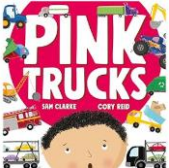


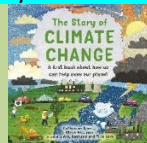
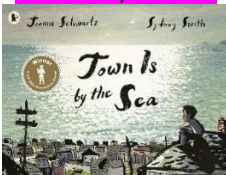
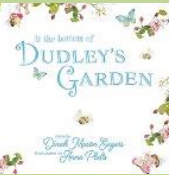




Year 1 Reading Long Term Overview

Pillars of our curriculum	Sustainability and Change (TRUST)		Diversity and Equality (RESPECT)		Aspiration and Wellbeing (DETERMINATION)
English Golden Threads	Diversity/ Representation	Poetry	Non-Fiction	Fiction	Heritage/ Archaic Language

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Learning Journey 1	Learning Journey 1	Learning Journey 1	Learning Journey 1	Learning Journey 1	Learning Journey 1
<p style="text-align: center;">Theme: Me and my place in the world</p> <p style="text-align: center;">Text: Maps: First Skills Anna to Zane</p>  <p style="text-align: center;">Binky Bear in Trouble</p>  <p style="text-align: center;">In Every House on Every Street</p> 	<p style="text-align: center;">Theme: Toys</p> <p style="text-align: center;">Text: Dogger</p>  <p style="text-align: center;">Pink Trucks</p>  <p style="text-align: center;">Terrific Toys From Around the World</p> 	<p style="text-align: center;">Theme: Traditional Tales & alternative versions</p> <p style="text-align: center;">Text: Jack and the Beanstalk</p>  <p style="text-align: center;">Jasper's Beanstalk</p>  <p style="text-align: center;">Princess and the Frog</p>  <p style="text-align: center;">Prince Ribbit</p>  <p style="text-align: center;">Three Little Pigs</p> 	<p style="text-align: center;">Theme: Our Amazing World</p> <p style="text-align: center;">Text: Come All You Little Persons</p>  <p style="text-align: center;">A First Book of Animals</p>  <p style="text-align: center;">The Story of Climate Change</p>  <p style="text-align: center;">Lila and the Secret of Rain</p> 	<p style="text-align: center;">Theme: Seaside</p> <p style="text-align: center;">Text: Seaside Poems</p>  <p style="text-align: center;">The Lighthouse Keeper's Cat</p>  <p style="text-align: center;">Town is by the Sea</p>  <p style="text-align: center;">Sharing a shell</p> 	<p style="text-align: center;">Theme: Bees (link to longitudinal study)</p> <p style="text-align: center;">Bees</p>  <p style="text-align: center;">At the Bottom of Dudley's Garden</p> 



National Curriculum Objectives
 To be encouraged to link what they read or hear read to their own experiences.
 To recognise and joining in with predictable phrases.
 To predict what might happen on the basis of what has been read so far.

SL1 Able to concentrate on the person talking and to ignore background noise and movement which is not relevant to the situation

National Curriculum Objectives
 To become very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics.
 To recognise and joining in with predictable phrases.
 NCS 5 - Able to use early 'story language' e.g. 'Once upon a time ...'; 'One day, ...'

National Curriculum Objectives
 To listen and discuss a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently.
 To be encouraged to link what they read or hear read to their own experiences.
 SL2 Ask questions to find out things using 'how' and 'why' when prompted e.g. 'Can you think of a 'why' question about this story?'
 Be aware when they haven't understood something and is able to say, for example, 'I don't understand'
 SL1 - Able to concentrate on the person talking and to ignore background noise and movement which is not relevant to the situation

Learning Journey 2 **Learning Journey 2** **Learning Journey 2** **Learning Journey 2** **Learning Journey 2** **Learning Journey 2**

