

Year 1	Autumn		Spring		Summer	
Genres	Lists Diary Writing	Invites Poetry	Traditional Tales Instructions	Recipes	Letters Narrative-Fantasy	Postcards Information Texts
Speaking and Listening	<p>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;</p> <ul style="list-style-type: none"> • Listen and respond appropriately to adults and their peers. • Ask relevant questions to extend their understanding and knowledge. • Maintain attention staying on topic and initiating and responding to comments. • Speak audibly and fluently with an increasing command of Standard English. • Participate in performances, role play and improvisations. • <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> 					
Daily Read Write Inc	<ul style="list-style-type: none"> • apply phonic knowledge and skills as the route to decode words • respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes • read accurately by blending sounds in unfamiliar words containing GPCs that have been taught • 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 • read other words of more than one syllable that contain taught GPCs • read words with contractions [for example, I'm, I'll, we'll], and understand that the apostrophe represents the omitted letter(s) • 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 • re-read these books to build up their fluency and confidence in word reading • recognising and joining in with predictable phrases 					
Class Reads	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
Reading	<p>Pupils should be taught to: develop pleasure in reading, motivation to read, vocabulary and understanding by:</p> <ul style="list-style-type: none"> • listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently • being encouraged to link what they read or hear read to their own experiences • becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics 		<p>Pupils should be taught to: develop pleasure in reading, motivation to read, vocabulary and understanding by (continued from Autumn Term):</p> <ul style="list-style-type: none"> • discussing word meanings, linking new meanings to those already known <p>Understand both the books they can already read accurately and fluently and those they listen to by:</p> <ul style="list-style-type: none"> • drawing on what they already know or on background information and vocabulary provided by the teacher • checking that the text makes sense to them as they read and correcting inaccurate reading • discussing the significance of the title and events making inferences on the basis of what is being said and done 		<p>Pupils should be taught to: develop pleasure in reading, motivation to read, vocabulary and understanding by:</p> <ul style="list-style-type: none"> • predicting what might happen on the basis of what has been read so far • participate in discussion about what is read to them, taking turns and listening to what others say • explain clearly their understanding of what is read to them. 	

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

