

Year 1					
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p><b>Texts:</b> <i>Beegu</i> by Alexis Deacon; <i>Where the Wild Things Are</i> by Maurice Sendak; - range of non-fiction linked to other subject areas; - range of texts read in Daily Supported Reading</p> <p><b>Reading skills include:</b> Discussing stories, poems and non-fiction including the significance of the title and events; making predictions; linking what they have heard and read to their own experiences; becoming familiar with stories and retelling them; explaining their understanding of</p>	<p><b>Texts:</b> <i>Billy and the Beast</i> by Nadia Shireen; <i>Julian is a Mermaid</i> by Jessica Love; <i>The River</i> (poem by Valerie Bloom); <i>Traction Man</i> by Mini Grey; - range of non-fiction linked to other subject areas - range of texts read in Daily Supported Reading</p> <p><b>Reading skills include:</b> reading aloud what they have written; explaining their understanding of what has been read to them; ongoing revision of skills already taught</p> <p><b>Phonics:</b> see separate planning</p> <p><b>Writing includes:</b></p>	<p><b>Texts:</b> <i>Iggy Peck, Architect</i> by Andrea Beaty; <i>What We'll Build</i>, Oliver Jeffers; <i>I Want My Hat Back</i> by Jon Klassen - range of non-fiction linked to other subject areas - range of texts read in Daily Supported Reading</p> <p><b>Reading skills include:</b> recognising and joining in with predictable phrases; drawing on what they already know or on background information and vocabulary provided by the teacher; ongoing revision of skills already taught</p> <p><b>Phonics:</b> see separate planning</p>	<p><b>Texts:</b> <i>Rapunzel</i> by Bethan Woolvin; (also read <i>Rapunzel, Once Upon a World</i> by Chloe Perkin and Archana Sreenivasan); <i>The Odd Egg</i> by Emily Gravett - a range of non-fiction linked to other subject areas; - range of texts read in Daily Supported Reading</p> <p><b>Reading skills include:</b> ongoing revision of skills already taught</p> <p><b>Phonics:</b> see separate planning</p> <p><b>Writing includes:</b> - questions - description - writing in role</p>	<p><b>Texts:</b> <i>The Tiny Seed</i> by Eric Carle; <i>Pattan's Pumpkin</i> by Chitra Soundar (also read aloud food-related traditional tales such as <i>The Gigantic Turnip, The Gingerbread Man, The Little Red Hen etc.</i>) - range of non-fiction linked to other subject areas; range of texts read in Daily Supported Reading</p> <p><b>Reading skills include:</b> ongoing revision of skills already taught (including joining in with predictable phrases)</p> <p><b>Phonics:</b> see separate planning</p>	<p><b>Texts:</b> <i>Grendel</i> by David Lucas; <i>Chocolate</i> poem by Michael Rosen(NB this is not the same as <i>Chocolate Cake</i>); <i>The Puffin Book of Fantastic First Poems</i> edited by June Crebbin (including various food-based poems) - range of non-fiction linked to other subject areas; range of texts read in Daily Supported Reading</p> <p><b>Reading skills include:</b> reciting poems by heart; ongoing revision of skills already taught</p> <p><b>Phonics:</b> see separate planning</p> <p><b>Writing includes:</b> - writing wishes</p>

