

	AUTUMN 1		AUTUMN 2		SPRING 1		SPRING 2			SUMMER 1			SUMMER 2	
YEAR 1 CYCLE A	Homes		Once Upon a Time	Christmas	Animal Planet Antarctica		How does your garden grow?			Minibeasts			Fire Fire	
	Main Text(s): Red Rocket & Rainbow Jelly (Sharratt)	Main Text(s)- The Large Family (Murphy), Matilda's Cat (Gravett)	Main Text(s): Little Red Riding Hood	Main Texts: Father Christmas (Briggs)	Main Text(s): The Emperor's Egg (Jenkins), Lost and Found (Jeffer)	Main Text: Trapped by the Ice (McCurdy)	Main Text: Ten Seeds (Brown) Various poetry, Jack and the Beanstalk			Main Text(s): Superworm (Donaldson), Mad about Minibeasts (Andrae)			Main Text: How Rabbit Stole the Fire (Troughton)	Toby & The Great Fire of London (Nash)
Facts about me	Stories set in familiar settings	Fairytales sentences Wanted poster for the Wolf	Letters to Father Christmas	Non-fiction recount told through story Journey and friendship story	Report about Ernest Shackleton	Explanation text- How do plants grow?	Poems on a theme - plants	Traditional tales- based on Jack and the Bstak	Stories with predictable and patterned language	Poetry - description	Explanation text- minibeasts	Folk tales	Diary entry about Great Fire of London	
<b>SKILLS PROGRESSION</b> (when new skills introduced)														
Grammar: Capital letters Finger spaces Full stops Sense (CFFS)	Grammar: Nouns CFFS  Grammar: Format of an invitation Question marks	Grammar: Adjectives Exclamation marks CFFS	Grammar: Nouns Adjectives	Grammar: CFFS  Grammar: Adjectives	Grammar: CFFS Verbs Using 'and'	Grammar: CFFS Adding prefix 'un' to adjectives	Grammar: Present tense CFFS	Grammar: Adjectives	Grammar: Adjectives CFFS	Grammar: Regular plural noun suffixes CFFS	Grammar: Questions Suffixes to verbs with no change	Grammar: Personal pronoun 'I'	Grammar: Format of instructions Imperative verbs Adding 'un' prefix to verbs	
<b>SKILLS PROGRESSION</b> (consolidation throughout year)														
<b>WRITING</b> Throughout year/consolidation skills: <b>Handwriting</b> (throughout year) <ul style="list-style-type: none"> <li>• sit correctly at a table, holding the pencil comfortably and correctly</li> <li>• begin to form lower-case letters in the correct direction, starting and finishing in the right place</li> <li>• form capital letters</li> <li>• form digits 0-9</li> </ul>	<b>Planning and drafting writing</b> <ul style="list-style-type: none"> <li>• composing a sentence orally before writing it</li> <li>• sequencing sentences to form short narratives</li> <li>• read their writing aloud clearly enough to be heard by peers and teacher</li> <li>• joining words and joining clauses using 'and'</li> </ul>	<b>Punctuation</b> <ul style="list-style-type: none"> <li>• leaving spaces between words</li> <li>• use capital letters to demarcate new sentences, and full stops to show the end of sentences</li> </ul> <b>Spelling</b> <ul style="list-style-type: none"> <li>• spell words containing each of the 40+ phonemes taught</li> <li>• spell common exception words</li> <li>• spell days of the week</li> <li>• name the letters of the alphabet in order</li> </ul>	<b>READING</b> Throughout year/consolidation skills: <b>Reading: Decoding</b> <ul style="list-style-type: none"> <li>• speedily read all 40+ letters/groups for 40+ phonemes</li> <li>• read accurately by blending taught GPC</li> <li>• read common exception words</li> <li>• read common suffixes (-s, -es, -ing, -ed etc)</li> <li>• read multisyllable words containing taught GPC</li> <li>• read contractions and be able to understand the use of apostrophe</li> <li>• read aloud phonically-decodable texts</li> </ul> <b>Reading: Range of Reading</b> <ul style="list-style-type: none"> <li>• listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently</li> <li>• being encouraged to link what they read or hear read to their own experience</li> </ul>	<b>Reading: Familiarity of texts</b> <ul style="list-style-type: none"> <li>• becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics</li> <li>• recognising and joining in with predictable phrases</li> </ul> <b>Reading: Poetry and Performance</b> <ul style="list-style-type: none"> <li>• learning to appreciate rhymes and poems, and to recite some by heart</li> </ul> <b>Reading: Word Meanings</b> <ul style="list-style-type: none"> <li>• discussing word meanings, linking new meanings to those already known</li> </ul> <b>Reading: Understanding</b> <ul style="list-style-type: none"> <li>• drawing on what they already know or on background information and vocabulary provided by the teacher</li> <li>• checking that the text makes sense to them as they read and correcting inaccurate reading</li> </ul>	<b>Reading: Inference</b> <ul style="list-style-type: none"> <li>• making inferences on the basis of what is being said and done</li> <li>• discussing the significance of title and events</li> </ul> <b>Reading: Prediction</b> <ul style="list-style-type: none"> <li>• predicting what might happen on the basis of what has been read so far</li> </ul> <b>Reading: Discussing Reading</b> <ul style="list-style-type: none"> <li>• participate in discussion about what is read to them, taking turns and listening to what others say</li> <li>• explain clearly their understanding of what is read to them</li> </ul>									

