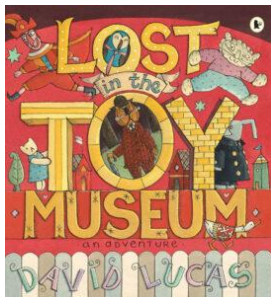
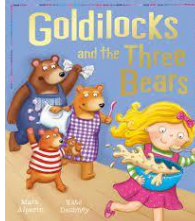
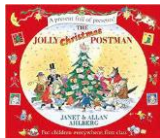
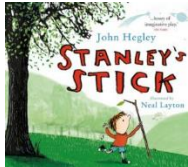
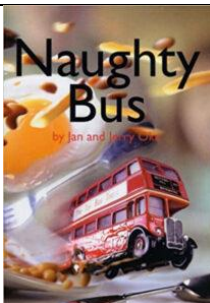


	Autumn term		Spring		Summer term	
Main book focus and genre	Little Wandle focus 		 Recount What has Paddington been doing lately? Paddington has got used to living in London but how would he feel in the countryside? What would Paddington do on a visit to South Hykeham? Would he like it here? What would he do? How can we help Paddington feel welcome? (Use Adventures of Paddington TV Series to support).		 Narrative Sentence work. Linking sentences in a short retelling. What happens to the classroom toys when we go home at night? (Use of Toy Story clips to support)	
Supporting book/media focus and genre	 Traditional tales Verbally retelling/ story sequencing/sentence work Christmas focus: 		 Sentence work Writing letters/notes - A dragon is in the school (use of a toy dragon) we need to ask for help. Who can we ask? (Year 6 pupils could reply to the letters in character) Instructions/lists- create a medicine/potion to help cure a teddy.		 Creative and imaginative play- develop characters, create oral narratives/roleplay, teamwork-oracy skills.  Setting description Create settings and scenes using a little red bus. What will children create? Take a photo and encourage children to write a sentence for each one. Can it be combined for a class book?	
EYFS Little Wandle Revised Early learning goal: Say a sound for each letter in the alphabet and at least 10 digraphs. Read words consistent with their phonic knowledge by sound-blending. Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.	s a t p i n m d g o c k c k e u r h b f l is I the	ff ll ss j v w x y z zz qu ch sh th ng nk • words with –s /s/ added at the end (hats sits) • words ending in s /z/ (his) and with –s /z/ added at the end (bags sings) as and has his her go no to into she push* he of we me be	ai ee igh oa oo oo ar or ur ow oi ear air er • words with double letters • longer words was you they my by all are sure pure	Review Phase 3 • words with double letters, longer words, words with two or more digraphs, words ending in –ing, compound words • words with s /z/ in the middle • words with –s /s/ /z/ at the end • words with –es /z/ at the end	Short vowels with adjacent consonants • CVCC CCVC CCVCC CCCVC CCCVCC • longer words and compound words • words ending in suf-xes: –ing, –ed /t/, –ed /id/ /ed/, –est said so have like some come love do were here little says there when what one out today	Phase 3 long vowel graphemes with adjacent consonants • CVCC CCVC CCCVC CCV CCVCC • words ending in suf-xes: –ing, –ed /t/, –ed /id/ /ed/, –ed /d/ –er, –est • longer words

Little Wandle Revised Year 1	Review Phase 3 and 4 Phase 5 /ai/ ay play /ow/ ou cloud /oi/ oy toy /ea/ ea each Phases 2–4: the put* pull* full* push* to into I no go of he she we me be was you they all are my by sure pure said have like so do some come love were there little one when out what says here today	/ur/ ir bird /igh/ ie pie /oo/ /yoo/ ue blue rescue /yoo/ u unicorn /oa/ o go /igh/ i tiger /ai/ a paper /ee/ e he /ai/ a-e shake /igh/ i-e time /oa/ o-e home /oo/ /yoo/ u-e rude cute /ee/ e-e these /oo/ /yoo/ ew chew new /ee/ ie shield /or/ aw claw their people oh your Mr Mrs Ms ask* could would should our house mouse water want	/ee/ y funny /e/ ea head /w/ wh wheel /oa/ oe ou toe shoulder /igh/ y fly /oa/ ow snow /j/ g giant /f/ ph phone /l/ le al apple metal /s/ c ice /v/ ve give /u/ o-e o ou some mother young /z/ se cheese /s/ se ce mouse fence /ee/ ey donkey /oo/ ui ou fruit soup any many again who whole where two school call different thought through friend work	/ur/ or word /oo/ u oul awful could /air/ are share /or/ au aur oor al author dinosaur floor walk /ch/ tch ture match adventure /ar/ al a half* father* /or/ a water schwa in longer words: different /o/ a want /air/ ear ere bear there /ur/ ear learn /r/ wr wrist /s/ st sc whistle science /c/ ch school /sh/ ch chef /z/ ze freeze schwa at the end of words: actor once laugh because eye	Phonics screening check review – no new GPCs or tricky words	
