

## Year 1 Medium Term Planning

<b>Handwriting:</b>	<p>Sit correctly at a table, holding a pencil comfortably and correctly.</p> <p>Begin to form lower-case letters in the direction, starting and finishing in the right place.</p> <p>Form capital letters</p> <p>Understand which letters belong to which handwriting 'families' and to practise these.</p>
<b>Spellings</b>	<ul style="list-style-type: none"> <li>Common exception words -</li> </ul> <p>Red words</p> <p>the, a, do, to, today, of, said, is, his, I, me, was, are, he, she, you, they</p> <ul style="list-style-type: none"> <li>Adding s and es to words (plural of nouns and the third person singular of verbs) = If the ending sounds like /s/ or /z/, it is spelt as -s. If the ending sounds like /ɪz/ and forms an extra syllable or 'beat' in the word, it is spelt as -es: cats, dogs, spends, rocks, thanks, catches</li> <li>Adding the endings -ing, -ed and -er to verbs where no change is needed to the root word = -ing and -er always add an extra syllable to the word and -ed sometimes does. The past tense of some verbs may sound as if it ends in /ɪd/ (extra syllable), /d/ or /t/ (no extra syllable), but all these endings are spelt -ed. If the verb ends in two consonant letters (the same or different), the ending is simply added on: hunting, hunted, hunter, buzzing, buzzed, buzzer, jumping, jumped, jumper</li> <li>Adding -er and -est to adjectives where no change is needed to the root word = As with verbs (see above), if the adjective ends in two consonant letters (the same or different), the ending is simply added on: grander, grandest, fresher, freshest, quicker, quickest</li> </ul>
<b>Speaking and listening</b>	<p>At a level appropriate to Year 1: listen and respond appropriately to adults and their peers.</p> <p>At a level appropriate to Year 1: ask relevant questions to extend their understanding and knowledge.</p> <p>At a level appropriate to Year 1: use relevant strategies to build their vocabulary.</p> <p>At a level appropriate to Year 1: articulate and justify answers, arguments and opinions.</p> <p>At a level appropriate to Year 1: give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings.</p> <p>At a level appropriate to Year 1: maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments.</p> <p>At a level appropriate to Year 1: use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas.</p> <p>At a level appropriate to Year 1: speak audibly and fluently with an increasing command of Standard English.</p> <p>At a level appropriate to Year 1: participate in discussions, presentations, performances, role play, improvisations and debates.</p> <p>At a level appropriate to Year 1: gain, maintain and monitor the interest of the listener(s).</p> <p>At a level appropriate to Year 1: consider and evaluate different viewpoints, attending to and building on the contributions of others.</p> <p>At a level appropriate to Year 1: select and use appropriate registers for effective communication.</p>

Term/ week	Unit and Stimulus/Key texts	WALTS	Grammar to focus on	Vocabulary, Grammar and Punctuation	Composition	Transcription	Reading - Word level to be picked up all year in all sessions	Expected end of unit piece
Autumn 1  1 week left for assessment week	The Day the Crayons Quit -  Extension if needed The Day the Crayons came Home  Letter - message in a bottle 2 weeks	Know how to make inferences.  Develop the skill of identifying characteristics of a main character.  Know the features of a letter/message.  Understand how to use lists in a letter/message.  Develop the skill of planning.  Know how to write a message.  Understand how to check work makes sense.	Finger spaces  Capital letters  'and, so, because, but' used to join clauses  Punctuation: ? ! .  Adjectives  Simile - like	Develop their understanding of vocabulary, grammar and punctuation concepts by leaving spaces between words.  Develop their understanding of vocabulary, grammar and punctuation concepts by beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark.  Develop their understanding of vocabulary, grammar and punctuation concepts by using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'.  Use grammatical terminology for Year 1 understanding regular plural noun suffixes -s or -es [dog, dogs, wish, wishes], including the effects of these suffixes on the meaning of the noun.	Write sentences by saying out loud what they are going to write about.  Write sentences by composing a sentence orally before writing it.  Write sentences by sequencing sentences to form short narratives.  Write sentences by re-reading what they have written to check that it makes sense.  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.	Spell words containing each of the 40+ phonemes already taught  Spell the days of the week.  Naming the letters of the alphabet in order. Using letter names to distinguish between alternative spellings of the same sound.	Develop pleasure in reading, motivation to read, vocabulary and understanding by being encouraged to link what they read or hear read to their own experiences.  Develop pleasure in reading, motivation to read, vocabulary and understanding by becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics.  Develop pleasure in reading, motivation to read, vocabulary and understanding by recognising and joining in with predictable phrases.  Understand both the books they can already read accurately and fluently and those they listen to by checking that the text makes sense to them as they read and correcting inaccurate reading.  Understand both the books they can already read accurately and fluently and those they listen to by discussing the significance of the title and events.  Understand both the books they can already read accurately and fluently and those they listen to by making inferences on the basis of what is being said and done.	
