

Y1	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
<b>Terminology</b> p80	<p><b>Pupils must use and understand:</b></p> <ul style="list-style-type: none"> <li>singular</li> <li>plural</li> <li>punctuation</li> <li>full stop</li> <li>question mark</li> <li>exclamation mark</li> <li>word</li> <li>sentence</li> <li>letter</li> <li>capital letter</li> </ul>					
<b>Phonics</b>	Letters and Sounds Phase 3	Letters and Sounds Phase 4	Letters and Sounds Phase 5			
<b>Spelling</b> Appendix 1 p73 Spelling Rules 50	<p>Phase 3 Spelling Focus</p> <p>Words ending in Y (/i:/ or /I/)</p> <p>The sounds /f/, /l/, /s/, /k/, /z/ spelt ff, ll, ss, ck, zz</p>	<p>Phase 4 Spelling Focus</p> <p>The /ŋ/ sound spelt n before k</p> <p>The sounds /f/, /l/, /s/, /k/, /z/ spelt ff, ll, ss, ck, zz</p>	<p>Phase 5 Spelling Focus</p> <p>-tch</p> <p>The prefix UN- VPG</p> <p>Adding S and ES to words (no changes to root) VPG</p>	<p>Phase 5 Spelling Focus</p> <p>Syllabic words</p> <p>Adding ING, ED, ER to a verb (no changes to root) VPG</p>	<p>Phase 5 Spelling Focus</p> <p>Adding ER and EST to adjectives (no changes to root)</p> <p>New consonant spelling PH and WH</p>	<p>Phase 5 Spelling Focus</p> <p>Compound Words</p> <p>The /v/ sound at the end of the word</p> <p>Revision</p>
<p><b>Common Exception Words and Days of the Week</b> Write from memory simple dictated sentences</p>						
<b>Handwriting</b>	<ul style="list-style-type: none"> <li>Sit correctly at a table, holding a pencil correctly</li> <li>Form lower case letters in the correct direction, starting and finishing in the correct position</li> <li>Form capital letters</li> <li>Form the numbers 0-10</li> <li>Identify which letter belongs to which writing 'family'</li> </ul>					
<b>Composition</b>	<ul style="list-style-type: none"> <li>Write sentences by - <ul style="list-style-type: none"> <li>✓ Saying aloud what they are going to write about</li> <li>✓ Composing sentences orally before writing it</li> <li>✓ Sequencing sentences to form short narratives</li> <li>✓ Reread what they have written to check that it makes sense</li> </ul> </li> <li>Discuss what they have written with a teacher or other pupils</li> <li>Read aloud their writing clearly to be heard by their peers and the teacher.</li> </ul>				<p>In addition to the composition (Summer Term)</p> <ul style="list-style-type: none"> <li>Redraft a section of writing as directed by the teacher (developing EDITTING skills)</li> </ul>	

<p>VPG Appendix 2 Pg 74</p>	<p>To punctuate sentences using</p> <ul style="list-style-type: none"> <li>• Capital letter</li> <li>• Full stop</li> </ul> <p>Leave space between words</p> <p>Combine words to make sentences</p> <p>Name the letters of the alphabet and use the letter names and sounds</p>	<p>To punctuate sentences using</p> <ul style="list-style-type: none"> <li>• Capital letter</li> <li>• Full stop</li> </ul> <p>Joining words and joining clauses using AND</p> <p>Use capital letters for:</p> <ul style="list-style-type: none"> <li>• names of people</li> <li>• places</li> <li>• days of the week</li> <li>• personal pronoun I</li> </ul>	<p>To punctuate sentences using</p> <ul style="list-style-type: none"> <li>• Capital letter</li> <li>• Full stop</li> </ul> <p>To know how UN- changes meaning of the root word Sp Link</p> <p>To pluralise regular nouns and know the effect of the meaning on the noun Sp Link</p> <p>Use capital letters for:</p> <ul style="list-style-type: none"> <li>• names of people</li> <li>• places</li> <li>• days of the week</li> <li>• personal pronoun I</li> </ul>	<p>To punctuate sentences using</p> <ul style="list-style-type: none"> <li>• Capital letter</li> <li>• Full stop</li> <li>• Question mark</li> <li>• Exclamation mark</li> </ul> <p>To add a suffix to a verb (ING) Sp Link</p> <p>Use capital letters for:</p> <ul style="list-style-type: none"> <li>• names of people</li> <li>• places</li> <li>• days of the week</li> <li>• personal pronoun I</li> </ul>	<p>To punctuate sentences using</p> <ul style="list-style-type: none"> <li>• Capital letter</li> <li>• Full stop</li> <li>• Question mark</li> <li>• Exclamation mark</li> </ul> <p>Use capital letters for:</p> <ul style="list-style-type: none"> <li>• names of people</li> <li>• places</li> <li>• days of the week</li> <li>• personal pronoun I</li> </ul>	<p>To punctuate sentences using</p> <ul style="list-style-type: none"> <li>• Capital letter</li> <li>• Full stop</li> <li>• Question mark</li> <li>• Exclamation mark</li> </ul> <p>Use capital letters for:</p> <ul style="list-style-type: none"> <li>• names of people</li> <li>• places</li> <li>• days of the week</li> <li>• personal pronoun I</li> </ul>
<p>CLJ</p>	<p>All Around Us</p>					

<b>Word Reading</b>	
<b>Reading</b>	<ul style="list-style-type: none"> <li>• To apply phonic knowledge and skills as the route to decode words</li> <li>• To respond with the correct sound to graphemes for all 40+ phonemes</li> <li>• To read by blending sounds in unfamiliar words containing GPCs that have been taught</li> <li>• To read common exception words</li> <li>• To read words containing taught GPCs and -s, -es, -ing, -ed, -er, -est endings</li> </ul> <ul style="list-style-type: none"> <li>• To read other words of more than one syllable that contain taught GPCs</li> <li>• To read words with contractions [apostrophes mean a missing letter(s)]</li> <li>• To read aloud using phonic knowledge to work out the words</li> <li>• Reread books to build up fluency and confidence in word reading</li> </ul>
<b>Comprehension</b>	
<b>Reading Comprehension</b>	<ul style="list-style-type: none"> <li>• Listen and respond to a wide range of POEMS, FICTION and NON-FICTION beyond a level that they can respond to independently.</li> <li>• Link their reading to their own experiences</li> <li>• Become familiar with KEY STORIES, FAIRY STORIES and TRADITIONAL TALES, retelling them and considering their particular features</li> <li>• Recognise and join in with predictable phrases</li> <li>• Appreciate RHYMES and POEMS, and recite some by heart</li> <li>• Discuss word meaning, and link new meanings to those already known</li> <li>• Participates in discussions about what is read to them, taking it in turns to listen</li> <li>• Explain clearly their understanding of what is being read to them</li> </ul> <p><b>Understand both the books they can already read accurately and fluently and those they listen to by:</b></p> <ul style="list-style-type: none"> <li>• Drawing on what they already know or on background information and vocabulary provided by the teacher</li> <li>• Check that the text makes sense to them as they read and correcting accurate reading</li> <li>• Discuss the significance of the title and events</li> <li>• Make inferences on the basis of what is said and done</li> <li>• Predicting what might happen on the basis of what has been read so far</li> </ul>
<b>Speaking and Listening</b>	<p><b>To be taught at a level appropriate to the pupils (ONGOING)</b></p> <ul style="list-style-type: none"> <li>• Listen and respond appropriately to adults and their peers</li> <li>• Ask relevant questions to extend their understanding and knowledge</li> <li>• Use relevant strategies to build their vocabulary</li> <li>• Articulate and justify answers, arguments and opinions</li> <li>• Give well- structured descriptions, explanations and narratives for different purposes, including for expressing feelings</li> <li>• Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments</li> </ul> <ul style="list-style-type: none"> <li>• Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas</li> <li>• Speak audibly and fluently with an increasing command of Standard English</li> <li>• Participate in discussions , presentation, performances, role-play, improvisation and debates</li> <li>• Gain, maintain and monitor the interest of the listeners</li> <li>• Consider and evaluate different viewpoints, attending to and building on the contributions of others.</li> </ul>
<p>GPC - grapheme, phoneme correspondences</p>	