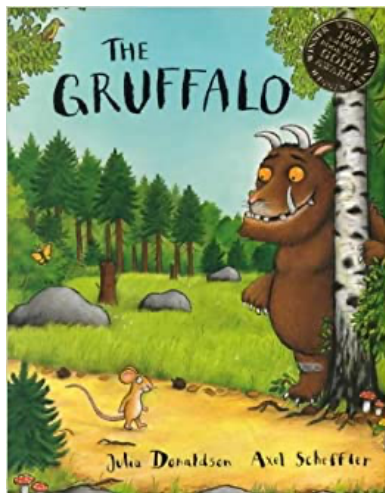


## Autumn Term

### Week 1

#### Text



#### Reading objectives

- I can read set 1 sounds at speed
- I can sound out and blend words containing set 1 sounds
- I am beginning to read words containing the common Y1 suffixes (-s,-es,-ing,-ed and -est)
- I can read some common exception words.
- I am beginning to read some contracted words e.g. I'm, I'll, we'll
- I can use 'Fred in your head' to read some words without sounding out loud
- I am beginning to sound out unfamiliar words, without hesitation.
- I am beginning to talk about things I like in books that I have read, and listen to the views of others.
- I can listen to and discuss a wide range of poems, stories and non-fiction texts.
- I am beginning to retell familiar stories in order.
- I can learn to appreciate rhymes and poems.
- I am beginning to make simple inferences about what has been said or done.
- I can predict what might happen.
- I can discuss what I have read and listen to others.

#### Phonics

Grapheme	Phoneme	Example word
j	/dʒ/	jug
k	/k/	key
l	/l/	Leg
ll	/l/	hill

#### Grammar and Punctuation objectives

**Writing in a Book** This step is to prepare children for writing in books throughout the rest of their education. Children may have used books or lined paper in Early Years. If not, this may be the first time they see a book or lined paper. If children have encountered lined books or paper in Early Years, then this step will be a useful reminder and prompt as well as a way to introduce them to the book they will be using this year. Explain that we use lines on paper to help keep our writing neat. Allow children to begin writing on lined paper or in a book so they can get used to staying on the line. Explain there is a margin on the paper or in the book so we can add in additional words or sentences. Usually the teacher uses the margin so follow your school's policy regarding writing in the margins. Children need to know that they should start each new line close to the margin and not slanting away from the margin. Focused Questions. Why do we need lines on paper? How can the lines help us when writing? Why do we need a margin? Why do we need to write close to the margin?

**Leaving Spaces Between Words** To build on skills learned in Early Years, children need to know when to use a space and how to correctly use spacing. Children should be encouraged to use a concrete tool (e.g. a finger, a spacing tool) to aid them in spacing words correctly. Children should be shown examples of correct spacing as well as incorrect spacing and shown the importance of correct spacing. Focused Questions. Where should the

space(s) be in this sentence? Why are words separated by spaces? How can we make sure our spaces are the same each time?

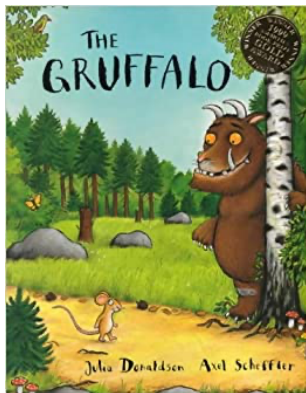
**Writing Objectives**

Create a story map to sequence the story. Use this story map and boxing up to retell the story verbally.

- I am beginning to use capital letters for names and places
- I am beginning to use finger spaces between each word.
- I am beginning to use -s to form a plural
- I am beginning to use set 2 sounds to sound phonetically
- I am beginning to form lower case letters correctly, starting and finishing in the correct place.
- I am beginning to read my work out loud to others.

**Week 2**

**Text**



**Reading objectives**

- I can read set 1 sounds at speed
- I can sound out and blend words containing set 1 sounds
- I am beginning to read words containing the common Y1 suffixes (-s,-es,-ing,-ed and -est)
- I can read some common exception words.
- I am beginning to read some contracted words e.g. I'm, I'll, we'll
- I can use 'Fred in your head' to read some words without sounding out loud
- I am beginning to sound out unfamiliar words, without hesitation.
- I am beginning to talk about things I like in books that I have read, and listen to the views of others.
- I can listen to and discuss a wide range of poems, stories and non-fiction texts.
- I am beginning to retell familiar stories in order.
- I can learn to appreciate rhymes and poems.
- I am beginning to make simple inferences about what has been said or done.
- I can predict what might happen.
- I can discuss what I have read and listen to others.
- I can discuss what I have read and listen to others.

**Phonics**

Grapheme	Phoneme	Example word
m	/m/	man
n	/n/	man
ng	/ŋ/	sing

**Grammar and Punctuation objectives**

**Recognising Space Sizes** Once children are able to leave spaces between words, they should begin to recognise space sizes and decide if a space is separating letters in words, or words in sentences. Children should be taught to leave small spaces between letters and larger spaces between each word. Children should be able to read back their writing using knowledge of space sizes between letters and words. Focused Questions. Is this a space between two letters or two words? How do you know? What can you use to make sure your spaces between words are bigger than your spaces between letters?

**Consistent Space Sizes** Once children can recognise the difference in spaces between letters and spaces between words, they need to learn to use consistent space sizes. They need to understand that this helps

others to easily read their writing. Children could practise writing short sentences, spacing the letters evenly and also spacing the words evenly (with bigger spaces between the words). Children could measure the spaces between their own words (using fingers or a finger spacing tool) before and after this step to see the difference. Focused Questions. Are the spaces between these letters the same? Why do the spaces between letters need to be the same? Are the spaces between these words the same? Why do the spaces between words need to be the same?

### Writing Objectives

Plan and write a character description of the Gruffalo

- I am beginning to say my sentences out loud before writing them down
- I can read my writing to an adult
- I am beginning to write simple sentences
- I am beginning to use adjectives to describe
- I am beginning to use capital letters for names and places
- I am beginning to use finger spaces between each word
- I am beginning to use full stops to end sentences
- I am beginning to use -s to form a plural
- I am beginning to use set 2 sounds to sound phonetically
- I am beginning to form lower case letters correctly, starting and finishing in the correct place
- I am beginning to re- read my work and check that it makes sense
- I am beginning to read my work out loud to others.

## Week 3

### **Text**

Under the Woodland Autumn Leaves (blue read me first books)

There a a range of rhyming Autumn poems online that could also be used.



### **Reading objectives**

- I can read set 1 sounds at speed
- I can sound out and blend words containing set 1 sounds
- I am beginning to read words containing the common Y1 suffixes (-s,-es,-ing,-ed and -est)
- I can read some common exception words.
- I am beginning to read some contracted words e.g. I'm, I'll, we'll
- I can use 'Fred in your head' to read some words without sounding out loud
- I am beginning to sound out unfamiliar words, without hesitation.
- I can listen to and discuss a wide range of poems, stories and non-fiction texts.
- I am beginning to link what I have read to my own experiences.
- I can learn to appreciate rhymes and poems.
- I can discuss the significance of the title and events.
- I can discuss what I have read and listen to others.

### Phonics

Grapheme	Phoneme	Example word
o	/ɒ/	hot
oi	/ɔɪ/	coin
oo	/u:/ & /ʊ/	room & book

### Grammar and Punctuation objectives

**Consistent Letter Sizes** Now that children are evenly spacing the letters in words, they need to learn that the sizes of the letters should be even too. They need to understand that this is important for having neat handwriting that others can read. Children could discuss this when reading a book, or could be shown examples of writing for a higher year group so they can understand why it is important. Children should practise writing high frequency words, sizing the letters evenly. Focused Questions. Are these two 'a's the same size? Which different letters are the same size in this sentence? Why is the 't' taller than the 'c' and 'a' in cat?

**Spacing Letters and Words** Children should now be aware of correctly spacing letters and words, and that letters should be evenly sized. Some children may be able to do this consistently but not all children will be, so keep reminding them of the expectations when writing. Children should know what tools they can use to help them when spacing words (finger or a finger spacing tool). Children should be able to spot correctly spaced sentences as well as incorrectly spaced sentences in examples and in their own work. Focused Questions. Is this sentence spaced correctly? How do you know? Can you spot a good example of spacing in your own work? Can you find a sentence in your own work where you could have improved the spacing?

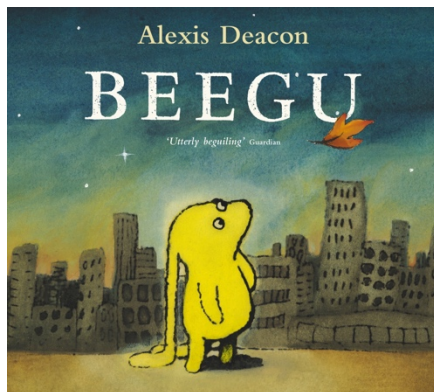
### Writing Objectives

Children to perform Autumn poems and then create their own poems and perform.

- I am beginning to say my sentences out loud before writing them down.
- I can write a simple sentence with some support.
- I can read my writing to an adult
- I am beginning to use adjectives to describe
- I am beginning to use finger spaces between words
- I am beginning to use set 2 sounds to sound phonetically
- I am beginning to form lower case letters correctly, starting and finishing in the correct place.
- I am beginning to re- read my work and check that it makes sense.
- I am beginning to read my work out loud to others.

## Week 4

### Text Mental Health Week



### Reading objectives

- I can read set 1 sounds at speed
- I can sound out and blend words containing set 1 sounds
- I am beginning to read words containing the common Y1 suffixes (-s,-es,-ing,-ed and -est)
- I can read some common exception words.
- I am beginning to read some contracted words e.g. I'm, I'll, we'll
- I can use 'Fred in your head' to read some words without sounding out loud
- I am beginning to sound out unfamiliar words, without hesitation.
- I am beginning to talk about things I like in books that I have read, and listen to the views of others.
- I am beginning to link what I have read to my own experiences.
- I can discuss word meanings, linking new meanings to those I already know.
- I am beginning to make simple inferences about what has been said or done.
- I can predict what might happen.
- I can discuss what I have read and listen to others.

### Phonics

Grapheme	Phoneme	Example word
or	/ɔ:/	born
p	/p/	pet
qu	/k//w/	quit

### Grammar and Punctuation objectives

**The Alphabet** For this step, we recommend teaching the names of letters in order to help distinguish between sounds for spelling. Children should learn the 26 letter names and their graphemes in the correct order. We recommend using alphabet strips, magnetic letters or any other visual aide to help with learning the order of the letters. Focused Questions. What are the letter names of these graphemes? How many letters are in the alphabet? How could we order these letters?

**Introducing Lower-Case Letters** Children need to practise forming the letters in preparation for writing. The supporting resources introduce the lower-case letters most commonly used in Year 1, however you may wish to teach the formation of letters following your phonics scheme or handwriting policy. Children should be given support and visual aides to help them throughout this step. Focused Questions. Write the letter a. What letter does the word cat start with? Does pen start with p or q?

### Writing Objectives

Children to plan and write a guide on how to be kind and a good friend.

- I am beginning to say my sentences out loud before writing them down.
- I can write a simple sentence with some support.
- I can read my writing to an adult
- I am beginning to use finger spaces between each word.
- I am beginning to use full stops to end sentences



- I am beginning to use -s to form a plural
- I am beginning to use set 2 sounds to sound phonetically
- I am beginning to form lower case letters correctly, starting and finishing in the correct place.
- I am beginning to re- read my work and check that it makes sense.
- I am beginning to read my work out loud to others.

## Week 5

### Text



<https://youtu.be/9m8JvdBZiSE>

### Reading objectives

- I can read set 1 sounds at speed
- I can sound out and blend words containing set 1 sounds
- I am beginning to read words containing the common Y1 suffixes (-s,-es,-ing,-ed and -est)
- I can read some common exception words.
- I am beginning to read some contracted words e.g. I'm, I'll, we'll
- I can use 'Fred in your head' to read some words without sounding out loud
- I am beginning to sound out unfamiliar words, without hesitation.
- I am beginning to talk about things I like in books that I have read, and listen to the views of others.
- I can listen to and discuss a wide range of poems, stories and non-fiction texts.
- I can discuss word meanings, linking new meanings to those I already know.
- I am beginning to make simple inferences about what has been said or done.
- I can discuss the significance of the title and events.
- I can discuss what I have read and listen to others.

### Phonics

Grapheme	Phoneme	Example word
r	/r/	red
s	/s/&/z/	sit & hens
sh	/ʃ/	she

### Grammar and Punctuation objectives

**Introducing Capital Letters** Along with learning to form lower-case letters, children need to recognise and use capital letters. The supporting resources introduce the capital letters most commonly used in Year 1, however you may wish to teach the formation of letters following your phonics scheme or handwriting policy. Focused Questions. Write the capital letter a. Write the lower-case letter for B.

**Lower Case and Capitals** This step compares lower-case and capital letters in preparation of using them in writing. Children should be able to match a lower-case letter with its corresponding capital letter. Children should practise capitalising the first letter of words so they are used to writing a mix of both capitals and lower-case letters, ready for punctuating sentences. Focused Questions. Which letter is a capital? Can you match the lower-case letter to the capital letter? Can you write this letter as a capital letter and a lower-case letter? Do these letters have the same name? Do they sound the same?

## Writing Objectives

Children to plan and write two short diary entries. One from the beginning of the story and one from the end. How does she feel?

