Year 1

Autumn 1

Week	1	2	3	4	5	6	7
Reading skills (VIPERS)	Predicting – what will happen to the three little pigs?	Vocabulary- linked to phonics, descriptive words.	Sequencing – Jelly bean's journey	Explain- Why did the Princess think her brother stole her tooth?	Retrieval – In what order did the animals enter the house?	Inference – Where is the story set and what time of the day is it?	Sequencing – Put the events of the story in order
Quality text	The three little pigs and other traditional tales. The Jolly Postman Jelly bean goes to school				A squash and a squeeze Funny bones Totally Wonderful Mrs.Plumberry		
Genre	Narrative Non fiction				Poetry Narrative		
Curriculum links	What materials could the three little pigs use to build their house? (sci) What else could the three little pigs have built their house from? (DT) How do religions welcome new members? (RE)				What can I hear in this place? (music) How do you feel in this picture? (Art)		
Assessment (reading)	Predict what might happen on the basis of what has been read so far e.g. the boy will be in trouble for stealing the buns. Become familiar with key stories, fairy stories and traditional tales; retell them; know their characteristics.				Read a range of simple common exception words e.g. the, said, they, once, she, friend, school. Listen to, discuss and enjoy a wide range of poems and stories at a level beyond that which they can read independently. Appreciate some rhymes and poems; recite some by heart		
Assessment (writing)	Sequence simple sentences and sentence-like forms to form short narratives based on real or fictional experiences. Sometimes include adjectives for description.				Sequence simple sentences and sentence-like forms to form short narratives based on real or fictional experiences. Write sentences or sentence-like structures which can be clearly understood. Often use 'and' to join words and clauses.		

Autumn 2

Week	8	9	10	11	12	13	14
Reading skills (VIPERS)	Retrieval – what scared the owl?	Explain– why was Little Bear scared of the dark?	Inference- Do you think he really went to space?	Vocabulary – linked to phonics, descriptive words.	Vocabulary – linked to phonics, descriptive words.	Sequence – Can you sequence the story?	Prediction- What do you think this story is about?
Quality text	The owl who was afraid of the dark Can't you sleep little bear? Whatever Next! Owl Babies				The polar express I Need My Monster I want my tooth		
Genre	Non-fiction space Narrative				Poetry Narrative		
Curriculum links	Why does it get darker earlier in winter? (sci) Grouping and sorting (computing)				Why do Christians celebrate Christmas? (RE) What's that creepy crawly creature? (Art) s1		
Assessment (reading)	Explain clearly their understanding of what is read to them. Listen to, discuss and enjoy a range of non-fiction texts; draw on what they already know, and on background information and vocabulary provided by the teacher. Infer on the basis of what is said and done e.g. know that Jack is scared of the giant because he is hiding; the princess is sad because she has lost her ring.				Listen to, discuss and enjoy a wide range of poems and stories at a level beyond that which they can read independently Recognise and join in with predictable phrases in poems and stories. Predict what might happen on the basis of what has been read so far		
Assessment (writing)	Write sentences or sentence-like structures which can be clearly understood. Capital letters formed correctly for some names of people, places and the days of the week. Most letters are correctly formed and orientated, including lower case, capital letters and digits; there may be some inconsistency in size.				Compose orally and write simple poems. Often use 'and' to join words and clauses. Sometimes include adjectives for description.		

Spring term: 1

Week	1	2	3	4	5	6
Reading skills (VIPERS)	Predict- What do you think happens in the story? How do you think the Bear feels based on the cover picture?	Explain- Why did the giant steel all the teddies? How did he feel?	Retrieve- Who rescued the bear and how?	Vocabulary- Can you find 5 adjectives used by the author to describe the dinosaurs?	Infer- How do you think Old Bear felt being alone in the attic for so long?	Sequence- What order did Mr Grumpy let everyone on his boat?
Quality text	Where's my teddy? The teddy robber This is the Bear			Harry and the bucketful of dinosaurs Old Bear Mr. Grumpy's Outing		
Genre	Narrative Non-fiction			Non-fiction- dinosaurs Poetry Narrative		
Curriculum links	Why is the IPad more fun than grandmas old toys (history) A How do you feel in this picture (art) A			Why is the IPad more fun than grandmas old toys (history) A How do you feel in this picture (art) A Why are humans not like tigers (s)		
Assessment (reading)	Respond with the correct sound to graphemes for all 40+ phonemes, including alternative sounds. Link what they read to their own experiences. Infer on the basis of what is said and done e.g. know that Jack is scared of the giant because he is hiding; the princess is sad because she has lost her ring.			Appreciate some rhymes and poems; recite some by heart Recognise and join in with predictable phrases in poems and stories. Read accurately by blending sounds in unfamiliar words containing GPCs taught. Listen to, discuss and enjoy a range of non-fiction texts		
Assessment (writing)	Attempt to write appropriately to the task. Sequence simple sentences and sentence-like forms to form short narratives based on real or fictional experiences.			Compose sentences orally before writing; talk about where the sentence begins and ends. Compose orally and write simple poems. Sometimes include adjectives for description.		

