

## Year 1 medium term plans

These medium term plans cover all Year 1 termly objectives set out in the NLS *Framework for teaching*. They exemplify one way in which the objectives in the NLS *Framework for teaching* can be organised.

### Year 1 Term 1

- These units can be taught in any order, except where there are two parts (e.g. Narrative 1 and 2) part 1 should precede part 2.
- Reordering the units may necessitate reallocating some sentence level objectives to different units.
- Word level objectives 1-6 are revision from Year Reception. Most children will be working on *Progression in phonics* steps 5-7. Bullet (i) refers to ‘word recognition, graphic knowledge and spelling’, bullet (ii) ‘vocabulary extension’ and bullet (iii) ‘handwriting’.
- PiP: *Progression in phonics*; (DfES 0126/2001), DEW: *Developing early writing* (DfES 0055/2001)

Unit	Text	Sentence	Word	Wk	Text(s)	Suggested outcome(s)
Narrative 1 including DEW Unit 4	1, 2, 4, 5, 8, 9	1, 2, 3, 4, 5, 8, 9, DEW p.78-82	PIP steps 5-7 i) 7, 9, 10&11 ii) 12 iii) 13, 14	3	▪ Stories with familiar settings	▪ Stories based on personal experiences or other stories
Non-fiction 1: Captions/lists	1, 2, 8, 12, 14, 15	1, 2, 3, 4	PIP steps 5-7 i) 7, 8, 10&11 ii) 12 iii) 13, 14	2	▪ Signs, labels, captions, lists	▪ Captions, lists
Narrative 2	1, 2, 3, 4, 7, 8, 11	1, 2, 5, 6, 7, 8, DEW p.78-82	PIP steps 5-7 i) 7, 9, 10&11 ii) 12 iii) 13, 14	2	▪ Stories with familiar settings	▪ Role play ▪ Oral retelling of stories ▪ Class story book
Poetry	1, 2, 4, 6, 8, 10	1, 2	PIP steps 5-7 i) 7, 9, 10&11 ii) 12 iii) 13, 14	2	▪ Rhymes with predictable and repetitive patterns	▪ Poems based on models ▪ Recitation of rhymes
Non-fiction 2: Instructions including DEW Unit 5	1, 2, 8, 13, 16	1, 2, 4, 5, 6, 7, DEW p.78-82	PIP steps 5-7 i) 7, 8, 10&11 ii) 12 iii) 13, 14	2	▪ Instructions	▪ Instructions, labels

## Year 1 Term 2

- These units can be taught in any order, except where there are two parts (e.g. Narrative 1 and 2) part 1 should precede part 2.
- Reordering the units may necessitate reallocating some sentence level objectives to different units.
- Word level objectives 1-3 are revision from Year 1 Term 1. Most children will be working on *Progression in phonics* steps 6-7. Bullet (i) refers to 'word recognition, graphic knowledge and spelling', bullet (ii) 'vocabulary extension' and bullet (iii) 'handwriting'.
- PiP: *Progression in phonics*; (DfES 0126/2001), DEW: *Developing early writing* (DfES 0055/2001)

Unit	Text	Sentence	Word	Wk	Text(s)	Suggested outcome(s)
Narrative 1	1, 2, 3, 5, 8, 9, 12, 15	1, 2, 3, 4, 7, <i>DEW</i> p.78-82	<i>PIP</i> steps 6-7 i) 4, 8, 7&9 ii) 10 iii) 11	2	<ul style="list-style-type: none"> <li>▪ Traditional stories with familiar, predictable and patterned language</li> </ul>	<ul style="list-style-type: none"> <li>▪ Role play</li> <li>▪ Character profile</li> </ul>
Non-fiction 1	1, 2, 3, 12, 17, 18, 19, 22, 23, 24, 25	1, 2, 3, 4, 7, <i>DEW</i> p.78-82	<i>PIP</i> steps 6-7 i) 4, 5, 7&9 ii) 10 iii) 11	2	<ul style="list-style-type: none"> <li>▪ Information books</li> </ul>	<ul style="list-style-type: none"> <li>▪ Material for a book and/or class display, e.g. labels, captions, statements, questions, charts and lists</li> </ul>
Poetry	1, 2, 3, 11, 12, 13	1, 2, 3	<i>PIP</i> steps 6-7 i) 4, 6, 7&9 ii) 10 iii) 11	2	<ul style="list-style-type: none"> <li>▪ Traditional rhymes; poems with familiar, predictable and patterned language from a range of cultures, including playground chants, action verses and rhymes</li> </ul>	<ul style="list-style-type: none"> <li>▪ Additional lines/verses to a poem</li> </ul>
Narrative 2 including <i>DEW</i> Unit 6	1, 2, 3, 4, 6, 7, 10, 12, 14, 16	1, 2, 3, 5, 6, <i>DEW</i> p.78-82	<i>PIP</i> steps 6-7 i) 4, 5, 7&9 ii) 10 iii) 11	2	<ul style="list-style-type: none"> <li>▪ Fairy stories from a range of cultures</li> <li>▪ Plays</li> </ul>	<ul style="list-style-type: none"> <li>▪ Story based on known structure</li> </ul>
Non-fiction 2 including <i>DEW</i> Unit 7	1, 2, 3, 12, 18, 19, 20, 21, 25	1, 2, 3, 4, 5, 6, <i>DEW</i> p.78-82	<i>PIP</i> steps 6-7 i) 4, 6, 7&9 ii) 10 iii) 11	2	<ul style="list-style-type: none"> <li>▪ Non-chronological reports</li> <li>▪ Simple dictionaries</li> </ul>	<ul style="list-style-type: none"> <li>▪ Simple non-chronological report</li> </ul>