- I am beginning to say my sentences out loud before writing them down.
- I can write a simple sentence with some support.
- I can read my writing to an adult
- I am beginning to use adjectives to describe
- I am beginning to use capital letters for names and places
- I am beginning to use a capital letter for the personal pronoun 'I'
- I am beginning to use finger spaces between each word.
- I am beginning to use full stops to end sentences
- I am beginning to form lower case letters correctly, starting and finishing in the correct place.
- I am beginning to re- read my work and check that it makes sense.
- I am beginning to read my work out loud to others.

## Week 6

### Text

A trip to the zoo



### Reading objectives

- I can read set 1 sounds at speed
- I can sound out and blend words containing set 1 sounds
- I am beginning to read words containing the common Y1 suffixes (-s,-es,-ing,-ed and -est)
- I can read some common exception words.
- I am beginning to read some contracted words e.g. I'm, I'll, we'll
- I can use 'Fred in your head' to read some words without sounding out loud
- I am beginning to sound out unfamiliar words, without hesitation.
- I can listen to and discuss a wide range of non-fiction texts.
- I am beginning to link what I have read to my own experiences.
- I can discuss word meanings, linking new meanings to those I already know.
- I can discuss the significance of the title and events.
- I can discuss what I have read and listen to others.

### Phonics

Grapheme	Phoneme	Example word
ss	/s/	miss
t	/t/	tea
th	/θ/ & /ð/	both & this

### Grammar and Punctuation objectives

**Full Stops** Children should be introduced to the full stop punctuation mark. They should know that it is called a full stop and that it is used to show the end of a sentence when writing. This step focuses on forming a full stop and identifying where it should go in given sentences, rather than children writing and punctuating their own sentences. Focused Questions Where should you use a full stop? Where should the full stop go in the following sentence? Is this full stop in the correct place?

**Capital Letters at the Start of Sentences and 'I'** Once children are correctly forming lower-case and capital letters, they should begin to understand when to use them. Children need to know that a capital letter is used at the start of a sentence (the skill of capitalising the first letter of a word has been practised in step 4). Children also need to know that the letter 'i' used on its own (to refer to oneself) needs to be capitalised, where as the letter 'a' used on its own does not need to be capitalised. Capital letters will be revisited in Autumn Block 4 and Spring Block 3, where days of the week, months of the year, names of people and names of places will be covered. Focused Questions. When is a capital letter used? Which letter should be capitalised in the following sentence? Should the letter 'i' on its own be lower-case or a capital?

### Writing Objectives

Children to plan a recount of a recent trip or a day at school. Use a planning map and boxing up to organise ideas.

- I am beginning to say my sentences out loud before writing them down.
- I can write a simple sentence with some support.
- I can read my writing to an adult
- I am beginning to use adjectives to describe
- I am beginning to use capital letters for names and places
- I am beginning to use a capital letter for the personal pronoun 'I'
- I am beginning to use finger spaces between each word.
- I am beginning to use full stops to end sentences
- I am beginning to use -s to form a plural
- I am beginning to use set 2 sounds to sound phonetically
- I am beginning to form lower case letters correctly, starting and finishing in the correct place.
- I am beginning to re- read my work and check that it makes sense.
- I am beginning to read my work out loud to others.



## Week 7

### Text

At the seaside



### Reading objectives

- I can read set 1 sounds at speed
- I can sound out and blend words containing set 1 sounds
- I am beginning to read words containing the common Y1 suffixes (-s,-es,-ing,-ed and -est)
- I can read some common exception words.
- I am beginning to read some contracted words e.g. I'm, I'll, we'll
- I can use 'Fred in your head' to read some words without sounding out loud
- I am beginning to sound out unfamiliar words, without hesitation.
- I can listen to and discuss a wide range of non-fiction texts.
- I am beginning to link what I have read to my own experiences.
- I can discuss word meanings, linking new meanings to those I already know.
- I can discuss the significance of the title and events.
- I can discuss what I have read and listen to others.

### Phonics

Grapheme	Phoneme	Example word
u	/ʌ/ or /ʊ/	cup
v	/v/	vet
w	/w/	wet

### Grammar and Punctuation objectives

**Using Capital Letters and Full Stops** Once children know how capital letters and full stops are used, they should be able to identify where they are needed in given text. Children should be given the sentences and practising writing them out with capital letters and full stops in the correct place, before moving onto identifying missing or incorrect capital letters and full stops. Focused Questions. Are the capital letter(s) and full stop(s) in the correct place? Rewrite this sentence and add in a capital letter and a full stop.

**Recognising a Sentence** Now that children can correctly punctuate single sentences, they need to be able to identify the end of one sentence and the start of the next sentence. In the next block, they will learn how to identify sentences using their knowledge of nouns and verbs but for now it should be looking at natural breaks in two sentences, i.e. the postman gave me a letter the dog barked at him has a natural break after the word letter. The two sentences are linked together but the information in both is separate. Children should begin to spot these natural breaks in given sentences and be able to punctuate them with a capital letter and full stop accordingly. Focused Questions. Where should the capital letters and full stops go in the following two sentences? Have these two sentences been punctuated correctly?

### Writing Objectives

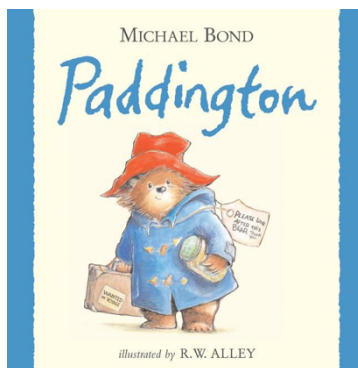
Children to use their plans to write their recounts.

- I am beginning to say my sentences out loud before writing them down.
- I can write a simple sentence with some support.
- I can read my writing to an adult

- I am beginning to use adjectives to describe
- I am beginning to use capital letters for names and places
- I am beginning to use a capital letter for the personal pronoun 'I'
- I am beginning to use finger spaces between each word.
- I am beginning to use full stops to end sentences
- I am beginning to use -s to form a plural
- I am beginning to use set 2 sounds to sound phonetically
- I am beginning to spell some Y1 common exception words.
- I am beginning to use the prefix -un
- I am beginning to use the suffix -ing, -ed, -er and -est
- I am beginning to form lower case letters correctly, starting and finishing in the correct place.
- I am beginning to sequence sentences to form short narratives.
- I am beginning to re-read my work and check that it makes sense.
- I am beginning to read my work out loud to others.

## Week 8

### Text



### Reading objectives

- I can read set 1 sounds at speed
- I can sound out and blend words containing set 1 sounds
- I am beginning to read words containing the common Y1 suffixes (-s, -es, -ing, -ed and -est)
- I can read some common exception words.
- I am beginning to read some contracted words e.g. I'm, I'll, we'll
- I can use 'Fred in your head' to read some words without sounding out loud
- I am beginning to sound out unfamiliar words, without hesitation.
- I can listen to and discuss a wide range of poems, stories and non-fiction texts.
- I am beginning to retell familiar stories in order.
- I am beginning to make simple inferences about what has been said or done.
- I can discuss the significance of the title and events.
- I can predict what might happen.
- I can discuss what I have read and listen to others.

### Phonics

Grapheme	Phoneme	Example word
x	/k//s/	mix
y	/j/	yes
z	/z/	zip
zz	/z/	buzz

### Grammar and Punctuation objectives

**Nouns** In this block, children will learn about two types of words. They should learn that when we speak or write, we use many different types of words and that each type has an important job to do. The first word type that children will learn is noun. In this step, children will learn about common nouns. Common nouns are the names of objects and types of animals, people or places. Common nouns include words such as: table, chair, spoon, dog, cat, horse, sister, brother, baby, child, school, library, garden, house. Common nouns can also be made up of two words such as bus station or primary school.

In this step, children should learn a variety of common nouns and be able to give examples of nouns that they know. Focused Questions. Is apple a noun? How do you know? How many nouns can you see in the classroom? On the playground? At home?

**Verbs** In this step, children will learn about verbs. For now, children will learn that verbs are actions (doing words). Verbs are words that can be done and include a wide variety of examples, including: look, walk, run, sit, stand, said, play, shout, cry, eat. Children should be able to identify words as being verbs depending on whether it is an action or not. Focused Questions. Is table a verb? How do you know? What actions have you done today? Are these words verbs?

**Noun or Verb?** In this step, children will practise identifying whether a word is a noun or a verb using their knowledge of the previous two steps. Children should be able to class a word as a noun or a verb depending on whether it is the name of an object, a type of animal, person or place, or an action. Focused Questions. Is sofa a verb or a noun? How do you know? What type of word is rabbit? What type of word is sit?

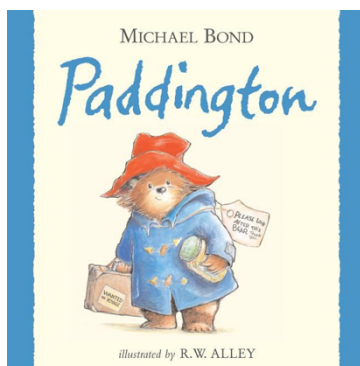
### Writing Objectives

Children to use story maps and boxing up to plan out the story.

- I am beginning to say my sentences out loud before writing them down.
- I can write a simple sentence with some support.
- I can read my writing to an adult
- I am beginning to use adjectives to describe
- I am beginning to use capital letters for names and places
- I am beginning to use finger spaces between each word.
- I am beginning to use full stops to end sentences
- I am beginning to use -s to form a plural
- I am beginning to use set 2 sounds to sound phonetically
- I am beginning to spell some Y1 common exception words.
- I am beginning to form lower case letters correctly, starting and finishing in the correct place.
- I am beginning to read my work out loud to others.

## Week 9

### Text



### Reading objectives

- I can read set 1 sounds at speed
- I can sound out and blend words containing set 1 sounds
- I am beginning to read words containing the common Y1 suffixes (-s,-es,-ing,-ed and -est)
- I can read some common exception words.
- I am beginning to read some contracted words e.g. I'm, I'll, we'll
- I can use 'Fred in your head' to read some words without sounding out loud
- I am beginning to sound out unfamiliar words, without hesitation.
- I can listen to and discuss a wide range of poems, stories and non-fiction texts.
- I am beginning to retell familiar stories in order.
- I am beginning to make simple inferences about what has been said or done.
- I can discuss the significance of the title and events.
- I can predict what might happen.
- I can discuss what I have read and listen to others.

### Phonics

Grapheme	Phoneme	Example word
a-e	/eɪ/	came
ai	/eɪ/	bait

### Grammar and Punctuation objectives

**Recognising Nouns in Sentences** Now that children can identify whether a word is a noun or a verb, they should begin to identify them within sentences. Again, remind children that there are many different types of words with jobs to do so some words in sentences are not nouns or verbs. This step focuses on recognising nouns within sentences, but will include some elements of verbs. Children need to be able to identify nouns within sentences so that when they write their own sentences, they understand that it must include a noun. Children should learn that a sentence may include more than one noun and that these must be linked by the verb, for example The boy stroked the dog. Both boy and dog are nouns and they are linked together by the verb stroked. Focused Questions. Which word is the noun in the sentence? How many nouns are in this sentence?

**Recognising Verbs in Sentences** Children should learn that a sentence must include a verb which tells us what the noun is doing. Focused Questions. Which word is the verb in the sentence? Which noun is doing the verb?

**Using Nouns and Verbs in Sentences** Now that children can recognise nouns and verbs in sentences, they should move on to using them in sentences. Children should be confident with giving examples of nouns and verbs at this point so they should be making sensible suggestions for adding nouns and verbs to sentences. In this step, children will begin to write their own sentences using nouns and verbs. The only additional word types used to create these sentences will be articles (a, an and the). The resources will not include adjectives or conjunctions which will be taught later in KS1. It is important for children to be able to write simple sentences without adjectives and conjunctions so that they really understand how a sentence is built. Children should understand at this point that a sentence must include a verb and at least one noun. Focused Questions. What sentence could we write using the nouns 'girl' and 'football' and the verb 'played'? Use the verb 'sit' to make a sentence using your own choice of noun(s).

## Writing Objectives

Children to write postcard to Aunt Lucy telling them about his life in England.

- I am beginning to say my sentences out loud before writing them down.
- I can write a simple sentence with some support.
- I can read my writing to an adult
- I am beginning to use adjectives to describe
- I am beginning to use capital letters for names and places
- I am beginning to use a capital letter for the personal pronoun 'I'
- I am beginning to use finger spaces between each word.
- I am beginning to use full stops to end sentences
- I am beginning to use -s to form a plural
- I am beginning to use set 2 sounds to sound phonetically
- I am beginning to spell some Y1 common exception words.
- I am beginning to use the prefix -un
- I am beginning to use the suffix -ing, -ed, -er and -est
- I am beginning to form lower case letters correctly, starting and finishing in the correct place.
- I am beginning to sequence sentences to form short narratives.
- I am beginning to re- read my work and check that it makes sense.
- I am beginning to read my work out loud to others.

## Week 10

### Text

<https://www.literacyshed.com/bubbles.html>



### Reading objectives

- I can read set 1 sounds at speed
- I can sound out and blend words containing set 1 sounds
- I am beginning to read words containing the common Y1 suffixes (-s,-es,-ing,-ed and -est)
- I can read some common exception words.
- I am beginning to read some contracted words e.g. I'm, I'll, we'll
- I can use 'Fred in your head' to read some words without sounding out loud
- I am beginning to sound out unfamiliar words, without hesitation.
- I can listen to and discuss a wide range of stories
- I am beginning to link what I have seen to my own experiences.
- I am beginning to make simple inferences about what has been said or done.
- I can discuss the significance of the title and events.
- I can predict what might happen.
- I can discuss what I have seen and listen to others.

### Phonics

Grapheme	Phoneme	Example word
air	/ɛə/	air
au	/ɔ:/	launch
aw	/ɔ:/	raw

### Grammar and Punctuation objectives

**Recognising and Forming Capital Letters** At this point in the year, children should have some understanding of capital letters (covered in Autumn Block 2). They should be able to recognise which letters are capital and which are lower case (they may not be able to recognise this for every letter of the alphabet yet). This step allows children to practice recognising and forming capital letters in preparation for the rest of this block. They will also need to practice writing the first letter of a word as a capital, with the rest of the letters in lower case (this has also been covered in Autumn Block 2). This step is optional and if your children are confident in recognising and forming capital letters on their own and as part of a word, you can choose to skip it. Focused Questions. Write a as a capital letter. Which letters are capitals? Which letters are lower case? Write this word with a capital letter at the beginning.

**Capital Letters for Days of the Week** In this step, children will look at the days of the week and how they should be written (Monday, Tuesday, Wednesday, Thursday, Friday, Saturday and Sunday). Children can be taught that these are the names of each day of the week, so they are proper nouns. Children should understand that the first letter of each day must be capitalised. This step should also help children to learn the correct spelling for each day. Children could be given a word bank of the days of the week to help support them during this step. We recommend that after this step has been taught, children are given regular opportunities to write the days of the week (the next two steps build up to writing the date). Focused Questions. What are the days of the week? What day is it today? Can you use these letters to help you spell it? Which letter needs to be capitalised in Monday? Which days are school days? Which days are the weekend?

### Writing Objectives

Write a setting description for the underwater or space scene.

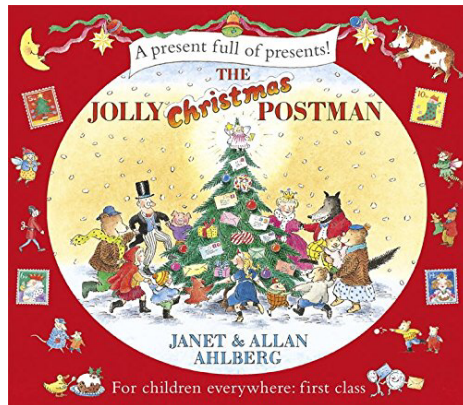
- I am beginning to say my sentences out loud before writing them down.
- I can write a simple sentence with some support.
- I can read my writing to an adult
- I am beginning to use adjectives to describe
- I am beginning to use capital letters for names and places
- I am beginning to use a capital letter for the personal pronoun 'I'
- I am beginning to use finger spaces between each word.
- I am beginning to use full stops to end sentences
- I am beginning to use -s to form a plural
- I am beginning to use set 2 sounds to sound phonetically
- I am beginning to spell some Y1 common exception words.
- I am beginning to form lower case letters correctly, starting and finishing in the correct place.
- I am beginning to sequence sentences to form short narratives.
- I am beginning to re-read my work and check that it makes sense.
- I am beginning to read my work out loud to others.



## Week 11

### Text

#### The Jolly Christmas Postman book



[https://youtu.be/yjLoKup6y\\_4](https://youtu.be/yjLoKup6y_4) (Youtube reading)

### Reading objectives

- I can read set 1 sounds at speed
- I can sound out and blend words containing set 1 sounds
- I am beginning to read words containing the common Y1 suffixes (-s,-es,-ing,-ed and -est)
- I can read some common exception words.
- I am beginning to read some contracted words e.g. I'm, I'll, we'll
- I can use 'Fred in your head' to read some words without sounding out loud
- I am beginning to sound out unfamiliar words, without hesitation.
- I am beginning to talk about things I like in books that I have read, and listen to the views of others.
- I can listen to and discuss a wide range of poems, stories and non-fiction texts.
- I am beginning to retell familiar stories
- I can learn to appreciate rhymes and poems
- I am beginning to make simple inferences about what has been said or done.
- I can discuss the significance of the title and events.
- I can discuss what I have read and listen to others.

### Phonics

Grapheme	Phoneme	Example word
ay	/eɪ/	say
ea	/ɛ/ & /i:/	head & bead

### Grammar and Punctuation objectives

**Capital Letters for Months** In this step, children will be introduced to the months of the year (January, February, March, April, May, June, July, August, September, October, November, December). Children can be taught that these are the names of each month, so they are proper nouns. Children should understand that the first letter of each month must be capitalised. This step should also help children to learn the correct spelling for each month. Children could be given a word bank of the months to help support them during this step. We recommend that after this step has been taught, children are given regular opportunities to write the months (the previous and next step builds up to writing the date). Focused Questions. What are the months of the year? What month is it right now? Can you use these letters to help you spell it? Which letter needs to be capitalised in June? Which months are you in school? Can you sort the months into seasons?

**Writing the Date** Now that children know the days of the week and the months of the year, they can begin to use this information to write the date in the format: Monday 12th November 2020. Remind children that the days of the week and months of the year are classed as nouns because they are the names of them. Writing the date regularly allows children opportunities to practise spelling the days of the week and months of the year, along with capitalising the first letter of the days and months. Focused Questions. What is the date today? Can you write it out? Which words need capital letters at the start in this date? Which days and months will you never write in your books?

**Capital Letters for Names of People** Following on from the last three steps, children should be aware that a noun is the name of something (as well as an object or animal from Autumn Block 3). In this step, children will learn that the name of a person is also a type of noun and that these names also need to have a capital letter

at the start. Children may already know this from when they learn to write their own name. We recommend starting with their own names and making sure that the first letter is capitalised and the rest of the letters are all lower case. Children need to understand that all names start with a capital letter and that when reading or writing sentences, the names of people will be capitalised even if it comes in the middle of a sentence. Focused Questions. What do people's names start with? Would you ever write someone's name without a capital letter? Where does the capital letter go in this name?

### Writing Objectives

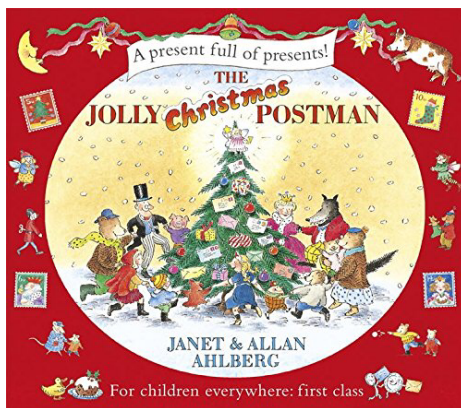
Children to plan their own postcard/letter/email for the postman to deliver.

- I am beginning to say my sentences out loud before writing them down.
- I can write a simple sentence with some support.
- I can read my writing to an adult
- I am beginning to use adjectives to describe
- I am beginning to use capital letters for names and places
- I am beginning to use a capital letter for the personal pronoun 'I'
- I am beginning to use finger spaces between each word.
- I am beginning to use full stops to end sentences
- I am beginning to use -s to form a plural
- I am beginning to form lower case letters correctly, starting and finishing in the correct place.

## Week 12

### Text

#### The Jolly Christmas Postman book



[https://youtu.be/yjLoKup6y\\_4](https://youtu.be/yjLoKup6y_4) (Youtube reading)

### Reading objectives

- I can read set 1 sounds at speed
- I can sound out and blend words containing set 1 sounds
- I am beginning to read words containing the common Y1 suffixes (-s,-es,-ing,-ed and -est)
- I can read some common exception words.
- I am beginning to read some contracted words e.g. I'm, I'll, we'll
- I can use 'Fred in your head' to read some words without sounding out loud
- I am beginning to sound out unfamiliar words, without hesitation.
- I am beginning to talk about things I like in books that I have read, and listen to the views of others.
- I can listen to and discuss a wide range of poems, stories and non-fiction texts.
- I am beginning to retell familiar stories
- I can learn to appreciate rhymes and poems
- I am beginning to make simple inferences about what has been said or done.
- I can discuss the significance of the title and events.
- I can discuss what I have read and listen to others.

**Phonics**

Grapheme	Phoneme	Example word
e-e	/i:/	scheme
ew	/u:/	stew

**Grammar and Punctuation objectives**

This week should be used to recap on the objectives covered this term and to assess understanding.

**Writing Objectives**

Children to write their postcard/letter/email

- I am beginning to say my sentences out loud before writing them down.
- I can write a simple sentence with some support.
- I can read my writing to an adult
- I am beginning to use adjectives to describe
- I am beginning to use capital letters for names and places
- I am beginning to use a capital letter for the personal pronoun 'I'
- I am beginning to use finger spaces between each word.
- I am beginning to use full stops to end sentences
- I am beginning to use -s to form a plural
- I am beginning to use set 2 sounds to sound phonetically
- I am beginning to spell some Y1 common exception words.
- I am beginning to use the prefix -un
- I am beginning to use the suffix -ing, -ed, -er and -est
- I am beginning to form lower case letters correctly, starting and finishing in the correct place.
- I am beginning to sequence sentences to form short narratives.
- I am beginning to re- read my work and check that it makes sense.
- I am beginning to read my work out loud to others.

**Week 13**

This week has been left blank to allow for faith week activities, engineering week etc.

## Spring Term

### Week 1

#### Text



#### Reading objectives

- I can read set 1 and 2 sounds at speed
- I can sound out and blend words containing set 1 and 2 sounds.
- I can read many words containing common year 1 suffixes.
- I can read most of the Y1 common exception words.
- I can read some contracted words.
- I can read some words in a sentence accurately without overt sound blending.
- I can sound out many unfamiliar words accurately, without undue hesitation.
- I can talk about things I like in stories and listen to the views of others.
- I can link what I have seen to my own experiences.
- I can retell familiar stories in order.
- I can make simple inferences about what has been said or done.
- I can discuss the significance of the title and events.
- I can predict what might happen.

#### Phonics

Grapheme	Phoneme	Example word
i-e	/aɪ/	fine
igh	/aɪ/	high

#### Grammar and Punctuation objectives

**Recognising a Sentence** Children may already know that a sentence is a group of words that make sense when put together. They may know that a sentence is a complete idea on its own. From Autumn Block 3, children should already know that a sentence may include more than one noun and that these must be linked by the verb, for example The boy stroked the dog. Both boy and dog are nouns and they are linked together by the verb stroked. In this step, children will recognise that a sentence is a group of words put together to say something complete and that a sentence must always make sense. If it does not make sense, then it is not a sentence. Children should recognise that sentences can be short or long. Children should be able to recognise whether a group of words is a sentence or not by being able to identify if the group of words makes sense or not. Focused Questions. Which of the two groups of words is a sentence? Write a sentence using words from the word bank.

Which words don't belong in the sentence? e.g. the dog cat barks.

**Recognising 'and'** In the previous step, children have learned that a sentence is a group of words put together to say something complete and that a sentence must always make sense. If it does not make sense, then it is not a sentence. They have also learned that a sentence can be short or long. This step focuses on recognising that a sentence can be made longer by adding the word 'and'. 'And' is a conjunction that is used to join two sentence together. It can also be used to join two or more words within a clause, both of which give additional information to

the sentence. Children should be able to recognise 'and' in a sentence and decide if it has been used correctly.  
Focused Questions. Why has 'and' been added to this sentence? What extra information do we get? Which word is in front of 'and' / after 'and' in this sentence?

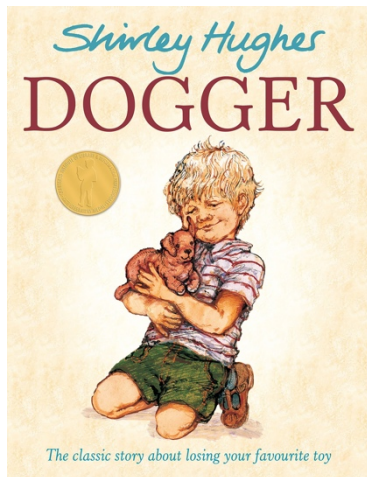
### Writing Objectives

Children to write a character description of one of the characters.

- I am beginning to say my sentences out loud before writing them down.
- I can write 3 or more simple sentences to create a short narrative
- I can use adjectives to describe
- I am beginning to use the conjunctions 'and'
- I can use capital letters for names and places
- I can use finger spaces between each word.
- I can use full stops to end some sentences
- I am beginning to use set 2 and 3 sounds to sound phonetically
- I can form most lower case letters correctly, starting and finishing in the correct place.
- I am beginning to re- read my work and check that it makes sense.
- I am beginning to read my work out loud to others.

## Week 2

### Text



### Reading objectives

- I can read set 1 and 2 sounds at speed
- I can sound out and blend words containing set 1 and 2 sounds.
- I can read many words containing common year 1 suffixes.
- I can read most of the Y1 common exception words.
- I can read some contracted words.
- I can read some words in a sentence accurately without overt sound blending.
- I can sound out many unfamiliar words accurately, without undue hesitation.
- I can talk about things I like in books that I have read, and listen to the views of others.
- I can listen to and discuss a wide range of poems, stories and non-fiction texts.
- I can link what I have read to my own experiences.
- I can retell familiar stories in order.
- I can discuss word meanings, linking new meanings to those I already know.
- I can make simple inferences about what has been said or done.
- I can discuss the significance of the title and events.
- I can predict what might happen.

### Phonics

Grapheme	Phoneme	Example word
ir	/ɜ:/	girl
oa	/əʊ/	boat
o-e	/əʊ/	cone

### Grammar and Punctuation objectives

**Using 'and'** In the previous step, children have learned that a sentence can be made longer by adding the word 'and' to join words and clauses. Now that children can recognise 'and' in a sentence they can begin to start using the word in their sentences. They should know that 'and' can be used to join two words together as well as joining two clauses together, e.g. The red and white sweet was fruity. The sweet was red and it tasted nice. 'And' can be used more than once in a sentence, although this should be limited so that children do not use 'and' to keep the sentence running on, e.g. The red and white sweet was fruity and it tasted nice. Children should be able to use 'and' in a sentence and explain why it has been used correctly or incorrectly. Focused Questions. Where does 'and' fit best in this sentence? Join the two short sentences together using 'and'.

Why has the word 'and' been used twice in the sentence? Explain the two reasons.

**Recognising 'but'** In the previous step, children have learned that a sentence is a group of words that makes sense; that sentences can be short or long and that a sentence can be made longer by adding the word 'and'. This step introduces a concept which is an expectation for Year 2. This element is introduced in Year 1 of our scheme in order to help children further understand the concept. It is likely children will be exposed to the conjunction 'but' in their reading and through discussions. This step expands their understanding of conjunctions ahead of deeper study in Year 2. This step focuses on recognising that a sentence can be made longer by adding the word 'but'. It can be used in a sentence to add information that contradicts the previous information in the sentence. 'But' is a conjunction that means except for, unless or on the contrary. Its use usually indicates that the next clause will contradict the previous clause, e.g. The weather was sunny but cold. Children should be able to recognise 'but' in a sentence and decide if it has been correctly used. Focused Questions. Why has 'but' been added to this sentence? Which word is in front of 'but' / after 'but' in this sentence? How does the word 'but' in this sentence affect the meaning?

### Writing Objectives

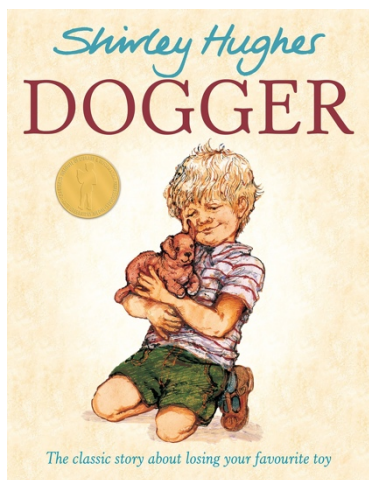
Story mapping, boxing up and adapting story plan to create plan for their own version of the story.

- I am beginning to say my sentences out loud before writing them down.
- I can use adjectives to describe
- I can use capital letters for names and places
- I can use finger spaces between each word.
- I can use full stops to end some sentences
- I am beginning to use set 2 and 3 sounds to sound phonetically
- I can spell more Y1 common exception words correctly
- I can form most lower case letters correctly, starting and finishing in the correct place.
- I am beginning to re- read my work and check that it makes sense.
- I am beginning to read my work out loud to others.



## Week 3

### Text



### Reading objectives

- I can read set 1 and 2 sounds at speed
- I can sound out and blend words containing set 1 and 2 sounds.
- I can read many words containing common year 1 suffixes.
- I can read most of the Y1 common exception words.
- I can read some contracted words.
- I can read some words in a sentence accurately without overt sound blending.
- I can sound out many unfamiliar words accurately, without undue hesitation.
- I can talk about things I like in books that I have read, and listen to the views of others.
- I can listen to and discuss a wide range of poems, stories and non-fiction texts.
- I can link what I have read to my own experiences.
- I can retell familiar stories in order.
- I can discuss word meanings, linking new meanings to those I already know.
- I can make simple inferences about what has been said or done.
- I can discuss the significance of the title and events.
- I can predict what might happen.

### Phonics

Grapheme	Phoneme	Example word
ou	/aʊ/ & /u:/ & /ʊ/ & /əʊ/	out & you & mould
ow	/aʊ/ & /əʊ/	cow & blow

### Grammar and Punctuation objectives

**Using 'but'** In the previous step, children have learned that a sentence can be made longer by adding the word 'but'. It can be used in a sentence to add information that generally contradicts the previous information in the sentence. This step focuses on using 'but' in a sentence and how it can be used to indicate contradictory information. Now that the children can recognise the word 'but' in a sentence they can begin to start using the word in their sentences. They should know that 'but' is a conjunction that means except for, unless or on the contrary. Its use indicates that the next clause will contradict the previous clause. Children should be able to use 'but' in a sentence and decide when it has been correctly used.

Focused Questions. Where does 'but' fit best in this sentence? Join the two short sentences together using 'but'. Explain why the word 'but' has been used in the sentence?

**Recognising 'or'** In the previous steps, children have learned that a sentence is a group of words that makes sense; that sentences can be short or long and that a sentence can be made longer by adding the word 'and' and 'but'. This step introduces a concept which is an expectation for Year 2. This element is introduced in Year 1 of our scheme in order to help children further understand the idea of linking information in sentences. It's likely children will be exposed to the conjunction 'or' in their reading and discussion. This step expands their understanding of 'or' ahead of deeper study in Year 2. This step focuses on recognising the word 'or' and how it can be used in a sentence to give additional information indicating two (or more) different options, e.g. Would you like red or green? Children should be able to recognise 'or' in a sentence and decide if it has been correctly used. Focused Questions. Why has 'or' been

added to this sentence? Which word is in front of 'or' / after 'or' in this sentence? How does the word 'or' in this sentence affect the meaning?

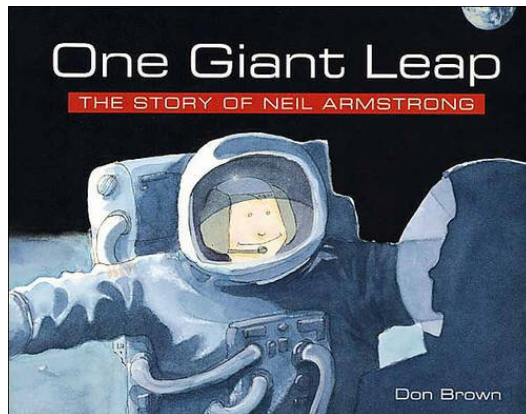
### Writing Objectives

Children to write their adapted version of Dogger.

- I am beginning to say my sentences out loud before writing them down.
- I can write 3 or more simple sentences to create a short narrative
- I can use adjectives to describe
- I am beginning to use the conjunctions 'and', 'but', 'or' to join words.
- I can use capital letters for names and places
- I can use a capital letter for the personal pronoun 'I' most of the time
- I can use finger spaces between each word.
- I can use full stops to end some sentences
- I am beginning to use set 2 and 3 sounds to sound phonetically
- I can spell more Y1 common exception words correctly
- I can form most lower case letters correctly, starting and finishing in the correct place.
- I am beginning to re- read my work and check that it makes sense.
- I am beginning to read my work out loud to others.

## Week 4

### Text



### Reading objectives

- I can read set 1 and 2 sounds at speed
- I can sound out and blend words containing set 1 and 2 sounds.
- I can read many words containing common year 1 suffixes.
- I can read most of the Y1 common exception words.
- I can read some contracted words.
- I can read some words in a sentence accurately without overt sound blending.
- I can sound out many unfamiliar words accurately, without undue hesitation.
- I can talk about things I like in books that I have read, and listen to the views of others.
- I can listen to and discuss a wide range of poems, stories and non-fiction texts.
- I can discuss word meanings, linking new meanings to those I already know.
- I can make simple inferences about what has been said or done.
- I can discuss the significance of the title and events.

### Phonics

Grapheme	Phoneme	Example word
oy	/ɔɪ/	boy
ph	/f/	photo

### Grammar and Punctuation objectives

**Using 'or'** In the previous steps, children have learned that a sentence can be made longer by adding the word 'or'. Now that the children can recognise the word 'or' in a sentence they can begin to start using the word in their sentences.

This step focuses on using the word 'or' and how it can be used in a sentence to give additional information indicating two (or more) different options, e.g. Would you like red or green? Children should be able to use 'or' in a sentence and decide when it has been correctly used. Focused Questions. Where does 'or' fit best in this sentence? Join the two short sentences together using 'or'. Explain why the word 'or' has been used in the sentence?

**Using 'and', 'but' and 'or'** This step introduces a concept which is an expectation for Year 2. This step expands their understanding of conjunctions ahead of deeper study in Year 2. In the previous steps, children have learned that a sentence is a group of words that makes sense; that sentences can be short or long and that a sentence can be made longer by adding the word 'and', 'but' and 'or'. This step focuses on using the words 'and', 'but' and 'or' correctly in a sentence to give additional information that either joins two parts of a sentence, indicates that the next clause will contradict the previous one or it indicates multiple options. Children should be able to use 'and', 'but' and 'or' in a sentence and decide when to use each word to fit the intended meaning of the sentence. Focused Questions. Which conjunction is missing from the sentence: 'and', 'but' or 'or'? Join the two short sentences together using 'and', 'but' or 'or'. Why has the word 'but' been used in the sentence? Explain why 'and' or 'or' could not fit here.

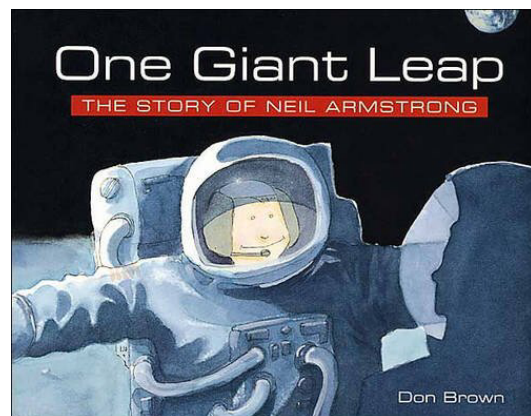
### Writing Objectives

Plan a non-chronological report about Neil Armstrong (use boxing up to organise ideas)

- I am beginning to say my sentences out loud before writing them down.
- I can use adjectives to describe
- I can use capital letters for names and places
- I can use finger spaces between each word.
- I am beginning to use set 2 and 3 sounds to sound phonetically
- I can form most lower case letters correctly, starting and finishing in the correct place.
- I am beginning to re-read my work and check that it makes sense.
- I am beginning to read my work out loud to others.

## Week 5

### Text



### Reading objectives

- I can read set 1 and 2 sounds at speed
- I can sound out and blend words containing set 1 and 2 sounds.
- I can read many words containing common year 1 suffixes.
- I can read most of the Y1 common exception words.
- I can read some contracted words.
- I can read some words in a sentence accurately without overt sound blending.
- I can sound out many unfamiliar words accurately, without undue hesitation.
- I can talk about things I like in books that I have read, and listen to the views of others.
- I can listen to and discuss a wide range of poems, stories and non-fiction texts.
- I can discuss word meanings, linking new meanings to those I already know.
- I can make simple inferences about what has been said or done.
- I can discuss the significance of the title and events.

### Phonics

Grapheme	Phoneme	Example word
ue	/u:/ & /j//u:/	blue&cue
u-e	/u:/ & /j//u:/	brute&huge

### Grammar and Punctuation objectives

**One Word Only** Some children may have seen exclamations and exclamation marks in texts they have studied in class. Children may not know the meaning of the term exclamation. An exclamation mark expresses emotion or emphasises the subject of the sentence. For example, Stop! or I love chocolate! An exclamation mark can be used to end a variety of sentence types. The four types of sentence are covered in depth in Year 2. Please note: an exclamation sentence (not covered in this block) is different to using an exclamation mark for emotion or emphasis. In this step, children are introduced to one word exclamations and the use of an exclamation mark to demarcate them. For example, Help! or Sit! One word exclamations are usually interjections which are said in surprise or urgency. Some common one word exclamations include: Hurrah! Hey! Ouch! Oops! Ah! Wow! Oh! Okay! Focused Questions. Add an exclamation mark to this. What is an exclamation mark used for? What punctuation mark should be at the end of this word?

**Commands with Exclamations** Once children can use one word exclamations, they can begin to look at commands with exclamation marks. The terminology is not essential for Year 1 children but they should be given the opportunity to see and use more exclamation marks at this point. Exclaimed commands are direct orders, rather than polite requests. For example: Don't move! Children should know that commands can be demarcated using an exclamation mark. Please note: this step takes children slightly beyond expectations for Year 1 and is in place because it allows further exposure to both exclamation marks and commands ahead of Year 2 objectives which are covered in our Year 2 GPS blocks. Focused Questions. Add an exclamation mark to this command. What is a command? What makes this a polite command?

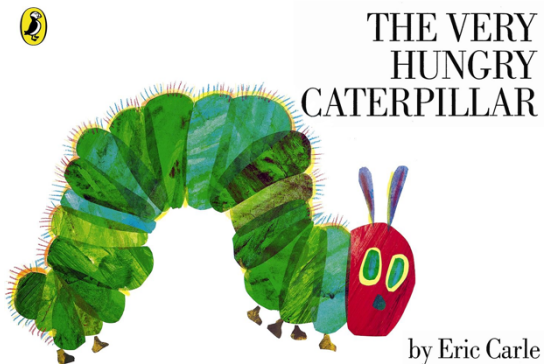
## Writing Objectives

Children to write a non-chronological report about the life of Neil Armstrong.

- I am beginning to say my sentences out loud before writing them down.
- I can write 3 or more simple sentences to create a short narrative
- I can use adjectives to describe
- I am beginning to use the conjunctions 'and', 'but', 'or' to join words.
- I can use capital letters for names and places
- I can use a capital letter for the personal pronoun 'I' most of the time
- I can use finger spaces between each word.
- I can use full stops to end some sentences
- I am beginning to use exclamation marks to punctuate some sentences
- I am beginning to use set 2 and 3 sounds to sound phonetically
- I can spell many Y1 common exception words correctly
- I can form most lower case letters correctly, starting and finishing in the correct place.
- I am beginning to re- read my work and check that it makes sense.
- I am beginning to read my work out loud to others.
- 

## Week 6

### Text



### Reading objectives

- I can read set 1 and 2 sounds at speed
- I can sound out and blend words containing set 1 and 2 sounds.
- I can read many words containing common year 1 suffixes.
- I can read most of the Y1 common exception words.
- I can read some contracted words.
- I can read some words in a sentence accurately without overt sound blending.
- I can sound out many unfamiliar words accurately, without undue hesitation.
- I can talk about things I like in books that I have read, and listen to the views of others.
- I can listen to and discuss a wide range of poems, stories and non-fiction texts.
- I can link what I have read to my own experiences.
- I can retell familiar stories in order.
- I can make simple inferences about what has been said or done.
- I can discuss the significance of the title and events.
- I can predict what might happen.

### Phonics

Grapheme	Phoneme	Example word
ur	/ɜ:/	turn
wh	/w/	when

### Grammar and Punctuation objectives

**Exclamation or Full Stop?** In the previous steps, children have been introduced to one word and command exclamations, and how they could choose to demarcate them. In this step, children will begin to identify if a sentence requires a full stop or an exclamation mark. Children will use their understanding of what is being said to decide whether a sentence could end with a full stop or an exclamation mark. Sentences expressing a strong emotion such as anger or surprise, or when the person speaking is shouting, could be demarcated with an exclamation mark. For example: Stop drinking my tea! I wasn't expecting this! Please note: this step takes children beyond expectations for Year 1 and is in place because it allows further exposure to both exclamation marks and the idea of words being spoken in a specific tone ahead of Year 2 objectives which are covered in our Year 2 GPS blocks. Focused Questions. Is this sentence an exclamation? Does this sentence need a full stop?

### Writing Objectives

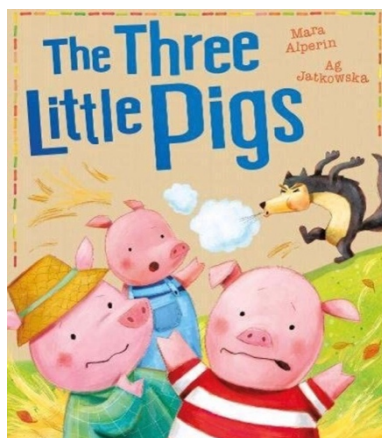
Children to invent and write their own story inspired by The Very Hungry Caterpillar.

- I am beginning to say my sentences out loud before writing them down.
- I can write 3 or more simple sentences to create a short narrative
- I can use adjectives to describe
- I am beginning to use the conjunctions 'and', 'but', 'or' to join words.
- I can use capital letters for names and places
- I can use finger spaces between each word.
- I can use full stops to end some sentences
- I am beginning to use exclamation marks to punctuate some sentences
- I am beginning to use -es to form a plural
- I am beginning to use set 2 and 3 sounds to sound phonetically
- I can spell many Y1 common exception words correctly
- I can sometimes use the suffix -ing, -ed, -er and -est
- I can form most lower case letters correctly, starting and finishing in the correct place.
- I am beginning to re- read my work and check that it makes sense.
- I am beginning to read my work out loud to others.



## Week 7

### Text



### Reading objectives

- I can read set 1 and 2 sounds at speed
- I can sound out and blend words containing set 1 and 2 sounds.
- I can read many words containing common year 1 suffixes.
- I can read most of the Y1 common exception words.
- I can read some contracted words.
- I can read some words in a sentence accurately without overt sound blending.
- I can sound out many unfamiliar words accurately, without undue hesitation.
- I can talk about things I like in books that I have read, and listen to the views of others.
- I can listen to and discuss a wide range of poems, stories and non-fiction texts.
- I can retell familiar stories in order.
- I can discuss word meanings, linking new meanings to those I already know.
- I can make simple inferences about what has been said or done.
- I can discuss the significance of the title and events.
- I can predict what might happen.

### Phonics

Phonological representation	Orthographical Representation	Real word examples
cv	c <u>vv</u>	say
	c <u>vuv</u>	lair
	<u>cc</u> <u>vuv</u>	thigh

**Use real word and pseudo-word examples**

### Grammar and Punctuation objectives

**Capital Letters to Start Sentences** The steps from Autumn Block 2 covered identifying and punctuating sentences. This is a consolidation step which revisits the use of capital letters to start sentences. Children should be given sentences and practise writing them out with capital letters and full stops in the correct places, in addition to working on writing their own sentences which include the correct use of a capital letter. Children should also identify where capital letters and full stops are missing or incorrect. Focused Questions. Are the capital letter(s) and full stop(s) in the correct place(s)? Rewrite this sentence, adding a capital letter and a full stop in the correct place. Can you write a sentence using the words from the word bank?

### Writing Objectives

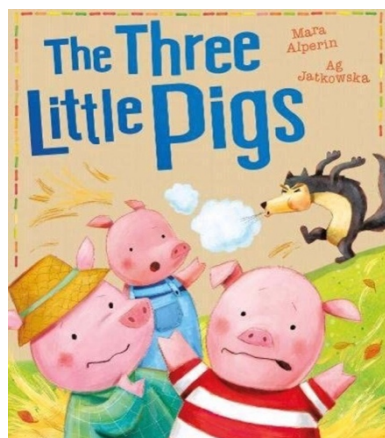
Story mapping, boxing. How can we change the story?

- I am beginning to say my sentences out loud before writing them down.
- I can use adjectives to describe
- I can use capital letters for names and places
- I can use finger spaces between each word.
- I can use full stops to end some sentences
- I am beginning to use -es to form a plural
- I am beginning to use set 2 and 3 sounds to sound phonetically

- I can form most lower case letters correctly, starting and finishing in the correct place.
- I am beginning to re- read my work and check that it makes sense.
- I am beginning to read my work out loud to others.

## Week 8

### Text



### Reading objectives

- I can read set 1 and 2 sounds at speed
- I can sound out and blend words containing set 1 and 2 sounds.
- I can read many words containing common year 1 suffixes.
- I can read most of the Y1 common exception words.
- I can read some contracted words.
- I can read some words in a sentence accurately without overt sound blending.
- I can sound out many unfamiliar words accurately, without undue hesitation.
- I can talk about things I like in books that I have read, and listen to the views of others.
- I can listen to and discuss a wide range of poems, stories and non-fiction texts.
- I can retell familiar stories in order.
- I can discuss word meanings, linking new meanings to those I already know.
- I can make simple inferences about what has been said or done.
- I can discuss the significance of the title and events.
- I can predict what might happen.

### Phonics

Phonological representation	Orthographical Representation	Real word examples
cvc	c <u>vv</u> c	head
	c <u>v</u> c <u>v</u>	mate
	<u>cc</u> <u>v</u> c <u>v</u>	shame

**Use real word and pseudo-word examples**

### Grammar and Punctuation objectives

**Capital letter for dates** In Autumn Block 4, children focused upon the use of capital letters for days of the week and months of the year. This block then built upon their learning to look at writing the date. This step aims to further consolidate their understanding of the use of capital letters for days of the week, months of the year and when writing the full date. Writing the date regularly allows children to practise spelling the days of the week and months of the year, along with capitalising the first letter of the days and months. Children should be taught to write the date in the format: Monday 12th November 2019. Remind children that the days of the week and months of the year are classed as nouns because they are names. Focused Questions. What is the date today? Can you write it out? Which words need capital letters at the start in this date? Which days and months will you never write in your books?

### Writing Objectives

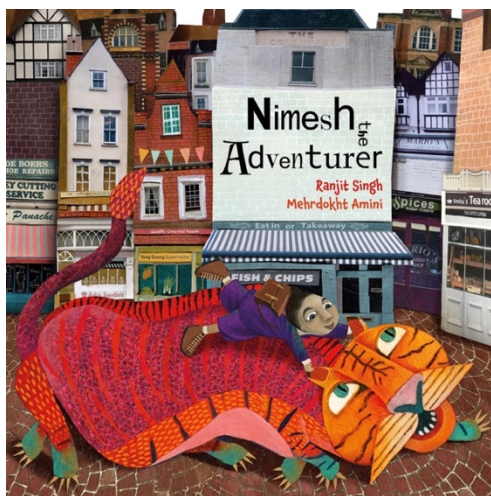
Children to write their changed version of the story.

- I am beginning to say my sentences out loud before writing them down.
- I can write 3 or more simple sentences to create a short narrative

- I can use adjectives to describe
- I am beginning to use the conjunctions 'and', 'but', 'or' to join words.
- I can use capital letters for names and places
- I can use a capital letter for the personal pronoun 'I' most of the time
- I can use finger spaces between each word.
- I can use full stops to end some sentences
- I am beginning to use exclamation marks to punctuate some sentences
- I am beginning to use set 2 and 3 sounds to sound phonetically
- I can spell many Y1 common exception words correctly
- I can form most lower case letters correctly, starting and finishing in the correct place.
- I am beginning to re- read my work and check that it makes sense.
- I am beginning to read my work out loud to others.

## Week 9

### Text



### Reading objectives

- I can read set 1 and 2 sounds at speed
- I can sound out and blend words containing set 1 and 2 sounds.
- I can read many words containing common year 1 suffixes.
- I can read most of the Y1 common exception words.
- I can read some contracted words.
- I can read some words in a sentence accurately without overt sound blending.
- I can sound out many unfamiliar words accurately, without undue hesitation.
- I can talk about things I like in books that I have read, and listen to the views of others.
- I can listen to and discuss a wide range of poems, stories and non-fiction texts.
- I can link what I have read to my own experiences.
- I can discuss word meanings, linking new meanings to those I already know.
- I can make simple inferences about what has been said or done.
- I can discuss the significance of the title and events.
- I can predict what might happen.
- I can discuss what I have read and listen to others.

### Phonics

Phonological representation	Orthographical Representation	Real word examples
ccvc	c c <u>v</u> c <u>v</u>	stove
	c c <u>vv</u> c	bread
	<u>cc</u> c v <u>cc</u>	thrush

**Use real word and pseudo-word examples**

### Grammar and Punctuation objectives

**Capital letters for names of people and I** Children should be aware that a noun is the name of something (as well as an object or animal from Autumn Block 3). In this step, children will be reminded that the name of a person is also a type of noun and that these names must start with a capital letter. Children may remember this from previous blocks on the use of capital letters. Children need to understand that all names start with a capital letter and that when reading or writing sentences, the names of people will be capitalised even if they are written in the middle of a sentence. In addition to capitalising the first letter of a name, children should be reminded that the letter I on its own

is always capitalised. Focused Questions. What do people's names start with? Would you ever write someone's name without a capital letter? Where does the capital letter go in this name? Which letters below need to be capitals?

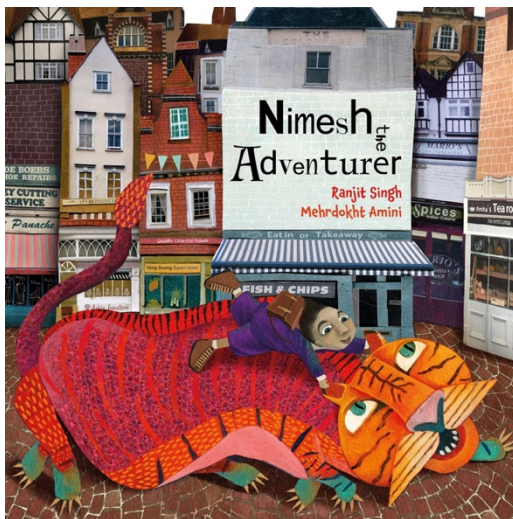
### Writing Objectives

Children to create a story map of their journey home. Use boxing up for significant landmarks. Children to imagine they are like Nimesh. Plan the places they might see!

- I am beginning to say my sentences out loud before writing them down.
- I can use adjectives to describe
- I can use capital letters for names and places
- I can use a capital letter for the personal pronoun 'I' most of the time
- I can use finger spaces between each word.
- I am beginning to use set 2 and 3 sounds to sound phonetically
- I can spell many Y1 common exception words correctly
- I can form most lower case letters correctly, starting and finishing in the correct place.
- I am beginning to re- read my work and check that it makes sense.
- I am beginning to read my work out loud to others.

## Week 10

### Text



### Reading objectives

- I can read set 1 and 2 sounds at speed
- I can sound out and blend words containing set 1 and 2 sounds.
- I can read many words containing common year 1 suffixes.
- I can read most of the Y1 common exception words.
- I can read some contracted words.
- I can read some words in a sentence accurately without overt sound blending.
- I can sound out many unfamiliar words accurately, without undue hesitation.
- I can talk about things I like in books that I have read, and listen to the views of others.
- I can listen to and discuss a wide range of poems, stories and non-fiction texts.
- I can link what I have read to my own experiences.
- I can discuss word meanings, linking new meanings to those I already know.
- I can make simple inferences about what has been said or done.
- I can discuss the significance of the title and events.
- I can predict what might happen.
- I can discuss what I have read and listen to others.