Week	7	8	9	10	11	12
Reading skills (VIPERS)	Retrieve- Why was the penguin so far from home?	Vocabulary- How many rhyming words can you find?	Infer- How do you think Beegu felt being so far from home?	Predict- Why do you think the book is called The Runaway Train?	Explain- Why did Mrs Gringling send Hamish out with the lunch?	Sequence- Can you sequence the Pirates adventures in the correct order?
Quality text	Lost and Found We're Going on a Bear Hunt Beegu			The Runaway Train Lighthouse Keeper's Lunch Port Side Pirates!		
Genre	Poetry Narrative			Non-fiction Transport Narrative Poetry		
Curriculum links	What would Beegu think of planet Earth (human bodies; PSHE and Science) How can we print a meadow? (art)			Where do, and did, the wheels go on the bus? (globes, maps, local area) Why does it get darker earlier in the winter? (science) What makes Christopher Columbus and Neil Armstrong brave? (history)		
Assessment (reading)	Check that texts make sense when reading; self-correct and re-read inaccurate reading. Discuss the meaning of new words Read words with a range of suffixes, including -s, -es, -ing, -ed and -est.			Explain clearly their understanding of what is read to them. Participate in discussion about what is read to them, taking turns and listening to others. Talk about the significance of the title and events.		
Assessment (writing)	Sometimes use a capital letter for the names of people and places, days of the week, and for the personal pronoun 'I'. Sometimes use a capital letter and full stop to show sentence boundaries; sometimes use question mark or exclamation mark in the right place.			Sequence simple sentences and sentence-like forms to form short narratives based on real or fictional experiences. Discuss own writing with others; make simple changes where suggested.		

Spring 2

Summer 1

Week	7	8	9	10	11	12
Reading skills (VIPERS)	Vocabulary- Can you define any new vocab? Can you identify all of the rhyming words?	Explain- Why did the Crab and Blob fall out and stop sharing a shell?	Sequence- Can you sequence the story?	Retrieve-What were the different homes Jed looked at before finding his dream one?	Predict- What do you think Winne will get up to?	Infer- How do you think Freya felt when she lost her mirror?
Quality text	Commotion in the Ocean Sharing a Shell The Snail and the Whale			A New Home for a Pirate Winne at the seaside Can you catch a mermaid?		
Genre	Non-fiction sea creatures Narrative			Narrative Poetry		
Curriculum links	What would our underwater world look-like? (art)			Animated story books (computing)		
Assessment (reading)	Confidently blend sounds where appropriate, in unfamiliar words Read the full range of common exception words for YR 1 (Spelling appendix 1). Automatically read contractions and know the omitted letters that the apostrophes represent e.g. don't, won't, doesn't, we'll, couldn't, didn't.			Read words with a range of suffixes, including -s, -es, -ing, -ed and –est Independently read words of more than one syllable, appropriate to age-related texts. Link what they read to their own experiences		
Assessment (writing)	Sometimes use a capital letter and full stop to show sentence boundaries; sometimes use question mark or exclamation mark in the right place. Sometimes use adjectives for description			Begin to use some features of Standard English e.g. I did. Re-read writing to check it makes sense Compose orally and write simple poems.		

Summer 2

Week	1	2	3	4	5	6
Reading skills (VIPERS)	Sequence- Can you sequence the journey the tiny seed went on?	Infer- Why did they need to find a spot where the wind never blew?	Explain- What happened to the baby after mum and dad gave him some avocado?	Predict- Can you predict what the book will be about?	Retrieve- What was Oliver's favourite vegetable?	Vocabulary- Can you find and define new vocabulary?
Quality text	The tiny seed Jody's beans Avocado Baby			Plants and growing poems Oliver's vegetables Storm Whale		
Genre	Narrative Non-fiction Plants			Poetry Narrative		
Curriculum links	What would red riding hood find in the bunny park? (Science life cycle of plants) What would be in our fruit salad? (DT)			Healthy eating (PSHE)		
Assessment (reading)	Discuss the meanings of new words, linking them to words already known. Listen to, discuss and enjoy a range of non-fiction texts; draw on what they already know, and on background information and vocabulary provided by the teacher.			Recognise and join in with predictable phrases in poems and stories Explain clearly their understanding of what is read to them.		
Assessment (writing)	Write sentences or sentence-like structures which can be clearly understood. Often use 'and' to join words and clauses. Sometimes use a capital letter and full stop to show sentence boundaries; sometimes use question mark or exclamation mark in the right place.			Sometimes include adjectives for description. Begin to use some features of Standard English e.g. I did. Re-read writing to check it makes sense Attempt to write appropriately to the task.		