Theme: Author Focus - Chris Haughton

Texts:
 A Bit lost

Don't Worry Little Crab

Shh, We have a plan

Theme: Christmas

Texts:
 The Christmas Eve Tree

The Christmas Pine

Joy to the World:
 Christmas Around the Globe

Theme: Winter

Texts:
 Winter Sleep
 A Hibernation Story

A Winter Dance

One Snowy Night
 Percy the Park Keeper

Theme: Celebrate Diversity

Texts:
 My beautiful voice

All about Diversity

All Are Welcome

Theme: In the Garden

Texts:
 Eddie's Garden: and how to make things grow

Sam Plants a Sunflower

Mad about Minibeasts

Theme: Resilience & Determination

Texts:
 The Friendship Bench

Hoorah for Mary Seacole

<p>To listen and discuss a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently.</p> <p>To recognise and joining in with predictable phrases.</p> <p>To predict what might happen on the basis of what has been read so far.</p> <p>SL1 Able to concentrate on the person talking and to ignore background noise and movement which is not relevant to the situation</p> <p>I can listen to the teacher in my classroom and ignore other people or noises.</p>	<p>To discuss the significance of the title and events</p>	<p>To listen and discuss a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently.</p> <p>To predict what might happen on the basis of what has been read so far.</p>
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Ongoing statements delivered through daily Guided Reading Sessions

To apply phonic knowledge and skills as the route to decode words.

To respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes.

To read accurately by blending sounds in unfamiliar words containing GPCs that have been taught.

To read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word.

To read words containing taught GPCs and –s, –es, –ing, –ed, –er and –est endings.

To read other words of more than one syllable that contain taught GPCs.

To read words with contractions [for example, I'm, I'll, we'll], and understand that the apostrophe represents the omitted letter(s).

To 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. To re-read these books to build up their fluency and confidence in word reading.

To develop pleasure in reading, motivation to read, vocabulary and understanding by.

To listen and discuss a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently.

To be encouraged to link what they read or hear read to their own experiences.

To discuss word meanings, linking new meanings to those already known.

To understand both the books they can already read accurately and fluently and those they listen to.

To draw on what they already know or on background information and vocabulary provided by the teacher.

To check that the text makes sense to them as they read and correcting inaccurate reading.

To discuss the significance of the title and events. To make inferences on the basis of what is being said and done. To predict what might happen on the basis of what has been read so far.

To participate in discussion about what is read to them, taking turns and listening to what others say. To explain clearly their understanding of what is read to them.

Able to blend 3 or 4 phonemes to make a word, and segment words into individual sounds I can blend sounds out loud to make a short word.



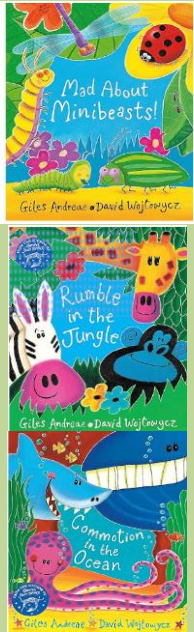

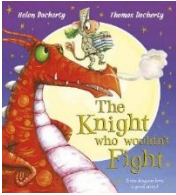


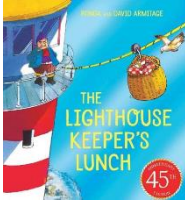
Year 1 Writing Long Term Overview

Pillars of our curriculum	Sustainability and Change (TRUST)		Diversity and Equality (RESPECT)		Aspiration and Wellbeing (DETERMINATION)
English Golden Threads	Diversity/Representation	Poetry	Non-Fiction	Fiction	Heritage/ Archaic Language

Purpose:

Inform

Entertain

Autumn 1 Transcription	Autumn 2 Sentence Structure, Oral sentence building + transcription	Spring 1- Composition	Spring 2	Summer 1	Summer 2
Learning Journey 1	Learning Journey 1	Learning Journey 1	Learning Journey 1	Learning Journey 1	Learning Journey 1
<p>Texts:</p>  <p style="text-align: center;">Purpose: Entertain</p>	<p>Text: Purpose: Inform</p>  <p style="text-align: center;">Form: Toy Missing Posters</p> <p>To say out loud what they are going to write about. To compose a sentence orally before writing it.</p> <p>SPS3 - Able to group and name members of categories and to suggest possible category names</p> <p>I can sort things into groups and give each group a name. Able to guess the word from clues, or give others clues using</p>	<p>Text:</p>  <p style="text-align: center;">Purpose: Entertain Form: Character Labelling/ Speech bubbles</p> <p>To say out loud what they are going to write about. To compose a sentence orally before writing it. To give well-structured descriptions.</p> <p>To begin to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark</p>	<p>Text:</p>  <p style="text-align: center;">Purpose: Inform Form: A booklet about how to look after a Bog Baby</p> <p>To say out loud what they are going to write about. To compose a sentence orally before writing it. To begin to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark. To re-read what they have written to check that it makes sense.</p>	<p>Text:</p>  <p style="text-align: center;">Purpose: Entertain Form: Narrative – Story Ending</p> <p>To use a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'. To sequence sentences to form short narratives To discuss what they have written with the teacher or other pupils. To combine words to make sentences, including using and.</p>	<p>Text:</p>  <p style="text-align: center;">1) Purpose: Inform Form: Instructions on how to make a new sandwich for the Lighthouse Keeper</p> <p style="text-align: center;">2) Purpose: Entertain Form: Narrative of the story - retell</p> <p>To use a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'. To sequence sentences to form short narratives. To leave spaces between words.</p>

