

English Y1 Autumn 1: Cave Baby

Word Reading

- Apply phonic knowledge and skills as the route to decode words
- Read words with contractions [for example, I'm, I'll, we'll], and understand that the apostrophe represents the omitted letter(s)
- Read aloud accurately books that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words
- Re-read these books to build up their fluency and confidence

Writing Transcription (Spelling and Handwriting)

- Words containing each of the 40+ phonemes already taught
- Apply simple spelling rules and guidance, as listed in English Appendix 1
- Segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly (Y2)
- Learning new ways of spelling phonemes for which one or more spellings are already known, and learn some words with each spelling, including a few common homophones (Y2)
- Learning to spell more words with contracted forms (Y2)

Vocabulary, Grammar & Punctuation

- Suffixes that can be added to verbs where no change is needed in the spelling of root words (e.g. *helping, helped, helper*)
- How words can combine to make sentences
- Joining words and joining clauses using and
- Sequencing sentences to form short narratives
- Separation of words with spaces
- Introduction to capital letters, full stops, question marks and exclamation marks to demarcate sentences
- Expanded noun phrases for description and specification [for example, *the blue butterfly, plain flour, the man in the moon*]
- Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences
- Commas to separate items in a list
- Apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns [for example, *the girl's name*]
- Capital letters for names and the personal pronoun /

Reading Comprehension

Develop pleasure in reading, motivation to read, vocabulary and understanding by:

- Listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently
- Being encouraged to link what they read or hear read to their own experiences
- Recognising and joining in with predictable phrases
- Learning to appreciate rhymes and poems, and to recite some by heart

Understand both the books they can already read accurately and fluently and those they listen to by:

- Drawing on what they already know or on background information and vocabulary provided by the teacher
- Explain clearly their understanding of what is read to them
- Discussing the sequence of events in books and how items of information are related (Y2)
- Becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales (Y2)
- Recognising simple recurring literary language in stories and poetry (Y2)
- Discussing and clarifying the meanings of words, linking new meanings to known vocabulary (Y2)

Vocabulary, Grammar & Punctuation

Write sentences by:

- Saying out loud what they are going to write about
- Composing a sentence orally before writing it
- Sequencing sentences to form short narratives
- Re-reading what they have written to check that it makes sense
- Discuss what they have written with the teacher or other pupils

Develop positive attitudes towards and stamina for writing by:

- Writing narratives about personal experiences and those of others (real and fictional) (Y2)
- Writing about real events (Y2)
- Writing for different purposes (Y2)
- Writing down ideas and/or key words, including new vocabulary (Y2)
- Evaluating their writing with the teacher and other pupils (Y2)

Week	Objective	Phonics
1	✓	Common exception words The sounds /f/, /l/, /s/, /z/ and /k/ spelt ff, ll, ss, zz and ck The /p/ sound spelt n before k Division of words into syllables -tch The /v/ sound at the end of words Adding s and es to words Adding the endings -ing, -ed and -er to verbs Adding -er and -est to adjectives Words ending in -y (/i:/ or /i/) New consonant spellings ph and wh Using k for the /k/sound Adding the prefix - un Compound words ai, oi, ay, oy a-e, e-e, i-e, o-e, u-e ar, ee, ea (/i:/), ea (/ɛ/) er(/ɜ:/), er(/ə/), ir, ur oo (/u:/), ool(/o:/), oa, oe ou, ow (/aʊ/), ow, /əʊ/), ue, ew ie(/a:/), ie(/i:/), igh or, ore, aw, au air, ear(/ɛə/), earare(/ɛə/) adjacent consonants /ng/ m using -mb Non-words revision
2	✓	✓

Common exception words coverage

the
a
do
to
today

English Y1 Autumn 2: Astro Girl

Word Reading

- Read accurately by blending sounds in unfamiliar words containing GPCs that have been taught [Vowel digraphs and trigraphs, oo, au and igh]
- Read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word
- Read aloud accurately books that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words re-read these books to build up their fluency and confidence in word reading
- Read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word (Y2)

Writing Transcription (Spelling and Handwriting)

- Write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far
- Learning new ways of spelling phonemes for which one or more spellings are already known, and learn some words with each spelling, including a few common homophones
- Distinguishing between homophones and near-homophones
- Apply spelling rules and guidance, as listed in English Appendix 1

Reading Comprehension

Develop pleasure in reading, motivation to read, vocabulary and understanding by:

- Listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently

- Being encouraged to link what they read or hear read to their own experiences

Understand both the books they can already read accurately and fluently and those they listen to by:

- Discussing word meanings, linking new meanings to those already known
- Predicting what might happen on the basis of what has been read so far
- Being introduced to non-fiction books that are structured in different ways (Y2)
- Drawing on what they already know or on background information and vocabulary provided by the teacher (Y2)

Vocabulary, Grammar & Punctuation

- Introduction to capital letters, full stops, question marks and exclamation marks to demarcate sentences
- How words can combine to make sentences
- Joining words and joining clauses using and
- Sequencing sentences to form short narratives
- Subordination (using when, if, that, because) and co-ordination (using or, and, but)
- How the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command
- Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences

Writing (Composition)

Write sentences by:

- Saying out loud what they are going to write about
- Composing a sentence orally before writing it
- Sequencing sentences to form short narratives
- Re-reading what they have written to check that it makes sense
- Writing for different purposes (Y2)
- Planning or saying out loud what they are going to write about (Y2)
- Proof-reading to check for errors in spelling, grammar and punctuation [for example, ends of sentences punctuated correctly] (Y2)
- To make simple edits, corrections and improvements (Y2)

Week	Objective Phonics
1	<ul style="list-style-type: none"> Common exception words The sounds /l/, /ll/, /sl/, /z/ and /k/ spelt tr, ll, ss, zz and ck The /j/ sound spelt n before k Division of words into syllables -tch The /v/ sound at the end of words Adding s and es to words Adding the endings -ing, -ed and -er to verbs Adding -er and -est to adjectives Words ending in -y (/i:/ or /i/) New consonant spellings ph and wh Using k for the /k/sound Adding the prefix -un Compound words
2	<ul style="list-style-type: none"> ai, oi, ay, oy a-e, e-e, i-e, o-e, u-e ar, ee, ea (/i:/), ea (/e/) er (/ɜ:/), er (/ə/), ir, ur oo (/u:/), oo (/u:/), oa, oe ou, ow (/aʊ/), ow, /eə/), ue, ew ie (/ai/), ie (/i:/), igh or, ore, aw, au air, ear (/iə/), earare (/iə/) adjacent consonants /ng/ m using -mb Non-words revision

Common exception words coverage

the
a
do
to
today