EYFS Reading Early learning goal: Demonstrate understanding of what has been read to them by retelling stories, and narratives using their own words and recently introduced vocabulary. Anticipate (where appropriate) key events in stories. Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.	To use pictures to tell stories To sequence familiar stories To independently look at book, holding them the correct way and turning pages	To engage in story times, joining in with repeated phrases and actions To begin to answer questions about the stories read to them To enjoy and increasing range of books including fiction, non-fiction, poems and rhymes	To act out stories To begin to predict what may happen in the story To suggest how a story might end	To retell a story To follow a story without pictures or props To talk about the characters in the books they are reading	To begin to answer questions about what they have read To use vocabulary that is influenced by their experiences of books	To answer questions about what they have read To know that information can be retrieved from books
Year 1 Reading fluency 70 wpm	-recite some familiar complete rhymes and songs by heart; -use body percussion or instruments to hold the beat;		-recognise and join in with predictable phrases; -read on sight the CE words for Y1; - say or sing the alphabet in sequence; sound and blend unfamiliar printed words quickly and accurately using their phonemic knowledge and skills;		-read aloud, checking that it ‘sounds right’ and that the text makes sense to them; -with support, notice sentence punctuation; -re-read favourite books to themselves, to gain confidence with word reading and fluency	
Writing Early learning goal: Write recognisable letters, most of which are correctly formed. Spell words by identifying sounds in them and representing the sounds with a letter or letters. Write simple phrases and sentences that can be read by others.	To copy their name To give meanings to the marks they make To copy taught letters To write initial sounds To begin to write CVC words using taught sounds	To write their name To use the correct letter formation of taught letters To write words and labels using taught sounds To begin to write captions using taught sounds	To form lowercase letters correctly To begin to write sentences using fingers spaces To understand that sentences start with a capital letter and end with a full stop To spell words using taught sounds To spell some taught tricky words correctly	To form lowercase letters correctly and begin to form capital letters To write sentences using finger spaces and full stops To spell words using taught sounds To spell some taught tricky words correctly	To form lowercase and capital letters correctly To begin to copy letters using a lead in and lead out To begin to write longer words which are spelt phonetically To begin to use capital letters at the start of a sentence To use finger spaces and full stops when writing a sentence To spell some taught tricky words correctly To begin to read their work back	To form lowercase and capital letters correctly To copy letters using a lead in and lead out To begin to write longer words and compound words which are spelt phonetically To write sentences using a capital letter, finger spaces and full stop To spell some taught tricky words correctly To read their work back and check it makes sense

Year 1 Sentence structure/punctuation objectives	-sentence capital letter punctuation full stop -How words combine to make sentences. -Introduction to capital letters, full stops ... to demarcate sentences. -Capital letters for names and for the personal pronoun.		-Sequencing sentences to form short narratives. -Joining words and joining clauses using and		- Introduction to capital letters, full stops, question marks and exclamation marks to demarcate sentences.	
Year 1 Grammar objectives			- Express position and time, pupils need to understand the meanings of many common prepositions, including between, on top of, afterwards, across.			
