

Ongoing agreed objectives for all units – Year 1

Through our phonics scheme, children will cover:	Through daily book discussions, children will cover:	Through following the talk for writing approach, children will cover:
<p>apply phonic knowledge and skills as the route to decode words</p> <p>respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes</p> <p>read accurately by blending sounds in unfamiliar words containing GPCs that have been taught</p> <p>read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word</p> <p>read words containing taught GPCs and -s, -es, -ing, -ed, -er and -est endings</p> <p>read other words of more than one syllable that contain taught GPCs</p> <p>read words with contractions [for example, I'm, I'll, we'll], and understand that the apostrophe represents the omitted letter(s)</p> <p>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</p> <p>re-read these books to build up their fluency and confidence in word reading.</p> <p>checking that the text makes sense to them as they read and correcting inaccurate reading</p>	<p>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>becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics</p> <p>discussing word meanings, linking new meanings to those already known</p> <p>drawing on what they already know or on background information and vocabulary provided by the teacher</p> <p>checking that the text makes sense to them as they read and correcting inaccurate reading</p> <p>discussing the significance of the title and events</p> <p>making inferences on the basis of what is being said and done</p> <p>predicting what might happen on the basis of what has been read so far</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>write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far</p> <p>listen and respond appropriately to adults and their peers</p> <p>ask relevant questions to extend their understanding and knowledge</p> <p>use relevant strategies to build their vocabulary</p> <p>articulate and justify answers, arguments and opinions</p> <p>give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings</p> <p>maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments</p> <p>use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas</p> <p>consider and evaluate different viewpoints, attending to and building on the contributions of others</p> <p>select and use appropriate registers for effective communication.</p>

Unit coverage of skills - Y1 - Autumn term

<u>Autumn 1 - 8 weeks</u>	<u>Rationale</u>	<u>Reading skills</u>	<u>Writing skills</u>
Three Little Pigs (traditional) S&L unit - oral storytelling Daily writing activities - labels, captions	Links with science - materials and their properties Links with teamwork value (working together to achieve a goal) Traditional tale and exposing children to alternative traditional tales as part continuous provision	recognising and joining in with predictable phrases	Begin to sit correctly at a table Begin to form lower case letters correctly Begin to apply 40+ phonemes Participate in performances, role play and improvisations
Oliver's Vegetables by Vivian French Recount (oral or written depending on ability) Daily writing activities - labels, captions, ordering and sequencing	Links with seasonal changes - harvest Links with self-awareness value (trying new things even when you find things difficult)		Begin to spell the days of the week Begin to form lower case letters correctly Begin to apply 40+ phonemes Begin to write common exception words
<u>Autumn 2 - 7 weeks</u>	<u>Rationale</u>	<u>Reading skills</u>	<u>Writing skills</u>
Billy and the Beast Conquering the monster story (oral or written depending on ability)	Links with English (conquering the monster) Links with resilience value (facing challenges and overcoming them) Traditional tale	recognising and joining in with predictable phrases	Participate in performances, role play and improvisations Sit correctly at a table Continue to form lower case letters correctly and begin to form capital letters correctly Continue to apply 40+ phonemes Increasing amount of common exception words Using the spelling rule for adding -s as the plural marker for nouns Saying sentence out loud before writing using -ing, -ed orally

Honey For You, Honey for Me by Michael Rosen Recognising rhyme (oral or written depending on ability)	Links with English (poetry, rhyme) Links with communication value (exploring language and rhyme, performing to others)	learning to appreciate rhymes and poems, and to recite some by heart recognising and joining in with predictable phrases	Using GPCs to write some rhyming words Saying sentence out loud before writing leaving spaces between words Read aloud writing Participate in performances gain, maintain and monitor the interest of the listener(s)
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Unit coverage of skills - Y1 - Spring term

<u>Spring 1 - 6 weeks</u>	<u>Rationale</u>	<u>Reading skills</u>	<u>Writing skills</u>
We're going to find the Monster by Malorie Blackman Journey tale	Links with English - (exploring a wide range of stories, predictable phrases) Links with teamwork value (two characters go on a 'quest' and show great creativity to overcome challenges along the way) BAME character	recognising and joining in with predictable phrases	Continue to apply 40+ phonemes saying out loud what they are going to write about and composing a sentence orally before writing it leaving spaces between words beginning to punctuate sentences using a capital letter and a full stop sequencing sentences to form short narratives using -ing, -ed in written form where no change is needed in the spelling of root words Increasing amount of common exception words
Family and Me by Michaela Dias-Hayes Information text - all about me	Links with science - identifying parts of the human body Links with self-awareness value (understanding themselves) BAME main character	being encouraged to link what they read or hear read to their own experiences	Continue to apply 40+ phonemes using the spelling rule for adding -s or -es as the plural marker for nouns

