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**Year Group: 1**

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| **Term** | **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** |
| **Text Title** | **Handa’s Surprise – Eileen Browne** | **Owl Babies – Martin Waddell, Patrick Benson** | **Little Red Riding Hood – Mara Alperin, Loretta Schauer** | **Cinderella – Story time Classics** | **The Tiger Who Came to Tea – Judith Kerr** |
| **Additional Texts**  | * Rumble in the Jungle
* Noisy Night
* Handa’s Night
* Handa’s Hen
* Non fiction texts
* Orange Pear Brown Bear
* Oliver’s Fruit Salad
* Enormous Crocodile
* Daddy’s taking me to the zoo
 | * Non-fiction texts about owls
 | * Other traditional tales set in the wood
 | * Sleeping Beauty
* Little Red Riding Hood
 | * Food Poetry
* Animal counting poetry
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| **Genre/Outcomes** | * Simple list poem
* Narrative retell
* Narrative embellishment
* Narrative innovation – either different animals or different food items
* Non-fiction texts about different animals.
 | * Poetry – Nursery Rhymes
* Narrative retell
* Non-chronological report – owls
 | * Poetry – List Poem
* Narrative retell
* Instructions – to make cakes for Grandma
* Non-chronological report – wolves
 | * Poetry -
* Narrative retell
* Narrative embellishment
 | * Narrative retell
* Fact file
* Narrative innovation – the bear who came to breakfast
* Non-chronological report
 |
| **Reading skills**  | * I can say what I like or dislike about a text
* I can retell key stories orally using narrative language
* I can understand and talk about the main characteristics within a known key story
* I can learn some poems and rhymes by heart
* I can begin to draw inferences from the text and/or the illustrations
* I can make predictions based on the events in the text.
* I can explain what I understand about a text.
 | * I can say what I like or dislike about a text
* I can link what I read or hear read to my own experiences
* I can retell key stories orally using narrative language
* I can understand and talk about the main characteristics within a known key story
* I can learn some poems and rhymes by heart
* I can begin to draw inferences from the text and/or the illustrations
* I can make predictions based on the events in the text
* I can explain what I understand about a text
 | * I can say what I like or dislike about a text
* I can retell key stories orally using narrative language
* I can understand and talk about the main characteristics within a known key story
* I can learn some poems and rhymes by heart
* I can use prior knowledge, context and vocabulary provided to understand texts
* I can begin to draw inferences from the text and/or the illustrations
* I can make predictions based on the events in the text
* I can explain what I understand about a text
 | * I can say what I like or dislike about a text
* I can retell key stories orally using narrative language
* I can understand and talk about the main characteristics within a known key story
* I can learn some poems and rhymes by heart
* I can check that the text makes sense to me as i read and correct miscues
* I can begin to draw inferences from the text and/or the illustrations
* I can make predictions based on the events in the text
* I can explain what I understand about a text
 | * I can say what I like or dislike about a text
* I can link what I read or hear read to my own experiences
* I can retell key stories orally using narrative language
* I can understand and talk about the main characteristics within a known key story
* I can learn some poems and rhymes by heart
* I can use prior knowledge, context and vocabulary provided to understand texts
* I can begin to draw inferences from the text and/or the illustrations
* I can make predictions based on the events in the text
* I can explain what I understand about a text
 |
| **Composition**  | * I can compose a sentence orally before writing it.
* I can re-read what I have written to check that it makes sense.
* I can leave spaces between words.
* I can sequence sentences in chronological order to recount an event or experience.
 | * I can compose a sentence orally before writing it.
* I can sequence sentences in chronological order to recount an event or experience.
* I can re-read what I have written to check that it makes sense.
* I can leave spaces between words
 | * I can compose a sentence orally before writing it.
* I can sequence sentences in chronological order to recount an event or experience.
* I can re-read what I have written to check that it makes sense.
* I can leave spaces between words.
 | * I can compose a sentence orally before writing it.
* I can re-read what I have written to check that it makes sense.
* I can leave spaces between words.
* I can sequence sentences in chronological order to recount an event or experience.
 | * I can compose a sentence orally before writing it.
* I can sequence sentences in chronological order to recount and event or experience.
* I can re-read what I have written to check that it makes sense.
* I can leave spaces between words.
* I know how the prefix ‘un’ can be added to words to change meaning.
* I can use the suffixes ‘s’, ‘es’, ‘ed’, and ‘ing’ within my writing.
 |
| **Sentence Structure** |  |  | * I can combine words to make a sentence.