	Description Based on Orange crayon and describe a setting for autumn 3 weeks    Take chn to the park to	Understand how to make inferences.  Develop the skill of discussing what has been read.  Understand how to sequence events.  Develop the skill of using adjectives.  Understand that two sentences can be joined with 'and, so, but, because'.  Know how to write	Simple past  Adjectives  Simile  Finger spaces  Capital letters  'and, so, because, but' used to join clauses  Punctuation: ? ! .	Develop their understanding of vocabulary, grammar and punctuation concepts by leaving spaces between words.  Develop their understanding of vocabulary, grammar and punctuation concepts by joining words and joining clauses using 'and'.  Develop their understanding of	Write sentences by saying out loud what they are going to write about.  Write sentences by composing a sentence orally before writing it.  Write sentences by sequencing sentences to form short narratives.  Write sentences by re-reading what they have written to check that it makes sense.  Discuss what they have	Know the names of all the letters of the alphabet in order.  Add suffix -s or -es to change the meaning of a word to more than one.  Spell words containing each of the 40+ phonemes already taught  Spell the days of the week.	Read accurately by blending sounds in unfamiliar words containing GPCs that have been taught.  Develop pleasure in reading, motivation to read, vocabulary and understanding by listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently.  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.	Keystage2literacy.co.uk Model text but would need simplifying.

	<p>experience what they can see/ hear/ smell/ feel</p> <p>using simple sentences.</p> <p>Develop the skill of writing an autumnal setting</p> <p>Develop the skill of discussing and reading their work.</p>		<p>vocabulary, grammar and punctuation concepts by beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark.</p> <p>Develop their understanding of vocabulary, grammar and punctuation concepts by using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'.</p> <p>Use grammatical terminology for Year 1 understanding regular plural noun suffixes -s or -es [dog, dogs, wish, wishes], including the effects of these suffixes on the meaning of the noun.</p> <p>Use grammatical terminology for Year 1 understanding how the prefix un- changes the meaning of verbs and adjectives.</p>	<p>written with the teacher or other pupils.</p> <p>Read aloud their writing clearly enough to be heard by their peers and the teacher.</p>	<p>Naming the letters of the alphabet in order.</p> <p>Using letter names to distinguish between alternative spellings of the same sound.</p>	<p>Understand both the books they can already read accurately and fluently and those they listen to by predicting what might happen on the basis of what has been read so far.</p> <p>Understand both the books they can already read accurately and fluently and those they listen to by discussing the significance of the title and events.</p> <p>Understand both the books they can already read accurately and fluently and those they listen to by drawing on what they already know or on background information and vocabulary provided by the teacher.</p>	
	<p><b>Poetry 1 week</b></p> <p><b>Autumnal acrostic poem - link to colour</b></p> <p><b>WAGOLL:</b></p> <p>Autumn time is here again Underneath leaves hedgehogs hiding The wind blows leaves off the trees Up the trees birds are resting Most of us jump in leaves Now Christmas is almost here</p>	<p>Know how to use information from a text.</p> <p>Know how to summarise events.</p> <p>Understand how to punctuate different sentence types.</p> <p>Develop the skill of writing poetry.</p> <p>Understand the need for a final draft.</p>	<p>Finger spaces</p> <p>Capital letters</p> <p>'and, so, because, but' used to join clauses</p> <p>Punctuation: ? ! .</p>	<p>Develop their understanding of vocabulary, grammar and punctuation concepts by leaving spaces between words.</p> <p>Develop their understanding of vocabulary, grammar and punctuation concepts by beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark.</p> <p>Use grammatical terminology for Year 1 understanding regular plural noun suffixes -s or -es [dog, dogs, wish, wishes], including the</p>	<p>Write sentences by composing a sentence orally before writing it.</p> <p>Write sentences by re-reading what they have written to check that it makes sense.</p> <p>Discuss what they have written with the teacher or other pupils.</p> <p>Read aloud their writing clearly enough to be heard by their peers and the teacher.</p>	<p>Spell words containing each of the 40+ phonemes already taught</p> <p>Spell the days of the week.</p> <p>Naming the letters of the alphabet in order.</p> <p>Using letter names to distinguish between alternative spellings of the same sound.</p>	<p>Apply phonic knowledge and skills as the route to decode words</p> <p>Read accurately by blending sounds in unfamiliar words containing GPCs that have been taught.</p> <p>Develop pleasure in reading, motivation to read, vocabulary and understanding by listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently.</p> <p>Develop pleasure in reading, motivation to read, vocabulary and understanding by recognising and joining in with predictable phrases.</p> <p>Develop pleasure in reading, motivation to read, vocabulary and understanding by learning to appreciate rhymes and poems, and to recite some by heart.</p> <p>Develop pleasure in reading, motivation to read, vocabulary and understanding</p>

				effects of these suffixes on the meaning of the noun. Use grammatical terminology for Year 1 understanding how words can combine to make sentences.			by discussing word meanings, linking new meanings to those already known. Explain clearly their understanding of what is read to them.	