EYFS Fine Motor Skills Early learning goal: Hold a pencil effectively in preparations for fluent writing- using the tripod grip in almost all cases. Use a range of small tools including scissors, paintbrushes and cutlery. Begin to show accuracy and care when drawing.	To use a dominant hand To mark make using different shapes To begin to use a tripod grip when using mark making tools To use tweezer to transfer objects To thread large beads To use large pegs To begin to copy letters To hold scissors correctly and make snips in paper	To begin to use anticlockwise movement and retrace vertical lines To hold scissors correctly and cut along a straight and zigzagged lines To use a tripod grip when using mark making tools To accurately draw lines, circles and shapes to draw pictures To write taught letters using correct formation	To use a tripod grip when using mark making tools To hold scissors correctly and cut along a curved line To thread small beads To use small pegs To write taught letters using correct formation	To hold scissors correctly and cut out large shapes To write letters using the correct letter formation and control the size of letters	To hold scissors correctly and cut out small shapes To copy letters using a lead in and lead out To paint using thinner paintbrushes	To hold scissors correctly and cut various materials To create drawings with details To copy letters using a lead in and lead out To independently use a knife, fork and spoon to eat a range of meals
Year 1 Handwriting Nelson Handwriting	c a d g q o e s f		i l t u y j k r n m		h b p v w x z	
EYFS Speaking Early learning goal: Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary. Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. Express their ideas and feelings about their experiences using full	To talk in front of a small group To talk to the class teacher To learn new vocabulary	To answer questions in front of whole class. To use new vocabulary throughout the day	To develop the confidence to talk to other adults they see on a daily basis To talk in sentences using conjunctions e.g. and, because	To share their work to the class- standing up at the front To use new vocabulary in different contexts To engage in non-fiction books	To link statements and stick to a main theme To use talk to organise, sequence and clarify thinking, ideas, feelings and events	To talk to different adults around the school To talk about why things happen To talk in sentences using a range of tenses

sentences including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.						
Year 1 Oracy	To use the appropriate tone of voice in the right context. E.g. speaking calmly when resolving an issue in the playground. To speak clearly and confidently in a range of contexts	To use vocabulary appropriate specific to the topic at hand To take opportunities to try out new language, even if not always used correctly. To use sentence stems to link to other's ideas in group discussion. E.g. 'I agree with... because ...' 'Linking to ...' To use conjunctions to organise and sequence ideas e.g. firstly, secondly, finally	To offer reasons for their opinions To recognise when they haven't understood something and asks a question to help with this. To disagree with someone else's opinion politely. To explain ideas and events in chronological order.	Listens to others and is willing to change their mind based on what they have heard To organise group discussions independently of an adult.	To take part in small group discussions without an adult. To be filmed speaking and use this for reflection To speak in front of a larger audience e.g. during an assembly.	
Listening, attention and understanding Early learning goal: Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions. Make comments about what they have heard and ask questions to clarify their understanding. Hold conversations when engaged in back-and-forth exchanges with their teacher and peers.	To understand how to listen carefully To understand why listening is important To be able to follow directions	To engage in story times, joining in with repeated phrases and actions To begin to understand how and why questions To respond to instructions with more than one step	To ask questions to find out more To begin to understand humour To understand a range of complex sentence structures	To retell a story To follow a story without pictures or props	To understand questions such as who, what, where, when, why and how	To have conversations with adults and peers with back and forth exchanges
End of Year Expectations	EYFS: Children use their phonic knowledge to write words in ways which match their spoken sounds. They also write some irregular common words. They write simple sentences which can be read by themselves and others. Some words are spelt correctly and others are phonetically plausible. Children in Year 1 will be able to use their phase 3, 4 and 5 sounds to write most words phonetically. They will write simple and compound sentences. They will be able to spell most Yr1 common exception words correctly. They will regularly use capital letters, full stops and finger spaces and sometimes use exclamation marks or question marks when appropriate. The children handwriting will show correct formation starting and endings in the correct places.					

