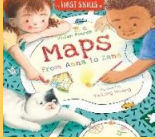
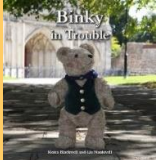
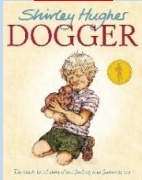
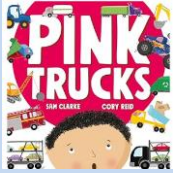
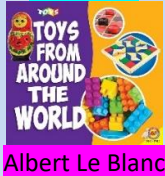
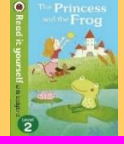
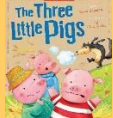
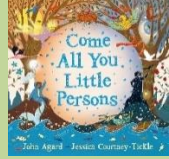
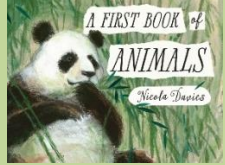
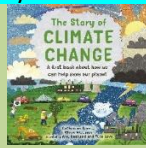
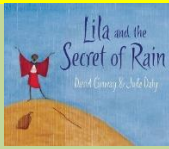
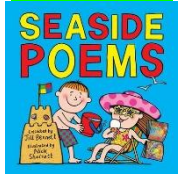
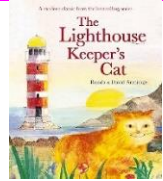
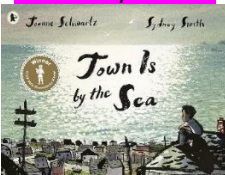
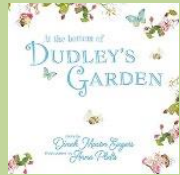
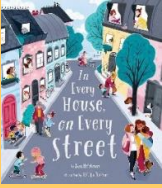
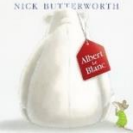
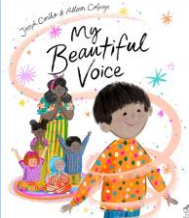
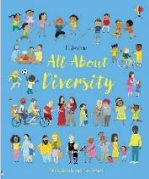
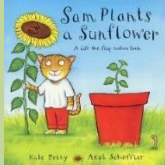
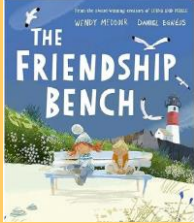
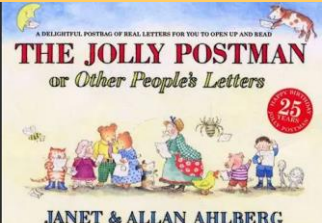


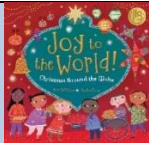
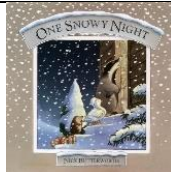
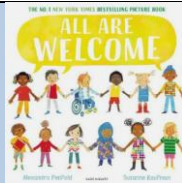
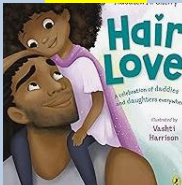
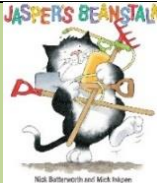
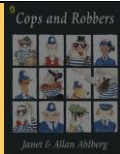


Year 1 Reading Long Term Overview

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
Theme: Me and my place in the world Text: Maps: First Skills Anna to Zane  Binky Bear in Trouble  The Perfect Fit 	Theme: Toys Text: Dogger  Pink Trucks  Terrific Toys From Around the World  Albert Le Blanc	Theme: Traditional Tales & alternative versions Text: Jack and the Beanstalk  Princess and the Frog  Prince Ribbit  Three Little Pigs 	Theme: Our Amazing World Text: Come All You Little Persons  A First Book of Animals  The Story of Climate Change  Lila and the Secret of Rain 	Theme: Seaside Text: Seaside Poems  The Lighthouse Keeper's Cat  Town is by the Sea  Sharing a shell 	Theme: Bees (link to longitudinal study) Bees  At the Bottom of Dudley's Garden 