Autumn 2	<b>Jolly postman and other people's letters.</b>  <b>Character description 2 weeks</b>  <b>Character:</b> <b>Witch - Wagoll</b> <b>Giant</b> <b>Cinderella</b> <b>Big Bad Wolf</b> <b>Goldilocks</b>  <b>Roomonthebroom.com (character profile)</b>	Understand how to make inferences.  Develop the skill of discussing what has been read.  Understand how to sequence events.  Develop the skill of using adjectives.  Understand that two sentences can be joined with 'and, so, but, because'.  Know how to write using simple sentences.  Develop the skill of writing a character profile.  Develop the skill of discussing and reading their work.	Simple adjectives  Simple sentences  Connect sentences using conjunctions.  Full stop at the end of a sentence.  Capital letter at the start of a sentence.  Capital letter for names.	Develop their understanding of vocabulary, grammar and punctuation concepts by leaving spaces between words.  Develop their understanding of vocabulary, grammar and punctuation concepts by joining words and joining clauses using 'and'.  Develop their understanding of vocabulary, grammar and punctuation concepts by using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'.  Use grammatical terminology for Year 1 understanding regular plural noun suffixes -s or -es [dog, dogs, wish, wishes], including the effects of these suffixes on the meaning of the noun.  Use grammatical terminology for Year 1 understanding how the prefix un- changes the meaning of verbs and adjectives.	Write sentences by saying out loud what they are going to write about.  Write sentences by composing a sentence orally before writing it.  Write sentences by sequencing sentences to form short narratives.  Write sentences by re-reading what they have written to check that it makes sense.  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.	Know the names of all the letters of the alphabet in order.  Add suffix -s or -es to change the meaning of a word to more than one.  Spell words containing each of the 40+ phonemes already taught  Spell the days of the week.	Read accurately by blending sounds in unfamiliar words containing GPCs that have been taught.  Develop pleasure in reading, motivation to read, vocabulary and understanding by listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently.  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.  Understand both the books they can already read accurately and fluently and those they listen to by predicting what might happen on the basis of what has been read so far.  Understand both the books they can already read accurately and fluently and those they listen to by discussing the significance of the title and events.  Understand both the books they can already read accurately and fluently and those they listen to by drawing on what they already know or on background information and vocabulary provided by the teacher.	
	<b>Narrative Jolly Postman's Christmas adventure 4 weeks</b>	Week 1: Develop the skill of discussing the events and making predictions.  Understand how nouns, verbs and	Simple past  Adjectives  Simile  Finger spaces	Develop their understanding of vocabulary, grammar and punctuation concepts by leaving spaces between words.  Develop their understanding of	Write sentences by saying out loud what they are going to write about.  Write sentences by composing a sentence orally before writing it.  Write sentences by sequencing sentences to	Know the names of all the letters of the alphabet in order.  Add suffix -s or -es to change the meaning of a word to more than one.  Spell words	Read accurately by blending sounds in unfamiliar words containing GPCs that have been taught.  Develop pleasure in reading, motivation to read, vocabulary and understanding by listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can	

	<p>adjectives work together.</p> <p>Know how to vary sentences.</p> <p><b>Week 2:</b> Understand how to identify the setting.</p> <p>Develop the skill of creating characters.</p> <p>Develop the skill of creating a story map. (Pie Corbett)</p> <p><b>Week 3/4:</b> Know how to plan a story.</p> <p>Understand how to write a setting.</p> <p>Know how to write a build-up.</p> <p>Understand every story has an ending.</p> <p>Know how to redraft using editing skills.</p>	<p>Capital letters 'and, so, because, but' used to join clauses</p> <p>Punctuation: ? ! .</p>	<p>vocabulary, grammar and punctuation concepts by joining words and joining clauses using 'and'. Develop their understanding of vocabulary, grammar and punctuation concepts by beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark. Develop their understanding of vocabulary, grammar and punctuation concepts by using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'. Use grammatical terminology for Year 1 understanding regular plural noun suffixes -s or -es [dog, dogs, wish, wishes], including the effects of these suffixes on the meaning of the noun.</p>	<p>form short narratives. Write sentences by re-reading what they have written to check that it makes sense. 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.</p>	<p>containing each of the 40+ phonemes already taught</p> <p>Spell the days of the week.</p> <p>Naming the letters of the alphabet in order. Using letter names to distinguish between alternative spellings of the same sound.</p>	<p>read independently.</p> <p>Participate in discussion about what is read to them, taking turns and listening to what others say.</p> <p>Explain clearly their understanding of what is read to them.</p> <p>Understand both the books they can already read accurately and fluently and those they listen to by predicting what might happen on the basis of what has been read so far.</p> <p>Understand both the books they can already read accurately and fluently and those they listen to by discussing the significance of the title and events.</p> <p>Understand both the books they can already read accurately and fluently and those they listen to by drawing on what they already know or on background information and vocabulary provided by the teacher.</p>		
Term/ week	Unit and Stimulus/Key texts	WALTS	Grammar to focus on	Vocabulary, Grammar and Punctuation	Composition	Transcription	Reading – Word level to be picked up all year in all sessions	Expected end of unit piece
<b>Spr 1</b> <b>Week 1 and 3 days</b>	<p>Six Dinner Sid</p> <p>Character description</p> <p><b>Skills:</b> Simple adjectives to describe what he looks like. Simple sentences Connect sentences using the 'and' conjunction.</p>	<p>Understand how to make inferences.</p> <p>Develop the skill of discussing what has been read.</p> <p>Understand how to sequence events.</p> <p>Develop the skill of using adjectives.</p> <p>Understand that two sentences can be joined with 'and'.</p> <p>Know how to write using simple sentences.</p>	<p>Know to leave spaces between words.</p> <p>Join clauses with 'and'.</p> <p>Know where capital letters go and know full stops, question marks and exclamation marks go at the end.</p> <p>Develop an understanding of using a capital letter for names, places, days of the week and when using 'I'.</p> <p>Understand the regular</p>	<p>Write sentences by composing a sentence orally before writing it.</p> <p>Check sentences make sense by re-reading them.</p> <p>Read aloud their writing clearly enough to be heard by peers and teacher.</p>	<p>Know the names of all the letters of the alphabet in order.</p> <p>Add suffix -s or -es to change the meaning of a word to more than one.</p>	<p>Develop pleasure in reading, motivation to read, vocabulary and understanding by being encouraged to link what they read or hear read to their own experiences.</p> <p>Develop pleasure in reading, motivation to read, vocabulary and understanding by discussing word meanings, linking new meanings to those already known.</p> <p>Understand both the books they can already read accurately and fluently and those they listen to by making inferences on the basis of what is being said and done.</p>	<p>Describe Sid</p> <p>Set the scene for where he lives</p> <p>What does he look like?</p> <p>What is his personality?</p> <p>How does he move?</p>	

	<p>Full stop at the end of a sentence. Capital letter at the start of a sentence. Capital letter for names.</p>	<p>Develop the skill of writing a character profile. Develop the skill of discussing and reading their work.</p>	<p>plural noun suffixes -s or -es. Know the effect this has on a word.</p>			<p>Explain clearly their understanding of what is read to them.</p>	
<b>Week (s) 2-3</b>	<p>The Tiger who came for tea  Instructions  <b>Skills:</b> What you need list Sequenced steps Imperative verb (give an order) at the start Short sentences Time conjunctions - first, then, secondly</p>	<p>Develop the skill of making inferences. Develop the skill of discussing what is being read. Understand what has been read. Understand the characteristics of the main character. Know that instructions are a series of commands. Know how to follow instructions. Understand how to check sentences make sense.</p>	<p>Know to leave spaces between words. Join clauses with 'and'. Know where capital letters go and know full stops, question marks and exclamation marks go at the end. Understand the regular plural noun suffixes -s or -es. Know the effect this has on a word.</p>	<p>Write sentences by composing a sentence orally before writing it. Check sentences make sense by re-reading them.</p>	<p>Know the names of all the letters of the alphabet in order. Add suffix -s or -es to change the meaning of a word to more than one.</p>	<p>Develop pleasure in reading, motivation to read, vocabulary and understanding by becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics. Develop pleasure in reading, motivation to read, vocabulary and understanding by being encouraged to link what they read or hear read to their own experiences. Develop pleasure in reading, motivation to read, vocabulary and understanding by discussing word meanings, linking new meanings to those already known. Understand both the books they can already read accurately and fluently and those they listen to by making inferences on the basis of what is being said and done. Explain clearly their understanding of what is read to them.</p>	<p>How to eat correctly at tea.  Practical opportunity for having tea - set the room up as a café or tea room and then get children to write step by step what to do.</p>
<b>Week (s) 4-5</b>	<p>The Tiger who came for tea  Recount  <b>Skills:</b> Temporal conjunctions Capital letters Full stops Proper nouns Telling the story of what has happened in order. Past tense</p>	<p>Understand how to read and discuss the text. Develop the skill of predicting what might happen. Understand things happen in a certain order. Know the events that have happened. Understand how to write a recount. Understand how to compose a sentence before writing it. Know to use different sentences. Know how to check sentences make sense. Develop the skill of improving work.</p>	<p>Know to leave spaces between words. Join clauses with 'and'. Know where capital letters go and know full stops, question marks and exclamation marks go at the end. Develop an understanding of using a capital letter for names, places, days of the week and when using 'I'. Understand the regular plural noun suffixes -s or -es. Know the effect this has on a word.</p>	<p>Write sentences by composing a sentence orally before writing it. Check sentences make sense by re-reading them. Read aloud their writing clearly enough to be heard by peers and teacher.</p>	<p>Know the names of all the letters of the alphabet in order. Add suffix -s or -es to change the meaning of a word to more than one.</p>	<p>Develop pleasure in reading, motivation to read, vocabulary and understanding by being encouraged to link what they read or hear read to their own experiences. Develop pleasure in reading, motivation to read, vocabulary and understanding by discussing word meanings, linking new meanings to those already known. Understand both the books they can already read accurately and fluently and those they listen to by checking that the text makes sense to them as they read and correcting inaccurate reading. Understand both the books they can already read accurately and fluently and those they listen to by discussing the significance of the title and events. Understand both the books they can already read accurately and fluently and those they listen to by making inferences on the basis of what is being</p>	<p>First person account - What was it like having the Tiger over for tea? What did she feel when he was there? How did she feel when he left?</p>

						said and done. Understand both the books they can already read accurately and fluently and those they listen to by predicting what might happen on the basis of what has been read so far.	
Term/ week	Unit and Stimulus/Key texts	WALTS	Vocabulary, Grammar and Punctuation	Composition	Transcription	Reading	Expected end of unit piece
Spr 2  Week (s) 1 and 3 days	The Three Little Pigs  Invitations  Skills:  Conjunctions - and then next  Question mark Pronoun - I  Capital letters for proper nouns and at the start of sentences.	Understand that there are different types of letters.  Develop the skill of using time conjunctions.  Know how to write sentences including questions.  Know that new words can be created from known words.  Develop the skill of saying sentences aloud before writing.  Develop the skill of writing sentences in a sequence.  Understand work can be improved.	Develop their understanding of vocabulary, grammar and punctuation concepts by leaving spaces between words.  Develop their understanding of vocabulary, grammar and punctuation concepts by beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark.  Develop their understanding of vocabulary, grammar and punctuation concepts by using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'.  Use grammatical terminology for Year 1 understanding regular plural noun suffixes -s or -es [dog, dogs, wish, wishes], including the effects of these suffixes on the meaning of the noun.	Write sentences by saying out loud what they are going to write about.  Write sentences by composing a sentence orally before writing it.  Write sentences by sequencing sentences to form short narratives.  Write sentences by re-reading what they have written to check that it makes sense.  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.	Spell words containing each of the 40+ phonemes already taught  Spell the days of the week.  Naming the letters of the alphabet in order.  Using letter names to distinguish between alternative spellings of the same sound.	Develop pleasure in reading, motivation to read, vocabulary and understanding by being encouraged to link what they read or hear read to their own experiences.  Develop pleasure in reading, motivation to read, vocabulary and understanding by becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics.  Develop pleasure in reading, motivation to read, vocabulary and understanding by recognising and joining in with predictable phrases.  Understand both the books they can already read accurately and fluently and those they listen to by checking that the text makes sense to them as they read and correcting inaccurate reading.  Understand both the books they can already read accurately and fluently and those they listen to by discussing the significance of the title and events.  Understand both the books they can already read accurately and fluently and those they listen to by making inferences on the basis of what is being said and done.	Invite the wolf for tea.  Explain he has been forgiven and that he has shown he can behave.
Week (s)	The Three Little Pigs	Develop the skill of identifying traditional tales.	Develop their understanding of vocabulary, grammar and	Write sentences by saying out loud what they are going to write about.	Spell words containing each of the 40+ phonemes	Develop pleasure in reading, motivation to read, vocabulary and understanding by becoming very familiar with key	Using the story they have

2 -3	<p><b>Traditional tales retell.</b></p> <p><b>Skills:</b> Third person Describe the setting Introduces the character Has a problem Full stops Capital letters Proper nouns</p>	<p>Understand why words and phrases are repeated.</p> <p>Know how to write in the first person.</p> <p>Understand how to describe a character.</p> <p>Develop the skill of writing a character profile.</p> <p>Know that a story can be re-enacted.</p> <p>Develop the skill of retelling a story orally.</p> <p>Know how to write sentences including 'and'.</p> <p>Develop the skill of retelling a traditional tale.</p> <p>Know writing can be improved.</p>	<p>punctuation concepts by leaving spaces between words.</p> <p>Develop their understanding of vocabulary, grammar and punctuation concepts by joining words and joining clauses using 'and'.</p> <p>Develop their understanding of vocabulary, grammar and punctuation concepts by beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark.</p> <p>Develop their understanding of vocabulary, grammar and punctuation concepts by using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'.</p> <p>Use grammatical terminology for Year 1 understanding regular plural noun suffixes -s or -es [dog, dogs, wish, wishes], including the effects of these suffixes on the meaning of the noun.</p> <p>Use grammatical terminology for Year 1 understanding how the prefix un- changes the meaning of verbs and adjectives.</p> <p>Use grammatical terminology for Year 1 understanding how words can combine to make sentences.</p> <p>Use year 1 grammatical terminology in English Appendix 2 in discussing their writing.</p>	<p>Write sentences by composing a sentence orally before writing it.</p> <p>Write sentences by sequencing sentences to form short narratives.</p> <p>Write sentences by re-reading what they have written to check that it makes sense.</p> <p>Discuss what they have written with the teacher or other pupils.</p> <p>Read aloud their writing clearly enough to be heard by their peers and the teacher.</p>	<p>already taught Spell the days of the week. Naming the letters of the alphabet in order. Using letter names to distinguish between alternative spellings of the same sound.</p>	<p>stories, fairy stories and traditional tales, retelling them and considering their particular characteristics. Develop pleasure in reading, motivation to read, vocabulary and understanding by recognising and joining in with predictable phrases. Understand both the books they can already read accurately and fluently and those they listen to by checking that the text makes sense to them as they read and correcting inaccurate reading. Understand both the books they can already read accurately and fluently and those they listen to by discussing the significance of the title and events. Understand both the books they can already read accurately and fluently and those they listen to by making inferences on the basis of what is being said and done. 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.</p>	<p>listened retell the story in their own words.</p>