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<p>what has been read to them</p> <p><b>Phonics:</b> see separate planning</p> <p><b>Writing includes:</b></p> <ul style="list-style-type: none"> <li>- annotations for drawings</li> <li>- speech bubbles</li> <li>- describing (character)</li> <li>- writing in role (postcard)</li> <li>- poetry</li> <li>- narrative</li> <li>- autobiographical writing linked to topic</li> </ul> <p>(All including saying aloud what they are going to write about; composing a sentence orally before writing it; reading aloud what they have written.)</p>	<ul style="list-style-type: none"> <li>- wanted poster</li> <li>- narrative (retelling a story)</li> <li>- instructions (eg how to be a mermaid)</li> <li>- advertisement (eg for a costume shop)</li> <li>- poetry</li> <li>- caption writing</li> <li>- ongoing revision of skills already taught</li> </ul> <p><b>Grammar and Punctuation:</b> how words can combine to make sentences; capital letters and full stops; regular plurals; using suffixes -ing, - ed, -er, -est where there is no change in the spelling of the root word</p> <p><b>Grammar and Punctuation revision includes:</b> Separation</p>	<p><b>Writing includes:</b></p> <ul style="list-style-type: none"> <li>- thought bubbles</li> <li>- fact file</li> <li>- speech bubbles</li> <li>- labels and captions</li> <li>- description (eg a home / building)</li> <li>- shared poetry writing (rap)</li> <li>- narrative</li> <li>- ongoing revision of skills already taught</li> </ul> <p><b>Grammar and Punctuation:</b> joining clauses using and; capital letters for names of people, places, days of the week; question marks; using un-prefix – unkind, unhappy, untie</p> <p><b>Grammar and Punctuation revision includes:</b> how words can combine to make sentences; capital</p>	<ul style="list-style-type: none"> <li>- instructions (eg, how to defeat a witch)</li> <li>- reasons for and against</li> <li>- narrative</li> <li>- writing to persuade (including noun phrases)</li> <li>- ongoing revision of skills already taught</li> </ul> <p><b>Grammar and Punctuation:</b> more words using un-prefix – unkind, unhappy, untie</p> <p><b>Grammar and Punctuation revision includes:</b> Year 1 content taught this year and earlier insecure learning</p> <p><b>Spelling:</b> No Nonsense Spelling Year 1, Block 4</p>	<p><b>Writing includes:</b></p> <ul style="list-style-type: none"> <li>- instructions</li> <li>- labels</li> <li>- advice writing</li> <li>- recount writing (could be seed diaries)</li> <li>- questions</li> <li>- ongoing revision of skills already taught</li> </ul> <p><b>Grammar and Punctuation:</b> introducing question mark</p> <p><b>Grammar and Punctuation revision includes:</b> Year 1 content taught this year and earlier insecure learning</p> <p><b>Spelling:</b> No Nonsense Spelling Year 1, Block 5</p>	<ul style="list-style-type: none"> <li>- description (setting)</li> <li>- advice giving</li> <li>- narrative</li> <li>- recipe writing</li> <li>- poetry writing</li> <li>- ongoing revision of skills already taught</li> </ul> <p><b>Grammar and Punctuation:</b> introducing exclamation mark</p> <p><b>Grammar and Punctuation revision includes:</b> Year 1 content taught this year and earlier insecure learning</p> <p><b>Spelling:</b> No Nonsense Spelling Year 1, Block 6</p> <p><b>Handwriting:</b> PenPals Year 1, Units 26 – 30</p> <p><b>Vocabulary:</b></p>
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<p><b>Grammar and Punctuation:</b> Separation of words with spaces; capital for personal pronoun /; sequencing sentences to form short narratives</p> <p><b>Spelling:</b> No Nonsense Spelling Year 1, Block 1</p> <p><b>Handwriting:</b> PenPals Year 1 , Units 1- 5</p> <p><b>Vocabulary:</b> letter; capital letter; word</p> <p><b>SEN:</b> possible alternative text – These may be accessible. If board books are better, try <i>10 Little Aliens</i> by Mike Brownlow and / or <i>Never Touch the</i></p>	<p>of words with spaces; capital for personal pronoun /; sequencing sentences to form short narratives</p> <p><b>Spelling:</b> No Nonsense Spelling Year 1, Block 2</p> <p><b>Handwriting:</b> PenPals Year 1, Units 6 – 10</p> <p><b>Vocabulary:</b> Sentence; full stop; singular; plural</p> <p><b>Vocabulary revision includes:</b> letter; capital letter; word;</p> <p><b>SEN:</b> Look at <i>That’s Not My Monster</i> by Fiona Watt; <i>Pink is for Boys</i> by Robb Pearlman; <i>Spot’s</i></p>	<p>letters and full stops; capital for /; sequencing sentences to form short narratives</p> <p><b>Spelling:</b> No Nonsense Spelling Year 1, Block 3</p> <p><b>Handwriting:</b> PenPals Year 1, Units 11 – 15</p> <p><b>Vocabulary:</b> prefix</p> <p><b>Vocabulary revision includes:</b> ongoing revision of skills already taught</p> <p><b>SEN:</b> <i>The Town and About Building Site</i> board book (Pat-a-Cake); There is a board book available of <i>I Want My Hat Back</i></p>	<p><b>Handwriting:</b> PenPals Year 1, Units 16 – 20</p> <p><b>Vocabulary:</b> ongoing revision of skills already taught</p> <p><b>SEN:</b> <i>Rapunzel</i> by Dan Taylor (Campbell Short Stories, board book); <i>The Odd Egg</i> is available as a board book</p>	<p><b>Handwriting:</b> PenPals Year 1, Units 21 – 25</p> <p><b>Vocabulary:</b> question mark;</p> <p><b>Vocabulary revision includes:</b> ongoing revision of previously taught vocabulary</p> <p><b>SEN:</b> <i>The Tiny Seed</i> should be accessible to most children. The Ladybird ‘Touch and Feel’ versions of traditional tales such as <i>Jack and the Beanstalk</i> may be worth considering.</p>	<p>Exclamation mark;</p> <p><b>Vocabulary revision includes:</b> ongoing revision of previously taught vocabulary</p> <p><b>SEN:</b> These may be accessible for all children. If not, consider, <i>Chocolate Mousse for Greedy Goose</i> by Julia Donaldson and, eg, <i>Playtime Rhymes</i> by Tony Ross (board book)</p>
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*Monsters* by Rosie  
Greening

*First Christmas* by  
Eric Hill