			<p>beginning to punctuate sentences using a capital letter and a full stop</p> <p>using a capital letter for names of people, places and the personal pronoun 'I'</p> <p>saying out loud what they are going to write about and composing a sentence orally before writing it</p> <p>sequencing sentences to form short narratives</p> <p>begin to use question marks</p>
Spring 2 - 5 weeks	Rationale	Reading skills	Writing skills
<p>The Tiger Child: A Folk Tale from India</p> <p>Character-flaw story</p>	<p>Contrasts with geography units (children have explored the UK this year, this tale will allow them to explore how India is different and allow discussions about this)</p> <p>Links with self-awareness value (children to discuss and celebrate differences)</p> <p>Tales from other cultures and traditions</p>		<p>continue to apply 40+ phonemes</p> <p>punctuating sentences using a capital letter and a full stop</p> <p>using a capital letter for places and people</p> <p>sequencing sentences to form short narratives</p> <p>using -ing, -ed in written form where no change is needed in the spelling of root words</p> <p>beginning to join words and joining clauses using and</p>
<p>Teacher written recount about real event</p> <p>Recount about a real event</p>	<p>Links with history unit (recount of a trip)</p> <p>Links with communication and self-awareness values (children to be able to write about their own experiences)</p>	<p>being encouraged to link what they read or hear read to their own experiences</p>	<p>continue to apply 40+ phonemes</p> <p>continuing to use the spelling rule for adding -s or -es as the plural marker for nouns</p> <p>using a capital letter for the personal pronoun 'I'</p> <p>sequencing sentences to form short narratives</p> <p>using -ing, -ed in written form where no change is needed in the spelling of root words</p>

			beginning to join words and joining clauses using and
			beginning to punctuate sentences using a capital letter and a full stop or exclamation mark

Unit coverage of skills - Y1 - Summer term

<u>Summer 1 - 6 weeks</u>	<u>Rationale</u>	<u>Reading skills</u>	<u>Writing skills</u>
Lighthouse Keeper's Lunch (modern classic) Instructions	Links with history unit - summer 2 (exploring seaside holidays) Links with resilience value (overcoming challenge and finding ways to achieve a goal)		continue to apply 40+ phonemes punctuating sentences using a capital letter and a full stop sequencing sentences to form short narratives beginning to join words and joining clauses using and Forming digits 0-9 beginning to punctuate sentences using a question mark
Lighthouse Keeper's Lunch (modern classic) and teacher-written invitation Invitation	Links with history unit - summer 2 (exploring seaside holidays) Links with communication and self-awareness values (children to be able to write about their own experiences)		continue to apply 40+ phonemes using -er and -est where no change is needed in the spelling of root words punctuating sentences using a capital letter and a full stop or a question mark joining words and joining clauses using and sequencing sentences to form short narratives
<u>Summer 2 - 7 weeks</u>	<u>Rationale</u>	<u>Reading skills</u>	<u>Writing skills</u>

<p>After the Fall by Dan Santat</p> <p>Tale about overcoming challenge</p>	<p>Links with PSHE unit (feelings and how they affect people, overcoming challenge)</p> <p>Links with resilience and excellence values (being able to pick themselves up after a fall and to excel)</p> <p>Links to SEN, SEMH discussions</p>		<p>consolidating 40+ phonemes</p> <p>using the prefix un-</p> <p>punctuating sentences using a capital letter and a full stop</p> <p>Punctuating sentences using exclamation marks</p> <p>joining words and joining clauses using and</p>
<p>Seaside Things by Maureen Warner</p> <p>S&L unit - performance poetry</p>	<p>Links with history unit (seaside holidays)</p> <p>Links with communication and teamwork values (working together to create a final performance)</p>		<p>speak audibly and fluently with an increasing command of Standard English</p> <p>participate in discussions, presentations, and performances</p> <p>gain, maintain and monitor the interest of the listener(s)</p> <p>consider and evaluate different viewpoints, attending to and building on the contributions of others</p>