In Every House on Every Street 					
<i>National Curriculum Objectives</i> 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	<i>National Curriculum Objectives</i> 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, ...'	<i>National Curriculum Objectives</i> 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 <u>Theme: Author Focus - Chris Haughton</u> Texts: A Bit lost  Don't Worry Little Crab  Shh, We have a plan	Learning Journey 2 <u>Theme: Christmas</u> Texts: The Christmas Eve Tree  The Christmas Pine  Joy to the World: Christmas Around the Globe	Learning Journey 2 <u>Theme: Winter</u> Texts: Winter Sleep A Hibernation Story  A Winter Dance  One Snowy Night Percy the Park Keeper	Learning Journey 2 <u>Theme: Celebrate Diversity</u> Texts: My beautiful voice  All about Diversity  All Are Welcome	Learning Journey 2 <u>Theme: In the Garden</u> Texts: Eddie's Garden: and how to make things grow  Sam Plants a Sunflower  Jasper's Beanstalk	Learning Journey 2 <u>Theme: Resilience & Determination</u> Texts: The Friendship Bench  Mr Jolly Postman 

			 		
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 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 I can listen to the teacher in my classroom and ignore other people or noises.			To discuss the significance of the title and events	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 predict what might happen on the basis of what has been read so far.	
<u>Ongoing statements delivered through daily Guided Reading Sessions</u> 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.					



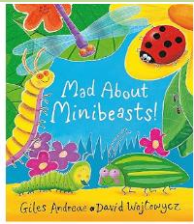
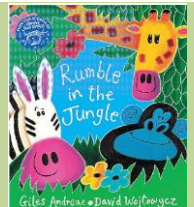
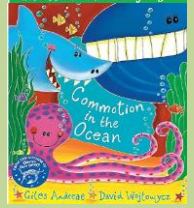
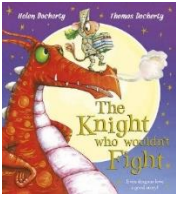
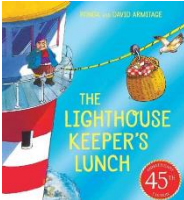
Year 1 Writing Long Term Overview

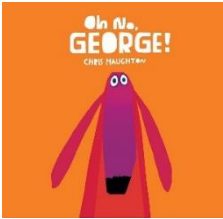
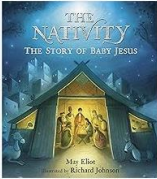
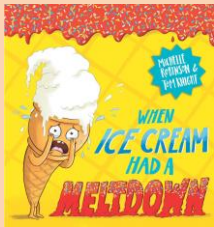
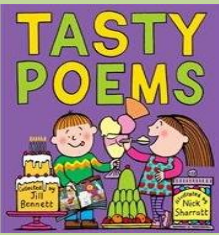
Pillars of our curriculum	Sustainability and Change (TRUST)		Diversity and Equality (RESPECT)		Aspiration and Wellbeing (DETERMINATION)
English Golden Threads	Diversity/ Representation	Poetry	Non-Fiction	Fiction	Heritage/ Archaic Language

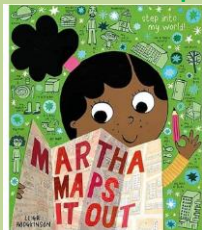
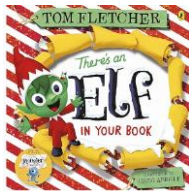
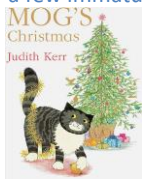
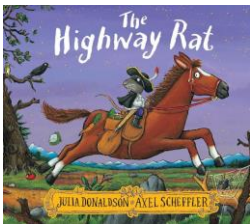
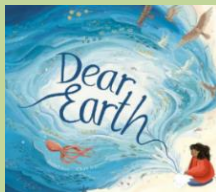
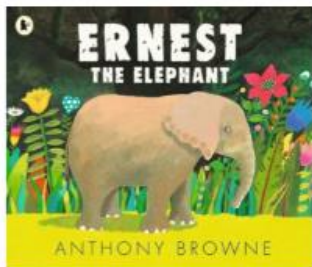
Purpose:

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
Texts:    Purpose: Entertain	Text: Purpose: Inform  Form: Toy Missing Posters To say out loud what they are going to write about. To compose a sentence orally before writing it. SPS3 - Able to group and name members of categories and to suggest possible category names I can sort things into groups and give each group a name. Able to guess the word from clues, or give others clues using	Text:  Purpose: Entertain Form: Character Labelling/ Speech bubbles To say out loud what they are going to write about. To compose a sentence orally before writing it. To give well-structured descriptions. To begin to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark	Experience: POA – Recount of Windsor Castle trip, sentence to match photo. Purpose: Inform Form: Recount of the trip for Mr Geraghty & Mrs Holland 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. To use a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'.	Text:  Purpose: Entertain Form: Narrative – Story Ending 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.	Text:  1) Purpose: Inform Form: Instructions on how to make a new sandwich for the Lighthouse Keeper 2) Purpose: Entertain Form: Narrative of the story - retell 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.

Form: Oral poetry performances 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 SL 9 - Remember their words and speak clearly in performances and role play Able to say words accurately with 3 syllables or less NCS 8 - Produce speech that is clear and easy to understand, with only a few immaturities	shape, size, function, etc. with support PREPOSITIONS in LETTERS	To read their writing aloud clearly enough to be heard by their peers and the teacher.	SL 6 - Maintain attention and participate in conversation and small groups providing there are minimal external distractions. Attention and participation in larger groups is sustained for most of the activity	Able to use appropriate tenses and word order NCS 5 - Able to use early 'story language'	To join words and clauses using and. To use adjectives to describe. Able to use appropriate tenses and word order NCS 5 - Able to use early 'story language'
Golden Thread: Poetry	Fiction	Fiction	Fiction	Diversity/ Representation	Fiction
Learning Journey 2	Learning Journey 2	Learning Journey 2	Learning Journey 2	Learning Journey 2	Learning Journey 2
Text:  Purpose: Entertain Form: Character Descriptions (2 word) To spell words containing each of the 40+ phonemes already taught. To discuss what they have written with the teacher or other pupils. To leave spaces between words. SL 7 -Use language to talk self through steps required in simple problem solving	Text: Nativity  Purpose: Inform Form: Invitation to parents to attend the nativity  Purpose: Entertain Form: Narrative - orally retell one part the Christmas story To say out loud what they are going to write about. To compose a sentence orally	Text:  Purpose: Inform Form: A booklet about how to look after a Bog Baby 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. Use language to talk through a series of steps for example for simple problem solving	Text:  Purpose: Inform Form: My feelings diary To say out loud what they are going to write about. To compose a sentence orally before writing it. To use a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'. To join words and clauses using and. To use the suffix er and est Able to use appropriate tenses and word order NCS 4 - Use language consistently to express likes and	Text:  Purpose: Inform Form: A fact file on Bees To sequence sentences to form short narratives. 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 SL 10 - Able to initiate a conversation with a class visitor by using prepared questions SL – 2 Ask questions to find out things using 'how' and 'why' when prompted	Text:  Purpose: Entertain Form: Poem about a food Perform Poem to an audience Collect vocabulary on the beach (adults to scribe) To participate in discussions, presentations, performances, role play. To read their writing aloud clearly enough to be heard by their peers and the teacher. To gain, maintain and monitor the interest of the listener(s). To use the suffixes er and est SL 9 - Remember their words and speak clearly in

	before writing it. To discuss what they have written SL 9 - Remember their words and speak clearly in presentations, performances and role play	e.g. 'I don't have enough paint to finish my picture. I'm going to borrow some from another table.' Able to use appropriate tenses and word order	dislikes e.g. 'I don't like using sticky clay.' 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	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	
Text:  Purpose: Inform Form: Labels and Captions  Purpose: Inform Form: Labels and captions  Purpose: Inform Form: Missing poster 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.	Text:  Purpose: Entertain Form: Learn, recite & write Christmas jokes for the elf. Con prov: Write ideas for what the elf could get up to next SL 12 - Imitate popular language SL8 - Produce speech that is clear and easy to understand, with only a few immaturities  Purpose: Inform Form: List of rules for Mog to follow at Christmas. To say out loud what they are going to write about. To compose a sentence orally before writing it.	Text:  Purpose: Inform Form: Wanted Posters listing his appearance and crimes To begin to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark. To use a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'.	Text:  Purpose: Inform Form: Letter asking people to save the Earth 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. To begin to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark.	Text:  Purpose: Entertain Form: Narrative - Retelling of a point in the story. 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.	
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.