

	AUTUMN 1		AUTUMN 2		SPRING 1			SPRING 2			SUMMER 1			SUMMER 2	
YEAR 1 CYCLE A	Homes		Once Upon a Time / Celebrations		Frozen: Antarctica			How does your garden grow?			Nature Detectives			Oh I do like to be beside the seaside	
	Main Text(s): Red Rocket & Rainbow Jelly (Sharratt)	Main Text(s)- The Large Family (Murphy),	Main Text(s): Bonfire/ Firework poems.	Main Text(s): Little Red Riding Hood and other fairy tales.	Main Text: Lost and Found (Jeffers)	Main Text: Penguins (Bone)	Main Text: The Emperor's Egg (Jenkins).	Main Text: Jack and the Beanstalk	Main Text: How do Plants Grow?	Poems on a theme - plants	Main Text(s): Superworm (Donaldson),	Main Text: The Big Book of Bugs (Zommer)	Main Text: Mad about Minibeasts (Andrae)	Main Text: The Lighthouse Keeper's Lunch (Armitage)	
	Facts about me	Stories set in familiar settings	Poetry using our five senses	Wanted poster for the Wolf Invitation to a celebration	Story writing using the character in a familiar setting (school)	Information text writing	Acrostic Poem writing - PENGUIN	Retelling of Jack and the Beanstalk	Explanation text- How do plants grow?	Poetry - description	Stories with predictable and patterned language – invention of new minibeast	Explanation Text – minibeasts – to make a class book.	Poetry – Riddle Writing	Diary writing – as Lighthouse Keeper	Instruction Writing – how to make a sandwich
SKILLS PROGRESSION (when new skills introduced)															
	Grammar: Capital letters Finger spaces Full stops Sense (CFFS)	Grammar: Nouns CFFS	Grammar: Nouns Adjectives	Grammar: Nouns Adjectives Grammar: Format of an invitation Question marks	Grammar: CFFS	Grammar: CFFS Verbs Using 'and'	Grammar: Adjectives	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
SKILLS PROGRESSION (consolidation throughout year)															
	WRITING Throughout year/consolidation skills: Handwriting (throughout year) <ul style="list-style-type: none"> • sit correctly at a table, holding the pencil comfortably and correctly • begin to form lower-case letters in the correct direction, starting and finishing in the right place • form capital letters • form digits 0-9 		Punctuation <ul style="list-style-type: none"> • leaving spaces between words • use capital letters to demarcate new sentences, and full stops to show the end of sentences 		Spelling <ul style="list-style-type: none"> • spell words containing each of the 40+ phonemes taught • spell common exception words • spell days of the week • name the letters of the alphabet in order 			READING Throughout year/consolidation skills: Reading: Decoding <ul style="list-style-type: none"> • speedily read all 40+ letters/groups for 40+ phonemes • read accurately by blending taught GPC • read common exception words • read common suffixes (-s, -es, -ing, -ed etc) • read multisyllable words containing taught GPC • read contractions and be able to understand the use of apostrophe • read aloud phonically-decodable texts Reading: Range of Reading <ul style="list-style-type: none"> • listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently 			Reading: Familiarity of texts <ul style="list-style-type: none"> • becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics • recognising and joining in with predictable phrases Reading: Poetry and Performance <ul style="list-style-type: none"> • learning to appreciate rhymes and poems, and to recite some by heart Reading: Word Meanings <ul style="list-style-type: none"> • discussing word meanings, linking new meanings to those already known Reading: Understanding <ul style="list-style-type: none"> • drawing on what they already know or on background information and vocabulary provided by the teacher 			Reading: Inference <ul style="list-style-type: none"> • making inferences on the basis of what is being said and done • discussing the significance of title and events Reading: Prediction <ul style="list-style-type: none"> • predicting what might happen on the basis of what has been read so far Reading: Discussing Reading <ul style="list-style-type: none"> • participate in discussion about what is read to them, taking turns and listening to what others say 	

				<ul style="list-style-type: none">• being encouraged to link what they read or hear read to their own experience	<ul style="list-style-type: none">• checking that the text makes sense to them as they read and correcting inaccurate reading	explain clearly their understanding of what is read to them
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