<p>Form: Oral poetry performances</p> <p>To appreciate rhymes and poems, and to recite some by heart To participate in presentations, performances, role play. To spell words containing each of the 40+ phonemes</p> <p>SL 9 - Remember their words and speak clearly in performances and role play</p> <p>Able to say words accurately with 3 syllables or less</p> <p>NCS 8 - Produce speech that is clear and easy to understand, with only a few immaturities</p>	<p>shape, size, function, etc. with support</p> <p>PREPOSITIONS in LETTERS</p>	<p>To read their writing aloud clearly enough to be heard by their peers and the teacher.</p>	<p>Use language to talk through a series of steps for example for simple problem solving</p> <p>e.g. 'I don't have enough paint to finish my picture. I'm going to borrow some from another table.'</p> <p>Able to use appropriate tenses and word order</p>	<p>Able to use appropriate tenses and word order</p> <p>NCS 5 - Able to use early 'story language'</p>	<p>To join words and clauses using and.</p> <p>To use adjectives to describe.</p> <p>Able to use appropriate tenses and word order</p> <p>NCS 5 - Able to use early 'story language'</p>
<p>Golden Thread: Poetry</p>	<p>Fiction</p>	<p>Fiction</p>	<p>Fiction</p>	<p>Diversity/ Representation</p>	<p>Fiction</p>
<p>Learning Journey 2</p>	<p>Learning Journey 2</p>	<p>Learning Journey 2</p>	<p>Learning Journey 2</p>	<p>Learning Journey 2</p>	<p>Learning Journey 2</p>
<p>Text:</p>  <p>Purpose: Entertain Form: Character Descriptions (2 word)</p> <p>To spell words containing each of the 40+ phonemes already taught.</p> <p>To discuss what they have written with the teacher or other pupils.</p> <p>To leave spaces between words.</p> <p>SL 7 - Use language to talk self through steps required in simple problem solving</p>	<p>Text:</p> <p>Nativity</p>  <p>Purpose: Inform Form: Invitation to parents to attend the nativity</p>  <p>Purpose: Entertain Form: Narrative - orally retell one part the Christmas story</p> <p>To say out loud what they are going to write about. To compose a sentence orally</p>	<p>Experience:</p> <p>POA – Recount of Windsor Castle trip, sentence to match photo.</p> <p>Purpose: Inform Form: Recount of the trip for Mr Geraghty & Mrs Holland</p> <p>To say out loud what they are going to write about. To compose a sentence orally before writing it.</p> <p>To begin to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark.</p> <p>To re-read what they have written to check that it makes sense.</p> <p>To use a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'.</p> <p>SL 6 - Maintain attention and participate in conversation and small groups providing there are</p>	<p>Text:</p>  <p>Purpose: Inform Form: My feelings diary</p> <p>To say out loud what they are going to write about. To compose a sentence orally before writing it.</p> <p>To use a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'.</p> <p>To join words and clauses using and.</p> <p>Able to use appropriate tenses and word order</p> <p>NCS 4 - Use language consistently to express likes and dislikes e.g. 'I don't like using sticky clay.'</p>	<p>Text:</p>  <p>Purpose: Inform Form: A fact file on Bees</p> <p>To sequence sentences to form short narratives.</p> <p>To join words and clauses using and.</p> <p>To begin to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark</p> <p>SL 10 - Able to initiate a conversation with a class visitor by using prepared questions</p> <p>SL – 2 Ask questions to find out things using 'how' and 'why' when prompted</p>	<p>Text:</p>  <p>Purpose: Entertain Form: Poem about the beach based on experience of playing on the beach at Southsea Perform Poem to an audience Collect vocabulary on the beach (adults to scribe)</p> <p>To participate in discussions, presentations, performances, role play.</p> <p>To read their writing aloud clearly enough to be heard by their peers and the teacher.</p> <p>To gain, maintain and monitor the interest of the listener(s).</p>

