>Writing</b>	<b>Pupils should be taught to:</b> <ul style="list-style-type: none"> <li>saying out loud what they are going to write about</li> <li>composing a sentence orally before writing it</li> <li>beginning to punctuate sentences using a capital letter and a full stop</li> <li>re-reading what they have written to check that it makes sense</li> <li>write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far.</li> <li>using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'</li> </ul>		<b>Pupils should be taught to:</b> <ul style="list-style-type: none"> <li>beginning to punctuate sentences using a capital letter and exclamation marks</li> <li>sequencing sentences to form short narratives</li> <li>discuss what they have written with the teacher or other pupils</li> <li>read aloud their writing clearly enough to be heard by their peers and the teacher.</li> <li>write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far.</li> </ul>		<b>Pupils should be taught to:</b> <ul style="list-style-type: none"> <li>beginning to punctuate sentences using a capital letter and question mark</li> <li>joining words and joining clauses using 'and'</li> <li>write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far.</li> </ul>	
<b>Spelling</b>	<b>Pupils should be taught to:</b> <ul style="list-style-type: none"> <li>name the letters of the alphabet</li> <li>naming the letters of the alphabet in order</li> <li>using letter names to distinguish between alternative spellings of the same sound</li> <li>words containing each of the 40+ phonemes already taught</li> </ul>	<b>Pupils should be taught to spell:</b> <ul style="list-style-type: none"> <li>words containing each of the 40+ phonemes already taught</li> <li>the spelling rule for adding -s or -es as the plural marker for nouns</li> <li>days of the week</li> </ul>	<b>Pupils should be taught to:</b> <ul style="list-style-type: none"> <li>add -ing, -ed, to verbs where no change is needed in the spelling of root words [for example, helping, helped, helper, eating]</li> </ul>	<b>Pupils should be taught to:</b> <ul style="list-style-type: none"> <li>use the spelling rule for adding -s or -es as the third person singular marker for verbs</li> </ul>	<b>Pupils should be taught to:</b> <ul style="list-style-type: none"> <li>add the prefix un to adjectives and understand how this changes meaning</li> <li>add -er, -est, to adjectives where no change is needed in the spelling of root words [for example, quickest, quicker]</li> </ul>	<b>Pupils should be taught to spell:</b> <ul style="list-style-type: none"> <li>Compound words are two words joined together. Each part of the longer word is spelt as it would be if it were on its own.</li> </ul>
	<b>Common Exception Words:</b> the, a, do, to, today, are, of	<b>Common Exception Words:</b> says, were, was, is, his, I, you	<b>Common Exception Words:</b> said, your, they, be, he, me, she, we	<b>Common Exception Words:</b> no, go, so, by, my, here, there, where	<b>Common Exception Words:</b> love, come, some, one, once, ask, friend	<b>Common Exception Words:</b> school, put, push, pull, full, house, our
<b>Terminology for Pupils</b>	<b>letter, vowel, consonant, capital letter, word, singular, plural, sentence, punctuation, full stop, question mark, exclamation mark</b>					
<b>Grammar</b>	<ul style="list-style-type: none"> <li>Identify nouns within their environment.</li> <li>Collect nouns</li> </ul>	<ul style="list-style-type: none"> <li>Identify nouns within a sentence.</li> <li>Change nouns within sentences and discuss how this changes the meaning.</li> </ul>	<ul style="list-style-type: none"> <li>Identify verbs related to instructions and recipes</li> <li>Create lists of verbs to support writing</li> </ul>	<ul style="list-style-type: none"> <li>Identify verbs within a sentence in relation to the noun.</li> <li>Change verbs within sentences and discuss how this changes the meaning.</li> </ul>	<ul style="list-style-type: none"> <li>Identify adjectives to describe objects within their environment</li> <li>Create lists of adjectives to support writing</li> <li>Identify them within sentences</li> </ul>	<ul style="list-style-type: none"> <li>joining words and joining clauses using 'and'</li> </ul>
<b>Punctuation</b>	<ul style="list-style-type: none"> <li>beginning to punctuate sentences using a capital letter and a full stop</li> </ul>	<ul style="list-style-type: none"> <li>beginning to punctuate sentences using a capital letter and a full stop</li> <li>using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'</li> </ul>	<ul style="list-style-type: none"> <li>beginning to punctuate sentences using a capital letter and exclamation mark</li> </ul>	<ul style="list-style-type: none"> <li>beginning to punctuate sentences using a capital letter and exclamation marks</li> </ul>	<ul style="list-style-type: none"> <li>beginning to punctuate sentences using a capital letter and question mark</li> </ul>	<ul style="list-style-type: none"> <li>beginning to punctuate sentences using a capital letter and question mark</li> </ul>
<b>Handwriting</b>	<ul style="list-style-type: none"> <li>Sit correctly at a table, holding a pencil comfortably and correctly.</li> <li>form digits 0-9</li> </ul>	<ul style="list-style-type: none"> <li>Begin to form lower-case letters in the correct direction, starting and finishing in the right place</li> <li>understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and to practise these.</li> </ul>	<ul style="list-style-type: none"> <li>Begin to form lower-case letters in the correct direction, starting and finishing in the right place</li> <li>understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and to practise these.</li> </ul>	<ul style="list-style-type: none"> <li>Begin to form lower-case letters in the correct direction, starting and finishing in the right place</li> <li>understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and to practise these.</li> </ul>	<ul style="list-style-type: none"> <li>form capital letters</li> <li>Begin to form lower-case letters in the correct direction, starting and finishing in the right place</li> </ul>	<ul style="list-style-type: none"> <li>form capital letters</li> <li>Begin to form lower-case letters in the correct direction, starting and finishing in the right place</li> </ul>