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<b>Week (s)</b>	Suddenly! Goldilocks and the Three Bears.  Letter writing  <b>Skills:</b> 1 <sup>st</sup> person Informal opening and ending Structure Simple sentences 2 sentences joined by 'and' A list	Develop the skill of writing a recount.  Know how to make inferences.  Know that words can be altered by adding the prefix 'un'.  Develop the skill of identifying characteristics of a main character.  Develop the skill of giving instructions.  Know the features of a letter.  Understand how to use lists in a letter.  Develop the skill of planning.  Know how to write an informal letter.  Understand how to check work makes sense.	Develop their understanding of vocabulary, grammar and punctuation concepts by leaving spaces between words.  Develop their understanding of vocabulary, grammar and punctuation concepts by joining words and joining clauses using 'and'.  Develop their understanding of vocabulary, grammar and punctuation concepts by beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark.  Develop their understanding of vocabulary, grammar and punctuation concepts by using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'.  Use grammatical terminology for Year 1 understanding how the prefix un- changes the meaning of verbs and adjectives.  Use grammatical terminology for Year 1 understanding how words can combine to make sentences.  Use year 1 grammatical terminology in English Appendix 2 in discussing their writing.	Write sentences by saying out loud what they are going to write about.  Write sentences by composing a sentence orally before writing it.  Write sentences by sequencing sentences to form short narratives.  Write sentences by re-reading what they have written to check that it makes sense.  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.	Spell words containing each of the 40+ phonemes already taught Spell the days of the week.  Naming the letters of the alphabet in order. Using letter names to distinguish between alternative spellings of the same sound.	Develop pleasure in reading, motivation to read, vocabulary and understanding by becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics.  Develop pleasure in reading, motivation to read, vocabulary and understanding by recognising and joining in with predictable phrases.  Understand both the books they can already read accurately and fluently and those they listen to by checking that the text makes sense to them as they read and correcting inaccurate reading.  Understand both the books they can already read accurately and fluently and those they listen to by discussing the significance of the title and events.  Understand both the books they can already read accurately and fluently and those they listen to by making inferences on the basis of what is being said and done.  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.	Write an informal letter from Preston's mum telling him what he needs to get from the shop.
<b>Term/week</b>	<b>Unit and Stimulus/Key texts</b>	<b>WALTS</b>	<b>Vocabulary, Grammar and Punctuation</b>	<b>Composition</b>	<b>Transcription</b>	<b>Reading</b>	<b>Expected end of unit piece</b>
<b>Sum</b>	The further adventures of Owl	Know how to use information from a text.	Develop their understanding of	Write sentences by composing a sentence	Spell words containing each of	Apply phonic knowledge and skills as the route to decode words	Pattern and rhyme -

1  Week (s)	<b>and the Pussy-Cat</b>  Poetry - Pattern and rhyme  <b>Skills:</b>	Understand how the poet uses rhyme.  Develop the skill of creating nonsense words.  Develop the skill of using nonsense words.  Know how to summarise events.  Know how to recite poetry.  Understand how to punctuate different sentence types.  Understand how apostrophes are used for omission.  Develop the skill of writing poetry.  Understand the need for a final draft.	vocabulary, grammar and punctuation concepts by leaving spaces between words.  Develop their understanding of vocabulary, grammar and punctuation concepts by beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark.  Use grammatical terminology for Year 1 understanding regular plural noun suffixes -s or -es [dog, dogs, wish, wishes], including the effects of these suffixes on the meaning of the noun.  Use grammatical terminology for Year 1 understanding how words can combine to make sentences.	orally before writing it. Write sentences by re-reading what they have written to check that it makes sense.  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.	the 40+ phonemes already taught Spell the days of the week.  Naming the letters of the alphabet in order. Using letter names to distinguish between alternative spellings of the same sound.	Read accurately by blending sounds in unfamiliar words containing GPCs that have been taught.  Develop pleasure in reading, motivation to read, vocabulary and understanding by listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently.  Develop pleasure in reading, motivation to read, vocabulary and understanding by recognising and joining in with predictable phrases.  Develop pleasure in reading, motivation to read, vocabulary and understanding by learning to appreciate rhymes and poems, and to recite some by heart.  Develop pleasure in reading, motivation to read, vocabulary and understanding by discussing word meanings, linking new meanings to those already known.  Explain clearly their understanding of what is read to them.	identifying rhyme within a text and producing their own simple poems using rhyming words.
Week (s)	<b>The further adventures of Owl and the Pussy-Cat</b>  <b>Stories with predictable and patterned language</b>  <b>Skills:</b>	Develop the skill of understanding key events.  Know how to combine sentences using 'and'.  Develop the skill of using capital letters accurately.  Know how to write a letter.  Understand how to discuss what has been written.  Know which sentences rhyme or repeat.  Understand how to write a narrative.  Know how to read their work to check it makes sense.  Develop the skill of discussing what they have written.  Understand how to explain what they have listened to.	Develop their understanding of vocabulary, grammar and punctuation concepts by leaving spaces between words.  Develop their understanding of vocabulary, grammar and punctuation concepts by joining words and joining clauses using 'and'.  Develop their understanding of vocabulary, grammar and punctuation concepts by beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark.  Develop their understanding of vocabulary, grammar and punctuation concepts by	Write sentences by saying out loud what they are going to write about.  Write sentences by composing a sentence orally before writing it.  Write sentences by sequencing sentences to form short narratives.  Write sentences by re-reading what they have written to check that it makes sense.  Discuss what they have written with the teacher or other pupils.	Know the names of all the letters of the alphabet in order.  Add suffix -s or -es to change the meaning of a word to more than one.  Spell words containing each of the 40+ phonemes already taught  Spell the days of the week.  Naming the letters of the alphabet in order.	Read accurately by blending sounds in unfamiliar words containing GPCs that have been taught.  Develop pleasure in reading, motivation to read, vocabulary and understanding by listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently.  Develop pleasure in reading, motivation to read, vocabulary and understanding by recognising and joining in with predictable phrases.  Develop pleasure in reading, motivation to read, vocabulary and understanding by learning to appreciate rhymes and poems, and to recite some by heart.  Develop pleasure in reading, motivation to read, vocabulary and understanding by discussing word meanings, linking new meanings to those already known.  Explain clearly their understanding of what is read to them.	Read pattern and see if they can write their own alternative

			<p>using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'.</p> <p>Use grammatical terminology for Year 1 understanding regular plural noun suffixes -s or -es [dog, dogs, wish, wishes], including the effects of these suffixes on the meaning of the noun.</p> <p>Use grammatical terminology for Year 1 understanding how words can combine to make sentences.</p> <p>Use year 1 grammatical terminology in English Appendix 2 in discussing their writing.</p>				
Term/ week	Unit and Stimulus/Key texts	WALTS	Vocabulary, Grammar and Punctuation	Composition	Transcription	Reading	Expected end of unit piece
Sum 2 Week (s)	Hoot Owl master of disguise  Information text  Skills:	<p>Know how to summarise events.</p> <p>Understand how to organise writing.</p> <p>Know how to write a recount.</p> <p>Understand texts.</p> <p>Develop the skill of report writing.</p> <p>Know how to read and gather information.</p> <p>Understand how to organise information.</p> <p>Know how to use 'and'.</p> <p>Develop the skill of writing an information text.</p> <p>Know how to discuss their own writing.</p>	<p>Develop their understanding of vocabulary, grammar and punctuation concepts by beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark.</p> <p>Use grammatical terminology for Year 1 understanding regular plural noun suffixes -s or -es [dog, dogs, wish, wishes], including the effects of these suffixes on the meaning of the noun.</p>	<p>Write sentences by saying out loud what they are going to write about.</p> <p>Write sentences by re-reading what they have written to check that it makes sense.</p> <p>Discuss what they have written with the teacher or other pupils.</p>	<p>Know the names of all the letters of the alphabet in order.</p> <p>Add suffix -s or -es to change the meaning of a word to more than one.</p> <p>Spell words containing each of the 40+ phonemes already taught</p> <p>Spell the days of the week.</p> <p>Naming the letters of the alphabet in order.</p> <p>Using letter names to distinguish between</p>	<p>Read accurately by blending sounds in unfamiliar words containing GPCs that have been taught.</p> <p>Develop pleasure in reading, motivation to read, vocabulary and understanding by listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently.</p> <p>Participate in discussion about what is read to them, taking turns and listening to what others say.</p> <p>Develop pleasure in reading, motivation to read, vocabulary and understanding by discussing word meanings, linking new meanings to those already known.</p> <p>Explain clearly their understanding of what is read to them.</p>	<p>Fact book about owls</p> <p>How they move?</p> <p>What food do they eat?</p> <p>Where do they live?</p>

			<p>that can be added to verbs where no change is needed in the spelling of the root words [helping, helped, helper].</p> <p>Use grammatical terminology for Year 1 understanding how the prefix un- changes the meaning of verbs and adjectives.</p> <p>Use grammatical terminology for Year 1 understanding how words can combine to make sentences.</p> <p>Use year 1 grammatical terminology in English Appendix 2 in discussing their writing.</p>		<p>alternative spellings of the same sound.</p>	
Week (s)	<p><b>The Owl who is afraid of the dark</b> also use <b>The Noisy Night</b></p> <p>Stories with a familiar setting</p> <p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>Develop the skill of discussing the events and making predictions.</li> <li>Know how to continue a story.</li> <li>Understand how nouns, verbs and adjectives work together.</li> <li>Develop the skill of reading for information.</li> <li>Understand how to write a diary.</li> <li>Understand how to continue a diary.</li> <li>Know how to vary sentences.</li> <li>Understand how to identify the setting.</li> <li>Develop the skill of creating characters.</li> <li>Know how to plan a story.</li> <li>Understand how to write a setting.</li> <li>Know how to write a build-up.</li> <li>Understand every story has an ending.</li> <li>Know how to review a book.</li> </ul>	<p>Develop their understanding of vocabulary, grammar and punctuation concepts by leaving spaces between words.</p> <p>Develop their understanding of vocabulary, grammar and punctuation concepts by joining words and joining clauses using 'and'.</p> <p>Develop their understanding of vocabulary, grammar and punctuation concepts by beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark.</p> <p>Develop their understanding of vocabulary, grammar and punctuation concepts by using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'.</p> <p>Use grammatical terminology for Year 1</p>	<p>Write sentences by saying out loud what they are going to write about.</p> <p>Write sentences by composing a sentence orally before writing it.</p> <p>Write sentences by sequencing sentences to form short narratives.</p> <p>Write sentences by re-reading what they have written to check that it makes sense.</p> <p>Discuss what they have written with the teacher or other pupils.</p> <p>Read aloud their writing clearly enough to be heard by their peers and the teacher.</p>	<p>Know the names of all the letters of the alphabet in order.</p> <p>Add suffix -s or -es to change the meaning of a word to more than one.</p> <p>Spell words containing each of the 40+ phonemes already taught</p> <p>Spell the days of the week.</p> <p>Naming the letters of the alphabet in order.</p> <p>Using letter names to distinguish between alternative spellings of the same sound.</p>	<p>Read accurately by blending sounds in unfamiliar words containing GPCs that have been taught.</p> <p>Develop pleasure in reading, motivation to read, vocabulary and understanding by listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently.</p> <p>Participate in discussion about what is read to them, taking turns and listening to what others say.</p> <p>Explain clearly their understanding of what is read to them.</p> <p>Understand both the books they can already read accurately and fluently and those they listen to by predicting what might happen on the basis of what has been read so far.</p> <p>Understand both the books they can already read accurately and fluently and those they listen to by discussing the significance of the title and events.</p> <p>Understand both the books they can already read accurately and fluently and those they listen to by drawing on what they already know or on background information and vocabulary provided by the teacher.</p>	<p>Write a story about bedtime and the noises that can be heard.</p>

			<p>understanding regular plural noun suffixes -s or -es [dog, dogs, wish, wishes], including the effects of these suffixes on the meaning of the noun.</p> <p>Use grammatical terminology for Year 1 understanding suffixes that can be added to verbs where no change is needed in the spelling of the root words [helping, helped, helper].</p> <p>Use grammatical terminology for Year 1 understanding how the prefix un- changes the meaning of verbs and adjectives.</p> <p>Use grammatical terminology for Year 1 understanding how words can combine to make sentences.</p> <p>Use year 1 grammatical terminology in English Appendix 2 in discussing their writing.</p>				
Week (s)	<b>The Owl who is afraid of the dark</b>  Poetry  <b>Skills:</b> <ul style="list-style-type: none"> <li>Understand the difference between narratives and poems.</li> <li>Know how to discuss a theme within a poem.</li> <li>Understand the meaning of a poem.</li> <li>Know how to structure a poem.</li> <li>Developing the skill of performing a poem.</li> </ul>	<ul style="list-style-type: none"> <li>Understand the difference between narratives and poems.</li> <li>Know how to discuss a theme within a poem.</li> <li>Understand the meaning of a poem.</li> <li>Know how to structure a poem.</li> <li>Developing the skill of performing a poem.</li> </ul>	<p>Develop their understanding of vocabulary, grammar and punctuation concepts by leaving spaces between words.</p> <p>Develop their understanding of vocabulary, grammar and punctuation concepts by beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark.</p> <p>Use grammatical terminology for Year 1 understanding regular plural noun suffixes -s or -es [dog, dogs, wish, wishes], including the effects of these</p>	<p>Write sentences by saying out loud what they are going to write about.</p> <p>Write sentences by composing a sentence orally before writing it.</p> <p>Write sentences by re-reading what they have written to check that it makes sense.</p> <p>Discuss what they have written with the teacher or other pupils.</p> <p>Read aloud their writing clearly enough to be heard by their peers and the teacher.</p>	<p>Know the names of all the letters of the alphabet in order.</p> <p>Add suffix -s or -es to change the meaning of a word to more than one.</p> <p>Spell words containing each of the 40+ phonemes already taught</p> <p>Spell the days of the week.</p> <p>Naming the letters of the alphabet in order.</p> <p>Using letter names to distinguish between alternative spellings of the same sound.</p>	<p>Apply phonic knowledge and skills as the route to decode words</p> <p>Read accurately by blending sounds in unfamiliar words containing GPCs that have been taught.</p> <p>Develop pleasure in reading, motivation to read, vocabulary and understanding by listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently.</p> <p>Develop pleasure in reading, motivation to read, vocabulary and understanding by recognising and joining in with predictable phrases.</p> <p>Develop pleasure in reading, motivation to read, vocabulary and understanding by learning to appreciate rhymes and poems, and to recite some by heart.</p> <p>Develop pleasure in reading, motivation to read, vocabulary and understanding by discussing word meanings, linking new</p>	Night-time poem  Write a class one learn and rehearse to perform.

			<p>suffixes on the meaning of the noun. Use grammatical terminology for Year 1 understanding how words can combine to make sentences. Use year 1 grammatical terminology in English Appendix 2 in discussing their writing.</p>				<p>meanings to those already known. Explain clearly their understanding of what is read to them.</p>	