	before writing it. To discuss what they have written SL 9 - Remember their words and speak clearly in presentations, performances and role play	minimal external distractions. Attention and participation in larger groups is sustained for most of the activity	SL11 - Respond to points of interest when listening to contributions of others	Be aware when they haven't understood something and is able to say, for example, 'I don't understand	SL 9 - Remember their words and speak clearly in presentations, performances and role play
GOLDEN THREAD: Fiction	Fiction	Non-Fiction	Fiction	Fiction	Poetry
Learning Journey 3	Learning Journey 3	Learning Journey 3	Learning Journey 3	Learning Journey 3	
<p>Text:</p>  <p>Purpose: Inform Form: Labels and Captions</p>  <p>Purpose: Inform Form: Labels and captions</p>  <p>Purpose: Inform Form: Missing poster</p> <p>To leave spaces between words. To use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas. To use words containing each of the 40+ phonemes taught.</p>	<p>Text:</p>  <p>Purpose: Entertain Form: Learn, recite & write Christmas jokes for the elf. Con prov: Write ideas for what the elf could get up to next</p> <p>SL 12 - Imitate popular language SL8 - Produce speech that is clear and easy to understand, with only a few immaturities</p>  <p>Purpose: Inform Form: List of rules for Mog to follow at Christmas.</p> <p>To say out loud what they are going to write about. To compose a sentence orally before writing it.</p>	<p>Text:</p>  <p>Purpose: Inform Form: Wanted Posters listing his appearance and crimes</p> <p>To begin to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark.</p> <p>To use a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'.</p>	<p>Text:</p>  <p>Purpose: Inform Form: Letter asking people to save the Earth</p> <p>To say out loud what they are going to write about. To compose a sentence orally before writing it To participate in discussions, presentations, performances, role play, improvisations and debates. To join words and clauses using and.</p> <p>To begin to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark.</p>	<p>Text:</p>  <p>Purpose: Entertain Form: Narrative - Retelling of a point in the story.</p> <p>To sequence sentences to form short narratives. To leave spaces between words. To join words and clauses using and. To begin to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark. To give well-structured descriptions.</p>	
GOLDEN THREAD: Fiction	Heritage/ Archaic	Poetry	Non-Fiction	Fiction	

Ongoing statements

Spelling:

To spell: words containing each of the 40+ phonemes already taught -common exception words - the days of the week. To name the letters of the alphabet in order. To use letter names to distinguish between alternative spellings of the same sound.

To add prefixes and suffixes:

- using the spelling rule for adding –s or –es as the plural marker for nouns and
- the third person singular marker for verbs
- using the prefix un–
- using –ing, –ed, –er and –est where no change is needed in the spelling of root words [for example, helping, helped, helper, eating, quicker, quickest]

To write from memory simple sentences dictated by the teacher that include words using the grapheme phoneme correspondence and common exception words taught so far.

Handwriting:

To sit correctly at a table, holding a pencil comfortably and correctly. To begin to form lower-case letters in the correct direction, starting and finishing in the right place.

To form capital letters. To form digits 0-9. To understand which letters belong to which handwriting ‘families’ (i.e. letters that are formed in similar ways) and to practise these.

Writing - Composition:

Write sentences by:

- saying out loud what they are going to write about
- composing a sentence orally before writing it
- sequencing sentences to form short narratives
- re-reading what they have written to check that it makes sense

To discuss what they have written with the teacher or other pupils.

To read aloud their writing clearly enough to be heard by their peers and the teacher.

Writing – Vocabulary, grammar and punctuation:

To leave spaces between words.

To join words and clauses using and.

To begin to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark.