

**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 | |
| **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’. | * 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’. | * 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’. |
| **Vocabulary** | **Tier 1**  Handa orange antelope  Fruit Mango goat  Basket Friend monkey  Akeyo avocado giraffe  Village Tangerines parrot  Banana elephant  Guava zebra  Pineapple ostrich  passionfruit  **Tier 2**  Soft Ripe  Round Spikey-leaved  Juicy Creamy  Tangy Journey  Surprised Tasty  Excited Gift  Balanced | **Tier 1**  Owl branch  Baby Fox  Tree lost  Nest mice  Night  Mother  Trunk  Sarah Percy Bill  **Tier 2**  Brave soft  Shocked silent  Scared swooped  Worries furry  Hunting perched  Patient disappeared  Together guessed | **Tier 1**  Little Red Riding Hood  Mother door  Wolf woods  Grandma bedroom  Coat ears  Shoes arms  Basket teeth  Fruit woodcutter  **Tier 2**  Bright huge furry hairy sharp  Early hungry shiny  Sunny growled pounced  Fresh clever rushed  Skipped wicked jumped  Peeking squeaked hugged  Surprised big | **Tier 1**  Ball wand house  Glass pumpkin prince  Slippers clock dress  Cinderella King  Sisters stairs  Fairy Godmother  **Tier 2**  Kind suddenly tired  Chores appeared  Mean mice  Excited horses  Announced beautiful  Waved happily cried  Remembered excited  Perfectly invitation | **Tier 1**  Tiger buns water drinks bath tap  Mummy plate sandwiches coats cafe  Daddy cake biscuits tin  Boy supper key plate dish cars road  Milkman saucepan table  Tea kitchen cupboard packets tins  Teapot sausages chips ice cream  milk jug  **Tier 2**  Big mouthful beady lovely  Furry hot nice soft  Stripy sizzling worried  Little fizzy  Suddenly fresh  Delicious 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 |