### Phonics

Phonological representation	Orthographical Representation	Real word examples
cvcc	c <u>vv</u> c c	joust

**Use real word and pseudo-word examples**

### Grammar and Punctuation objectives

**Capital letters for places 1** In this step, children will look at using capital letters for the names of places. Children should be familiar with the names of local places and places that they have visited. In particular, this step will look at correctly capitalising and writing the names of capital cities of the UK, as well as familiar places such as schools. Focused Questions. Which words should begin with a capital letter? Why? Which of these places would need a capital letter?

**Capital letter for places 2** In the previous step, children have been introduced to the capitalisation of names of places. Children will build on their learning in this step to begin using capital letters for names of countries and continents, in line with expectations for year 1 geography. Most children should be familiar with some names of countries from books or television, as well as countries they may have visited on holiday. Children should know that countries are proper nouns and require a capital letter. For example: We fly to Spain tomorrow. Focused Questions. Which words should begin with a capital letter? Why? Which of these places would need a capital letter?

### Writing Objectives

Children to write their fantasy journey home using their plans from last week.

- I am beginning to say my sentences out loud before writing them down.
- I can write 3 or more simple sentences to create a short narrative
- I can use adjectives to describe
- I am beginning to use the conjunctions 'and', 'but', 'or' to join words.
- I can use capital letters for names and places
- I can use a capital letter for the personal pronoun 'I' most of the time
- I can use finger spaces between each word.
- I can use full stops to end some sentences
- I am beginning to use exclamation marks to punctuate some sentences
- I am beginning to use set 2 and 3 sounds to sound phonetically
- I can spell many Y1 common exception words correctly
- I can form most lower case letters correctly, starting and finishing in the correct place.
- I am beginning to re- read my work and check that it makes sense.
- I am beginning to read my work out loud to others.



## Week 11

### Text



### Reading objectives

- I can read set 1 and 2 sounds at speed
- I can sound out and blend words containing set 1 and 2 sounds.
- I can read many words containing common year 1 suffixes.
- I can read most of the Y1 common exception words.
- I can read some contracted words.
- I can read some words in a sentence accurately without overt sound blending.
- I can sound out many unfamiliar words accurately, without undue hesitation.
- I can talk about things I like in books that I have read, and listen to the views of others.
- I can listen to and discuss a wide range of poems, stories and non-fiction texts.
- I can discuss word meanings, linking new meanings to those I already know.
- I can make simple inferences about what has been said or done.
- I can discuss the significance of the title and events.

### Phonics

Phonological representation	Orthographical Representation	Real word examples
ccvcc	c c v c c	clump
	c c <u>vv</u> c c	clowns
	<u>cc</u> c v c c	shrink

**Use real word and pseudo-word examples**

### Grammar and Punctuation objectives

**Consolidating capital letters** Following on from previous steps, this step looks at consolidating the use of capital letters in children's own writing. Children should be given the opportunity to see that capital letters are required to start sentences and that many different words within sentences, such as names, require them too. In contrast to this, it should also be made clear that most words they write will not need to be capitalised. This is why it is important that children understand why they are capitalising some words but not others. Focused Questions. Which words need a capital letter? Which words do not require a capital letter? Are capital letters always used to: start sentences; write names of people; write names of cities and countries?

### Writing Objectives

Children to make their own den, taking pictures at different stages. Plan vocabulary for instructions.

- I am beginning to say my sentences out loud before writing them down.
- I can use adjectives to describe
- I am beginning to use the conjunctions 'and', 'but', 'or' to join words.
- I can use finger spaces between each word.
- I can use full stops to end some sentences
- I am beginning to use -es to form a plural
- I am beginning to use set 2 and 3 sounds to sound phonetically
- I can spell many Y1 common exception words correctly
- I can form most lower case letters correctly, starting and finishing in the correct place.



- I am beginning to re- read my work and check that it makes sense.

## Week 12

### Text



### Reading objectives

- I can read set 1 and 2 sounds at speed
- I can sound out and blend words containing set 1 and 2 sounds.
- I can read many words containing common year 1 suffixes.
- I can read most of the Y1 common exception words.
- I can read some contracted words.
- I can read some words in a sentence accurately without overt sound blending.
- I can sound out many unfamiliar words accurately, without undue hesitation.
- I can talk about things I like in books that I have read, and listen to the views of others.
- I can listen to and discuss a wide range of poems, stories and non-fiction texts.
- I can discuss word meanings, linking new meanings to those I already know.
- I can make simple inferences about what has been said or done.
- I can discuss the significance of the title and events.

### Phonics

Phonological representation	Orthographical Representation	Real word examples
cccv	c c c <u>vv</u>	spree

**Use real word and pseudo-word examples**

### Grammar and Punctuation objectives

This week should be used to recap on the objectives covered this term and to assess understanding.

### Writing Objectives

Children to write instructions on how to make a den.

- I am beginning to say my sentences out loud before writing them down.
- I can write 3 or more simple sentences to create a short narrative
- I can use adjectives to describe
- I am beginning to use the conjunctions 'and', 'but', 'or' to join words.
- I can use capital letters for names and places

- I can use finger spaces between each word.
- I can use full stops to end some sentences
- I am beginning to use exclamation marks to punctuate some sentences
- I am beginning to use -es to form a plural
- I am beginning to use set 2 and 3 sounds to sound phonetically
- I can spell many Y1 common exception words correctly
- I can use the prefix -un
- I can sometimes use the suffix -ing, -ed, -er and -est
- I can form most lower case letters correctly, starting and finishing in the correct place.
- I am beginning to re- read my work and check that it makes sense.
- I am beginning to read my work out loud to others.

### **Week 13**

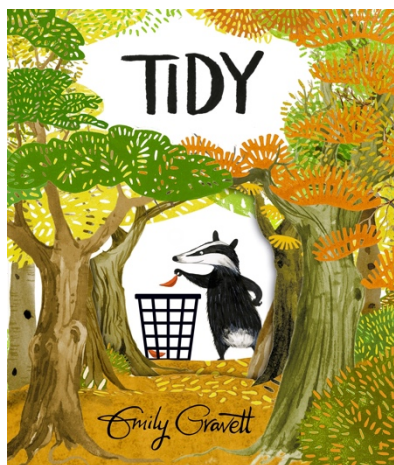
This week has been left blank to allow for faith week activities, engineering week etc.

## Summer Term

### Week 1

#### Text

**Earth week**  
**Always 22<sup>rd</sup> April so change weeks around accordingly.**



#### Reading objectives

- I can read set 1,2 and 3 sounds at speed
- I can sound out and blend words containing set 1 and 2 sounds
- I can read most words containing common Y1 suffixes
- I can read common exception words confidently
- I can read many contracted words
- I can read most words in a sentence accurately without overt sound blending (approx. 70 words per minute)
- I can sound out most unfamiliar words accurately, without undue hesitation
- I can talk confidently about things I like in books that I have read, and listen to the views of others.
- I can listen to and discuss a wide range of poems, stories and non-fiction texts.
- I can confidently link what I have read to my own experiences.
- I can learn to appreciate rhymes and poems.
- I can discuss word meanings, linking new meanings to those I already know.
- I can make simple inferences about what has been said or done and can refer to clues in the text.
- I can discuss the significance of the title and events.
- I can predict what might happen.

#### Phonics

Phonological representation	Orthographical Representation	Real word examples
cccvc	c c c v c	scrum
	c c c <u>v</u> c <u>v</u>	scrape

**Use real word and pseudo-word examples**

#### Grammar and Punctuation objectives

**What is a Question?** A question is a type of sentence which asks for information and ends in a question mark. Unlike statements, the subject of the sentence in a question is placed after the verb. In this step children will become familiar with questions and begin to identify them within sentences. Focused Questions. Is this sentence a question or statement? Here is the answer, what is the question? (For example, 'My name is...' answers the question 'What is your name?')

**Question Openers** Now that children are familiar with what a question is and can identify that a question mark is used to demarcate these, they will move on to explore other ways of forming questions. Many questions start with question words such as when, where, what, who, why and how. As part of this step children will read and complete simple questions using these question words, such as What is your name? and How old are you? Focused Questions. Insert the correct question words for these questions. Choose the question that would give the following answer.

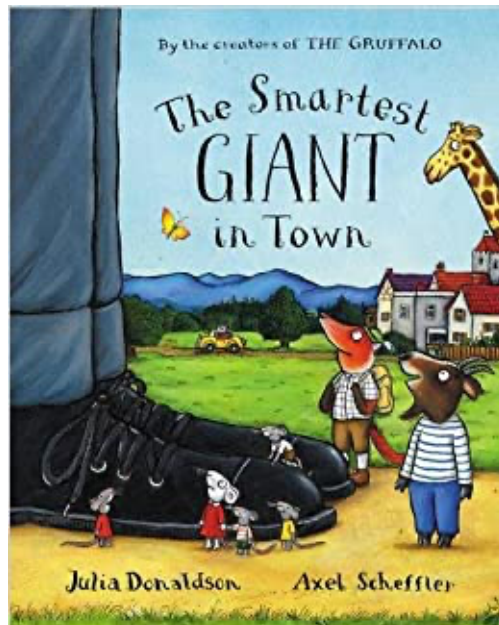
## Writing Objectives

Children to write a poster/leaflet encouraging others to tidy up and look after the environment.

- I can confidently say my sentences out loud before writing them down.
- I can write sentences to create short narratives and non-fiction texts
- I can confidently use adjectives to describe
- I can use the conjunctions 'and', 'but', 'or' to join words.
- I can use capital letters for names and places and days of the week
- I can confidently use finger spaces between each word
- I can use full stops to end most sentences
- I can use exclamation marks and question marks to punctuate some sentences
- I can spell many words containing set 2 and 3 sounds in a phonetically plausible way
- I can write lower case and capital letters in the correct direction, starting and finishing at the right place.
- I am beginning to re-read my work and check that it makes sense.
- I can clearly read my work out loud to others.

## Week 2

### Text



### Reading objectives

- I can read set 1,2 and 3 sounds at speed
- I can sound out and blend words containing set 1 and 2 sounds
- I can read most words containing common Y1 suffixes
- I can read common exception words confidently
- I can read many contracted words
- I can read most words in a sentence accurately without overt sound blending (approx. 70 words per minute)
- I can sound out most unfamiliar words accurately, without undue hesitation
- I can talk confidently about things I like in books that I have read, and listen to the views of others.
- I can listen to and discuss a wide range of poems, stories and non-fiction texts.
- I can retell familiar stories with increasing detail
- I can learn to appreciate rhymes and poems.
- I can make simple inferences about what has been said or done and can refer to clues in the text.
- I can discuss the significance of the title and events.
- I can predict what might happen.
- I can discuss what I have read and listen to others.

### Phonics

Phonological representation	Orthographical Representation	Real word examples
cccvc	c c c v c c	strict

Use real word and pseudo-word examples

### Grammar and Punctuation objectives

**Recognising and Using Questions** Now that children have looked at question openers and punctuation, this step will develop their familiarity with questions to help them better recognise what makes a question so that they can write more of their own.

In this step, children will recognise when to use a question mark within their own writing, as well as beginning to write their own questions. Children will explore the link between questions and statements by changing statements into questions. Focused Questions. How do you know that these sentences are questions? Identify the questions in the sentences below. Has a question mark been used correctly in these sentences? Change the statements into questions.

**Question or not a Question?** Children should now be familiar with some of the vocabulary used to form questions and should be familiar with what is or is not a question. Some sentences open with question words but are not in fact questions (What a lovely day, How clever, When the wind blows...) In this step, children will move on to identifying different sentences where these words are used, as well as deciding if a question mark is needed or not. Focused Questions. Tick the sentence which needs a question mark. Rearrange these words to make a sentence and then decide if it needs a question mark. Look at the two sentences using a question word – which one is a question?

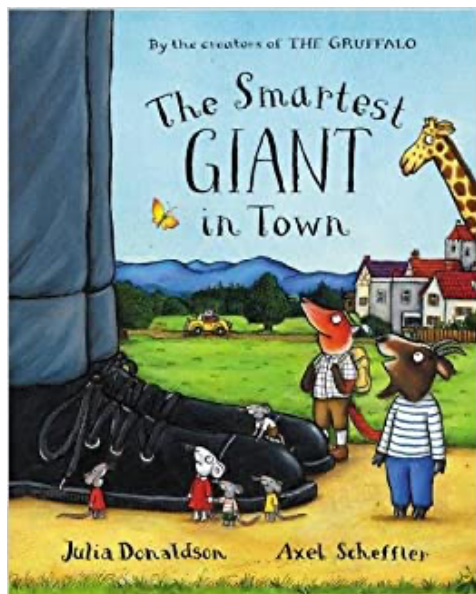
### Writing Objectives

Story map, boxing up and adapt story plan for their own journey story.

- I can confidently say my sentences out loud before writing them down.
- I can confidently use adjectives to describe
- I can use capital letters for names and places and days of the week
- I can confidently use finger spaces between each word
- I can use full stops to end most sentences
- I can use exclamation marks and question marks to punctuate some sentences
- I can write lower case and capital letters in the correct direction, starting and finishing at the right place.
- I am beginning to re-read my work and check that it makes sense.
- I can clearly read my work out loud to others.

## Week 3

### Text



### Reading objectives

- I can read set 1,2 and 3 sounds at speed
- I can sound out and blend words containing set 1 and 2 sounds
- I can read most words containing common Y1 suffixes
- I can read common exception words confidently
- I can read many contracted words
- I can read most words in a sentence accurately without overt sound blending (approx. 70 words per minute)
- I can sound out most unfamiliar words accurately, without undue hesitation
- I can talk confidently about things I like in books that I have read, and listen to the views of others.
- I can listen to and discuss a wide range of poems, stories and non-fiction texts.
- I can retell familiar stories with increasing detail
- I can learn to appreciate rhymes and poems.
- I can make simple inferences about what has been said or done and can refer to clues in the text.
- I can discuss the significance of the title and events.
- I can predict what might happen.
- I can discuss what I have read and listen to others.

### Phonics

**Revision and prep for phonics screening, based on teacher assessment**

### Grammar and Punctuation objectives

**Single Nouns** Children should have an understanding of nouns from work done in previous blocks using capital letters for names, people, places, days and months. In this step, children will learn that a singular noun is a word used to name a person, place or object and is used to describe only one of these, for example: chair, mum, bathroom. Children will identify singular nouns and practise using these in their writing with some pictorial support. Focused Questions. Match the image to the correct word. Which words are nouns?

**Plural Nouns** Children should have an understanding of nouns from work done in previous blocks using capital letters for names, people, places and days and months. Children should now be familiar with singular nouns. In this step they will go on to learn that a plural noun is a word that refers to more than one person, place or object, for example: chairs. Discuss that the most common way to make a noun plural is to add 's' to the end of a singular noun. Children will be able to match plural nouns using some pictorial support and by comparison with singular nouns. They should be able to identify that plural nouns have extra letters at the end of the word, usually 's'.



Focused Questions. Match the singular noun to its plural form. Circle the plural noun in the sentence. Match the word to the correct image.

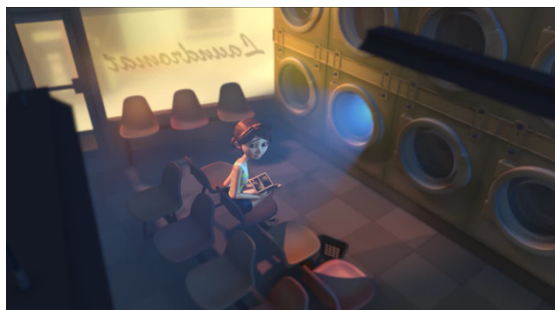
### Writing Objectives

Write journey story from plans created last week.

- I can confidently say my sentences out loud before writing them down.
- I can write sentences to create short narratives and non-fiction texts
- I can confidently use adjectives to describe
- I can use the conjunctions 'and', 'but', 'or' to join words.
- I can use capital letters for names and places and days of the week
- I can confidently use finger spaces between each word
- I can use full stops to end most sentences
- I can use exclamation marks and question marks to punctuate some sentences
- I can spell many words containing set 2 and 3 sounds in a phonetically plausible way
- I can use the suffixes -ing, -ed, -er and -est
- I can write lower case and capital letters in the correct direction, starting and finishing at the right place.
- I am beginning to re-read my work and check that it makes sense.
- I can clearly read my work out loud to others.

## Week 4

### Text



<https://www.literacyshed.com/something-fishy.html>

### Reading objectives

- I can read set 1,2 and 3 sounds at speed
- I can sound out and blend words containing set 1 and 2 sounds
- I can read most words containing common Y1 suffixes
- I can read common exception words confidently
- I can read many contracted words
- I can read most words in a sentence accurately without overt sound blending (approx. 70 words per minute)
- I can sound out most unfamiliar words accurately, without undue hesitation
- I can talk confidently about things I like in stories and listen to the views of others.
- I can make simple inferences about what has been said or done and can refer to clues in the text.
- I can discuss the significance of the title and events.
- I can predict what might happen.

Phonics

**Revision and prep for phonics screening, based on teacher assessment.**

Grammar and Punctuation objectives

**Adding '-s'** Children should now have an understanding of the difference between singular and plural nouns, knowing that singular nouns are used to describe one person, place or object; plural nouns are used to describe more than one person, place or object. Children should now be familiar that most plural nouns are formed by adding 's' and be able to correctly identify these in written form. Children will practise changing nouns from singular to plural by adding 's', and use these in their writing to describe pictures or to complete sentences. Focused Questions. Write the correct word to describe the picture. Choose the correct word to complete the sentence, choosing between singular and plural nouns formed with 's'.

**Adding '-es'** Children should now have an understanding of the difference between singular and plural nouns, knowing that singular nouns are used to describe one person, place or object; plural nouns are used to describe more than one person, place or object. Children should now be familiar that most plural nouns are formed by adding 's' and be able to correctly use these in their writing. In this step children will learn that not all plural nouns are formed by adding 's', and that some add 'es' instead. All singular nouns ending in -s, -x, -z, -sh, -ch, or -ss must add 'es' to the end of the word to form the plural, instead of 's'. Children will see examples of words which add 'es' to form the plural and will practise changing words from singular to plural following the same patterns. They will be able to complete sentences using the plural form of nouns ending in -s, -x, -z, -sh, -ch, or -ss. Focused Questions. Write the plural noun to match the picture. Complete the sentence adding the correct plural noun, using pictorial support.

Writing Objectives

Children to plan and write their own version using another household item e.g. fridge/freezer


- I can confidently say my sentences out loud before writing them down.
- I can write sentences to create short narratives and non-fiction texts
- I can confidently use adjectives to describe
- I can use the conjunctions 'and', 'but', 'or' to join words.
- I can use capital letters for names and places and days of the week
- I can confidently use a capital letter for the personal pronoun 'I'
- I can confidently use finger spaces between each word
- I can use full stops to end most sentences
- I can use exclamation marks and question marks to punctuate some sentences
- I can use -s and -es to form regular plurals correctly
- I can spell many words containing set 2 and 3 sounds in a phonetically plausible way
- I can write lower case and capital letters in the correct direction, starting and finishing at the right place.
- I am beginning to re-read my work and check that it makes sense.

## Week 5

### Text

<https://classroomsecrets.co.uk/amphibian-conservation-centre-yrmy1dy2e-guided-reading-pack/>

**Amphibian Conservation Centre**



Open 9am to 6pm, 7 days a week  
(except Christmas Day)


Come and visit our Amphibian Conservation Centre.  
Learn about the **life cycles** of lots of different amphibians.  
Join in with our feeding time **presentations**.  
See our animals close up to find out about their special **features**.

Have lunch in our lakeside cafe and visit our gift shop.

We look forward to seeing you soon!

Amphibian Conservation Centre  
Newtown  
NE1 W23

Entrance Ticket Prices  
Adult: £10  
Child: £5



### Reading objectives

- I can read set 1,2 and 3 sounds at speed
- I can sound out and blend words containing set 1 and 2 sounds
- I can read most words containing common Y1 suffixes
- I can read common exception words confidently
- I can read many contracted words
- I can read most words in a sentence accurately without overt sound blending (approx. 70 words per minute)
- I can sound out most unfamiliar words accurately, without undue hesitation
- I can listen to and discuss a wide range of poems, stories and non-fiction texts.
- I can confidently link what I have read to my own experiences.
- I can discuss word meanings, linking new meanings to those I already know.
- I can make simple inferences about what has been said or done and can refer to clues in the text.
- I can discuss the significance of the title and events.
- I can discuss what I have read and listen to others.

### Phonics

**Revision and prep for phonics screening, based on teacher assessment.**

### Grammar and Punctuation objectives

**Adding ‘-s’ or ‘-es’** Children should now have an understanding of the difference between singular and plural nouns, and that most plural nouns are formed by adding ‘s’. They should also now be familiar that all singular nouns ending in –s, -x, -z, -sh, -ch, or –ss must add ‘es’ to the end of the word to form the plural, instead of ‘s’. In this step children will practice using the two plural forms in their writing. Children will be able to select the correct plural form of nouns according to the rules and exceptions they have learnt. They will be able to complete sentences writing the correct plural form of nouns. By the end of this block, children should be able to identify between singular and plural nouns as well as correct and incorrect plural nouns. Focused Questions. Select the correct ending for the noun to make it plural. Is this plural noun correct? Explain your answer. Complete the sentence using a singular or plural noun and/or a correctly formed plural noun.

### Writing Objectives

Children to plan a persuasive advert to visit Winterton.

- I can confidently say my sentences out loud before writing them down.
- I can confidently use adjectives to describe

- I can use the conjunctions 'and', 'but', 'or' to join words.
- I can use capital letters for names and places and days of the week.
- I can confidently use finger spaces between each word
- I can use full stops to end most sentences
- I can use exclamation marks and question marks to punctuate some sentences
- I can use -s and -es to form regular plurals correctly
- I can write lower case and capital letters in the correct direction, starting and finishing at the right place.
- I am beginning to re- read my work and check that it makes sense.

## Week 6

### Text



<https://classroomsecrets.co.uk/valentines-day-ball-blue-guided-reading-pack/>

### Reading objectives

- I can read set 1,2 and 3 sounds at speed
- I can sound out and blend words containing set 1 and 2 sounds
- I can read most words containing common Y1 suffixes
- I can read common exception words confidently
- I can read many contracted words
- I can read most words in a sentence accurately without overt sound blending (approx. 70 words per minute)
- I can sound out most unfamiliar words accurately, without undue hesitation
- I can listen to and discuss a wide range of poems, stories and non-fiction texts.
- I can confidently link what I have read to my own experiences.
- I can discuss word meanings, linking new meanings to those I already know.
- I can make simple inferences about what has been said or done and can refer to clues in the text.
- I can discuss the significance of the title and events.
- I can discuss what I have read and listen to others.

### Phonics

**Revision and prep for phonics screening, based on teacher assessment.**

### Grammar and Punctuation objectives

**Removing 'un-'** Prefixes are added to the start of the word, which changes the meaning of the word it belongs to. In this block, children will be using the prefix 'un'. When 'un' is added to a root word, the root word stays the same and only the meaning is changed, for example, 'kind' takes on the opposite meaning when the prefix 'un' (meaning "not") is added, creating the word 'unkind'. In this step, children will learn that removing the prefix 'un' will change the word from a negative meaning to a positive meaning. Children will be able to match 'un' words to their root words, for example: match 'unkind' to 'kind'. Focused Questions. Match the words with their opposite meanings. Complete the sentence by replacing the given with 'un' removed.

## Writing Objectives

Children to write persuasive advert for visiting Winterton.

- I can confidently say my sentences out loud before writing them down.
- I can write sentences to create short narratives and non-fiction texts
- I can confidently use adjectives to describe
- I can use the conjunctions 'and', 'but', 'or' to join words.
- I can use capital letters for names and places and days of the week
- I can confidently use finger spaces between each word
- I can use full stops to end most sentences
- I can use exclamation marks and question marks to punctuate some sentences
- I can use -s and -es to form regular plurals correctly
- I can use the prefix -un
- I can write lower case and capital letters in the correct direction, starting and finishing at the right place.
- I am beginning to re-read my work and check that it makes sense.
- I can clearly read my work out loud to others.

## Week 7

### Text

<https://www.literacyshed.com/thewaybackhome.html>

Compare similarities and differences between book and film.



### Reading objectives

- I can read set 1,2 and 3 sounds at speed
- I can sound out and blend words containing set 1 and 2 sounds
- I can read most words containing common Y1 suffixes
- I can read common exception words confidently
- I can read many contracted words
- I can read most words in a sentence accurately without overt sound blending (approx. 70 words per minute)
- I can sound out most unfamiliar words accurately, without undue hesitation
- I can talk confidently about things I like in books that I have read, and listen to the views of others.
- I can listen to and discuss a wide range of poems, stories and non-fiction texts.
- I can retell familiar stories with increasing detail
- I can discuss word meanings, linking new meanings to those I already know.
- I can make simple inferences about what has been said or done and can refer to clues in the text.
- I can discuss the significance of the title and events.
- I can predict what might happen.

### Y1 Common Exception word Spellings

the  
do  
to  
today  
of  
said  
says  
are

### Grammar and Punctuation objectives

**Adding 'un-'** Prefixes are added to the start of the word, which changes the meaning of the word it belongs to. In this block, children will be using the prefix 'un'. When 'un' is added to a root word, the root word stays the same and only the meaning is changed, for example, 'kind' takes on the opposite meaning when the prefix 'un' (meaning "not") is added, creating the word 'unkind'. In this step, children will learn that adding the prefix 'un' will change the word from a positive meaning to a negative meaning. Children will be able to match root words to the prefix 'un', for example: match 'kind' to 'un' to make 'unkind'. Focused Questions. Match 'un' with words to make the opposite meanings. Complete the words by adding 'un'.

### Writing Objectives

Planning – story map, boxing up and adapting plan to create their own space adventure.

- I can confidently say my sentences out loud before writing them down.
- I can confidently use adjectives to describe
- I can use the conjunctions 'and', 'but', 'or' to join words.
- I can use capital letters for names and places and days of the week
- I can confidently use a capital letter for the personal pronoun 'I'
- I can confidently use finger spaces between each word
- I can use full stops to end most sentences
- I can use exclamation marks and question marks to punctuate some sentences
- I can use -s and -es to form regular plurals correctly
- I can spell many words containing set 2 and 3 sounds in a phonetically plausible way
- I can spell most Y1 common exception words and days of the week correctly
- I can use the prefix -un
- I can write lower case and capital letters in the correct direction, starting and finishing at the right place.
- I am beginning to re-read my work and check that it makes sense.
- I can clearly read my work out loud to others.