* I can join two sentences using ‘and’.
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* I can join two sentences using ‘and’.
 | * I can combine words to make a sentence.
* I can join two sentences using ‘and’.
 | * I can combine words to make a sentence
* I can join two sentences using ‘and’
 |
| **Text Structure** |  |  |  |  |  | * I can sequence sentences to form a narrative.
 |
| **Punctuation**  | * I can separate words using finger spaces.
* I can use capital letters to start a sentence.
* I can use a full stop to end a sentence.
 | * I can separate words using finger spaces.
* I can use capital letters to start a sentence.
* I can use a full stop to end a sentence.
* I can use capital letters for names.
* I can use ‘I’.
 | * I can separate words using finger spaces.
* I can use capital letters to start a sentence.
* I can use a full stop to end a sentence.
* I can use an exclamation mark.
* I can use capital letters for names.
* I can use ‘I’.
 | * I can separate words using finger spaces.
* I can use capital letters to start a sentence.
* I can use a full stop to end a sentence.
* I can use an exclamation mark.
* I can use capital letters for names.
* I can use ‘I’.
 | * I can separate words using finger spaces.
* I can use capital letters to start a sentence.
* I can use a full stop to end a sentence.
* I can use a question mark.
* I can use an exclamation mark.
* I can use capital letters for names.
* I can use ‘I’.
 | * I can separate words using finger spaces.
* I can use capital letters to start a sentence.
* I can use a full stop to end a sentence.
* I can use a question mark.
* I can use an exclamation mark.
* I can use capital letters for names.
* I can use ‘I’.
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| **Vocabulary**  | **Tier 1**Handa orange antelopeFruit Mango goatBasket Friend monkeyAkeyo avocado giraffeVillage Tangerines parrotBanana elephantGuava zebraPineapple ostrichpassionfruit**Tier 2** Soft RipeRound Spikey-leavedJuicy CreamyTangy JourneySurprised TastyExcited GiftBalanced  | **Tier 1**Owl branchBaby FoxTree lostNest miceNightMotherTrunkSarah Percy Bill**Tier 2**Brave softShocked silentScared swoopedWorries furryHunting perchedPatient disappearedTogether guessed | **Tier 1**Little Red Riding HoodMother doorWolf woodsGrandma bedroomCoat earsShoes armsBasket teethFruit woodcutter**Tier 2**Bright huge furry hairy sharpEarly hungry shinySunny growled pouncedFresh clever rushedSkipped wicked jumpedPeeking squeaked huggedSurprised big | **Tier 1**Ball wand houseGlass pumpkin princeSlippers clock dressCinderella KingSisters stairsFairy Godmother**Tier 2**Kind suddenly tiredChores appeared Mean miceExcited horsesAnnounced beautiful Waved happily criedRemembered excitedPerfectly invitation | **Tier 1**Tiger buns water drinks bath tapMummy plate sandwiches coats cafeDaddy cake biscuits tinBoy supper key plate dish cars roadMilkman saucepan tableTea kitchen cupboard packets tinsTeapot sausages chips ice creammilk jug**Tier 2**Big mouthful beady lovelyFurry hot nice softStripy sizzling worriedLittle fizzySuddenly freshDelicious tall dark nice |
| **Grammar lessons**  | * Leaving spaces between words
* Separation of words with spaces
* Introduction to capital letters to demarcate sentences
* Introduction to full stops to demarcate sentences
* Beginning to punctuate sentences using a capital letter
* Beginning to punctuate sentences using a full stop
* Name the letters of the alphabet in order (Penpals)
* Begin to form lowercase letters in the correct direction, starting and finishing in the right place (Penpals)
* Form capital letter (Penpals)
 | * How words can combine to make sentences
* Using a capital letter for names of people, places, the days of the week, and the personal pronoun I
* Capital letters for names and for the personal pronoun I
* Complete assessment and address gaps
 | * Joining words and joining clauses using and
* How words can combine to make sentences
* Introduction to exclamation marks to demarcate sentences
* Beginning to use sentences using an exclamation mark
 | * Using a capital letter for names of people, places, the days of the week, and the personal pronoun I
* Complete assessment and address gaps
 | * Introduction to question marks to demarcate sentences
* Beginning to punctuate sentences using a question mark
* Regular plural noun suffixes –s or –es including the effects of these suffixes on the meaning of the noun
* How the prefix un- changes the meaning of verbs and adjectives
 | * Suffixes that can be added to verbs where no change is needed in the spelling of root words
* Sequencing sentences to form short narratives
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