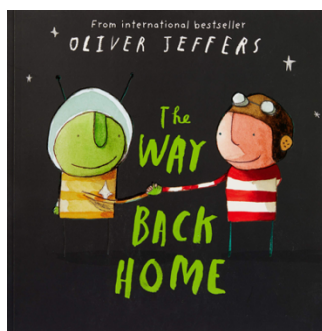


## Week 8

### Text

<https://www.literacyshed.com/thewaybackhome.html>

Compare similarities and differences between book and film.



### Reading objectives

- I can read set 1,2 and 3 sounds at speed
- I can sound out and blend words containing set 1 and 2 sounds
- I can read most words containing common Y1 suffixes
- I can read common exception words confidently
- I can read many contracted words
- I can read most words in a sentence accurately without overt sound blending (approx. 70 words per minute)
- I can sound out most unfamiliar words accurately, without undue hesitation
- I can talk confidently about things I like in books that I have read, and listen to the views of others.
- I can listen to and discuss a wide range of poems, stories and non-fiction texts.
- I can retell familiar stories with increasing detail
- I can discuss word meanings, linking new meanings to those I already know.
- I can make simple inferences about what has been said or done and can refer to clues in the text.
- I can discuss the significance of the title and events.
- I can predict what might happen.

### Y1 Common Exception word Spellings

were  
was  
is  
his  
has  
you  
your  
they

### Grammar and Punctuation objectives

**Recognising '-ing' '-ed' '-er'** In the previous block, children learnt about the prefix 'un'. In this step, children will be introduced to suffixes and learn that they are added to the end of a word to alter the word's meaning. Children should recognise the suffixes '-ing', '-ed' and '-er'. In this step, children will work on recognising changes to verbs made by adding '-ing' to create a past participle, how adding '-ed' creates the past tense for example, help/helping; help/helped; and how adding '-er' can make a new noun, for example, drum becomes drummer. Focused Questions. Which word in this sentence has had a suffix added to it? Underline the words with the suffix '-ing' / '-er' / '-ed'.

**Using '-ing' '-ed' '-er'** In the previous step, children were introduced to suffixes and learnt that they are added to the end of a word to alter the word's meaning. In this step, children will work on changing verbs by adding '-ing' to create a past participle, adding '-ed' to create the past tense for example, help/helping; help/helped; and adding '-er' to make a new noun, for example, drum becomes drummer. Focused Questions. Add the suffix '-ing' to these words. Add the suffix '-er' to these words. Add the suffix '-ed' to these words.

### Writing Objectives

Children to write their own space adventure story.

- I can confidently say my sentences out loud before writing them down.
- I can write sentences to create short narratives and non-fiction texts
- I can confidently use adjectives to describe
- I can use the conjunctions 'and', 'but', 'or' to join words.
- I can use capital letters for names and places and days of the week
- I can confidently use a capital letter for the personal pronoun 'I'
- I can confidently use finger spaces between each word
- I can use full stops to end most sentences
- I can use exclamation marks and question marks to punctuate some sentences
- I can use -s and -es to form regular plurals correctly
- I can use the prefix -un
- I can use the suffixes -ing, -ed, -er and -est
- I can write lower case and capital letters in the correct direction, starting and finishing at the right place.
- I am beginning to re-read my work and check that it makes sense.
- I can clearly read my work out loud to others.

## Week 9

### Text

<https://www.twinkl.co.uk/resource/t-t-10621-hansel-and-gretel-story-powerpoint>

Compare to other versions of the story.



### Reading objectives

- I can read set 1,2 and 3 sounds at speed
- I can sound out and blend words containing set 1 and 2 sounds
- I can read most words containing common Y1 suffixes
- I can read common exception words confidently
- I can read many contracted words
- I can read most words in a sentence accurately without overt sound blending (approx. 70 words per minute)
- I can sound out most unfamiliar words accurately, without undue hesitation
- I can talk confidently about things I like in books that I have read, and listen to the views of others.
- I can listen to and discuss a wide range of poems, stories and non-fiction texts.
- I can retell familiar stories with increasing detail
- I can make simple inferences about what has been said or done and can refer to clues in the text.
- I can discuss the significance of the title and events.
- I can predict what might happen.

**Y1 Common Exception word Spellings**

be  
he  
me  
she  
we  
no  
go  
so  
by

**Grammar and Punctuation objectives**

**Comparing and correcting ‘-ing’ ‘-ed’ ‘-er’** In the previous step, children were using the suffixes ‘-ing’, ‘-ed’ and ‘-er’, focusing on changing verbs by adding –ing to create a past participle, adding ‘-ed’ to create the past tense for example, help/helping; help/helped; and ‘-er’ to make a new noun, for example, drum becomes drummer. In this step, children will continue to recognise and use these suffixes, comparing and correcting when the suffix ‘-ing, ‘-er’, or ‘-ed’ should be used. Focused Questions. Why has the suffix ‘-ing’ / ‘-ed’ / ‘-er’ been added to this word? Add the suffix ‘-ing’, ‘-er’ or ‘-ed’ to these words. Which of these suffixes cannot be added to this word? Complete the sentence using the correct suffix for the given word.

**Writing Objectives**

Story mapping, boxing up. Planning for a partial rewrite from the witch’s perspective.

- I can confidently say my sentences out loud before writing them down.
- I can confidently use adjectives to describe
- I can use capital letters for names and places and days of the week
- I can confidently use a capital letter for the personal pronoun ‘I’
- I can confidently use finger spaces between each word
- I can use full stops to end most sentences
- I can use exclamation marks and question marks to punctuate some sentences
- I can use -s and -es to form regular plurals correctly
- I can spell many words containing set 2 and 3 sounds in a phonetically plausible way
- I can spell most Y1 common exception words and days of the week correctly
- I can use the prefix -un
- I can use the suffixes -ing, -ed, -er and -est
- I can write lower case and capital letters in the correct direction, starting and finishing at the right place.
- I am beginning to re-read my work and check that it makes sense.
- I can clearly read my work out loud to others.

## Week 10

### Text

<https://www.twinkl.co.uk/resource/t-t-10621-hansel-and-gretel-story-powerpoint>



Compare to other versions of the story.

### Reading objectives

- I can read set 1,2 and 3 sounds at speed
- I can sound out and blend words containing set 1 and 2 sounds
- I can read most words containing common Y1 suffixes
- I can read common exception words confidently
- I can read many contracted words
- I can read most words in a sentence accurately without overt sound blending (approx. 70 words per minute)
- I can sound out most unfamiliar words accurately, without undue hesitation
- I can talk confidently about things I like in books that I have read, and listen to the views of others.
- I can listen to and discuss a wide range of poems, stories and non-fiction texts.
- I can retell familiar stories with increasing detail
- I can make simple inferences about what has been said or done and can refer to clues in the text.
- I can discuss the significance of the title and events.
- I can predict what might happen.

### Y1 Common Exception word Spellings

my  
here  
there  
where  
love  
come  
some  
one  
once

### Grammar and Punctuation objectives

**Recognising a Sentence** From previous learning in Year 1, children will have learnt how words can be put together to form a sentence and should know what is needed to make a complete sentence. Children should be familiar with nouns and verbs or should be reminded about these word types. Children should also be familiar with using the conjunctions 'and', 'but' and 'or' to join simple sentences together. Following learning in previous blocks, children should be capable of identifying and using questions as a type of sentence and some children will understand the use of exclamation marks. This step will draw on this previous learning and allow children the opportunity to recognise sentences and be able to say whether a sentence is accurate, whether it makes sense and whether it is a complete sentence or not. Focused Questions. Read the words below and tick if it is a complete sentence. Add a word to the words below to make a complete sentence that make sense. Does the sentence below make sense? How do you know?

**Using a Sentence** Children should now be familiar with nouns and verbs, as well as using the conjunctions 'and', 'but' and 'or' to join simple sentences together where required. Children will also be familiar with identifying and using questions as a type of sentence and some will be

increasing in confidence in the use of exclamation marks to demarcate sentences. This step will draw on this previous learning. Children will be able to write sentences accurately by ordering the given words and adding or omitting words where necessary. Focused Questions. Choose five words from the word bank to write a sentence. Re-order the words below to make a complete sentence that makes sense. Which word(s) need to be added/taken away from the sentence below?

### Writing Objectives

Retell part of the story from the witch's point of view.

- I can confidently say my sentences out loud before writing them down.
- I can write sentences to create short narratives and non-fiction texts
- I can confidently use adjectives to describe
- I can use the conjunctions 'and', 'but', 'or' to join words.
- I can use capital letters for names and places and days of the week
- I can confidently use a capital letter for the personal pronoun 'I'
- I can confidently use finger spaces between each word
- I can use full stops to end most sentences
- I can use exclamation marks and question marks to punctuate some sentences
- I can use -s and -es to form regular plurals correctly
- I can spell many words containing set 2 and 3 sounds in a phonetically plausible way
- I can spell most Y1 common exception words and days of the week correctly
- I can use the prefix -un
- I can use the suffixes -ing, -ed, -er and -est
- I can write lower case and capital letters in the correct direction, starting and finishing at the right place.
- I am beginning to re-read my work and check that it makes sense.
- I can clearly read my work out loud to others.

## Week 11

### Text



<https://www.twinkl.co.uk/resource/t-l-526249-the-sound-keeper-poetry-differentiated-activity-pack>

### Reading objectives

- I can read set 1,2 and 3 sounds at speed
- I can sound out and blend words containing set 1 and 2 sounds
- I can read most words containing common Y1 suffixes
- I can read common exception words confidently
- I can read many contracted words
- I can read most words in a sentence accurately without overt sound blending (approx. 70 words per minute)
- I can sound out most unfamiliar words accurately, without undue hesitation
- I can listen to and discuss a wide range of poems, stories and non-fiction texts.
- I can confidently link what I have read to my own experiences.
- I can learn to appreciate rhymes and poems.
- I can make simple inferences about what has been said or done and can refer to clues in the text.
- I can discuss the significance of the title and events.
- I can discuss what I have read and listen to others.

### Y1 Common Exception word Spellings

ask  
friend  
school  
put  
push  
pull  
full  
house  
our

### Grammar and Punctuation objectives

**Ordering Given Sentences** Now that children are familiar with nouns and verbs, as well as using the conjunctions 'and', 'but' and 'or' to join simple sentences together they can look at structuring and ordering sentences. This step will draw on this previous learning. Now that children can write sentences accurately by ordering given words and adding or omitting words where necessary, this step will move children on to ordering given sentences to create accurate and logical writing. Some children may focus on writing and ordering their own sentences, while others may need to spend more time on ordering given sentences to allow them to learn the importance of sequencing. Focused Questions. Number the sentences to show which should come first. Rewrite the sentences in the correct order. Write another sentence that will follow these sentences/come after this sentence.

### Writing Objectives

Planning, sense walk to collect different sounds from around school. Inside and out.

- I can confidently say my sentences out loud before writing them down.
- I can confidently use adjectives to describe
- I can use capital letters for names and places and days of the week
- I can confidently use finger spaces between each word



- I can use full stops to end most sentences
- I can use -s and -es to form regular plurals correctly
- I can spell many words containing set 2 and 3 sounds in a phonetically plausible way
- I can spell most Y1 common exception words and days of the week correctly
- I can use the prefix -un
- I can use the suffixes -ing, -ed, -er and -est
- I can write lower case and capital letters in the correct direction, starting and finishing at the right place.
- I am beginning to re-read my work and check that it makes sense.
- I can clearly read my work out loud to others.

## Week 12

### Text



<https://www.twinkl.co.uk/resource/t-l-526249-the-sound-keeper-poetry-differentiated-activity-pack>

### Reading objectives

- I can read set 1,2 and 3 sounds at speed
- I can sound out and blend words containing set 1 and 2 sounds
- I can read most words containing common Y1 suffixes
- I can read common exception words confidently
- I can read many contracted words
- I can read most words in a sentence accurately without overt sound blending (approx. 70 words per minute)
- I can sound out most unfamiliar words accurately, without undue hesitation
- I can listen to and discuss a wide range of poems, stories and non-fiction texts.
- I can confidently link what I have read to my own experiences.
- I can learn to appreciate rhymes and poems.
- I can make simple inferences about what has been said or done and can refer to clues in the text.
- I can discuss the significance of the title and events.
- I can discuss what I have read and listen to others.

### Revision of phonics and Common Exception Words

### Grammar and Punctuation objectives

This week should be used to recap on the objectives covered this term and to assess understanding.

### Writing Objectives

Write and perform sound keeper poem from around school.

- I can confidently say my sentences out loud before writing them down.
- I can confidently use adjectives to describe
- I can use the conjunctions 'and', 'but', 'or' to join words.

- I can use capital letters for names and places and days of the week
- I can confidently use a capital letter for the personal pronoun 'I'
- I can confidently use finger spaces between each word
- I can use full stops to end most sentences
- I can use exclamation marks and question marks to punctuate some sentences
- I can use -s and -es to form regular plurals correctly
- I can spell many words containing set 2 and 3 sounds in a phonetically plausible way
- I can spell most Y1 common exception words and days of the week correctly
- I can use the prefix -un
- I can use the suffixes -ing, -ed, -er and -est
- I can write lower case and capital letters in the correct direction, starting and finishing at the right place.
- I am beginning to re-read my work and check that it makes sense.
- I can clearly read my work out loud to others.

### **Week 13**

This week has been left blank to allow for faith week activities, engineering week etc.