## Year 1 Term 3

- These units can be taught in any order, except where there are two parts (e.g. Narrative 1 and 2) part 1 should precede part 2.
- Reordering the units may necessitate reallocating some sentence level objectives to different units.
- Word level objective 1 is revision from Year 1 Term 2. Most children will be working on *Progression in phonics* step 7. Bullet (i) refers to 'word recognition, graphic knowledge and spelling', bullet (ii) 'vocabulary extension' and bullet (iii) 'handwriting'.
- PiP: *Progression in phonics*; (DfES 0126/2001), DEW: *Developing early writing* (DfES 0055/2001)

Unit	Text	Sentence	Word	Wk	Text(s)	Suggested outcome(s)
Narrative 1	1, 2, 3, 4, 5, 6, 10, 12, 13	1, 2, 3, 6, <i>DEW</i> p.78-82	<i>PIP</i> step 7 ii) 2, 3, 5&7 iii) 8 iv) 10	2	<ul style="list-style-type: none"> <li>Stories about fantasy worlds</li> </ul>	<ul style="list-style-type: none"> <li>Oral retelling of stories</li> <li>Writing about significant incidents from stories</li> </ul>
Poetry 1	1, 2, 9, 10, 11, 12, 15	1, 2, 4, 5	<i>PIP</i> step 7 i) 2, 4, 6 (ing), 5&7 ii) 8 iii) 10	1/2	<ul style="list-style-type: none"> <li>Poems with patterned and predictable structures</li> </ul>	<ul style="list-style-type: none"> <li>Poems with given patterns</li> <li>Collection of poems for class anthology</li> </ul>
Non-fiction 1: Recount including <i>DEW</i> Unit 9	1, 2, 12, 18, 20	1, 2, 3, 5, 6, 7, <i>DEW</i> p.78-82	<i>PIP</i> step 7 i) 2, 3, 5&7 ii) 8, 9 iii) 10	2	<ul style="list-style-type: none"> <li>Recounts</li> </ul>	<ul style="list-style-type: none"> <li>Recount</li> </ul>
Narrative 2	1, 2, 4, 7, 8, 12, 14	1, 2, 4, 5, 6, <i>DEW</i> p.78-82	<i>PIP</i> step 7 i) 2, 4, 6 (ing), 5&7 ii) 8 iii) 10	2	<ul style="list-style-type: none"> <li>Stories about fantasy worlds</li> </ul>	<ul style="list-style-type: none"> <li>Story with simple setting</li> </ul>
Poetry 2 including <i>DEW</i> Unit 8	1, 2, 9, 10, 11, 12, 15, 16	1, 2, 3	<i>PIP</i> step 7 i) 2, 3, 5&7 ii) 8, 9 iii) 10	1/2	<ul style="list-style-type: none"> <li>A variety of poems on similar themes</li> </ul>	<ul style="list-style-type: none"> <li>Thematic poems</li> <li>Oral presentation of own poems</li> </ul>
Non-fiction 2: Information texts	1, 2, 12, 17, 19, 21, 22	1, 2, 4, 5, 7, <i>DEW</i> p.78-82	<i>PIP</i> step 7 i) 2, 4, 6 (ed), 5&7 ii) 8 iii) 10	2	<ul style="list-style-type: none"> <li>Information texts</li> </ul>	<ul style="list-style-type: none"> <li>Questions and answers on non-fiction theme</li> <li>Class book</li> </ul>

**Year 1 Term \_\_\_\_\_**

	Unit	Text	Sentence	Word	Wk	Text(s)	Suggested outcome(s)	Cross-curricular links (where appropriate)
1								
2								
3								
4								
5								
6								

**Notes:**

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Year 1 Term 1

<p><b>Unit: Narrative 1</b> Including <i>Developing early writing</i> Unit 4 'Where's my teddy?' <b>Duration:</b> 3 weeks</p>	<p><b>Text(s):</b></p> <ul style="list-style-type: none"> <li>Stories with familiar settings</li> </ul>	<p><b>Suggested outcome(s):</b></p> <ul style="list-style-type: none"> <li>Stories based on personal experiences or other stories</li> </ul>
<p><b>Text level objectives</b></p>	<p><b>Sentence level objectives</b></p>	<p><b>Word level objectives</b></p>
<p><b>Pupils should be taught:</b></p> <p><b>T1</b> to reinforce and apply their word level skills through shared and guided reading;</p> <p><b>T2</b> to use phonological, contextual, grammatical and graphic knowledge to work out, predict and check the meanings of unfamiliar words and to make sense of what they read;</p> <p><b>T4</b> to read familiar, simple stories and poems independently, to point while reading and make correspondence between words said and read;</p> <p><b>T5</b> to describe story settings and incidents and relate them to own experience and that of others;</p> <p><b>T8</b> through shared and guided writing to apply phonological, graphic knowledge and sight vocabulary to spell words accurately;</p> <p><b>T9</b> to write about events in personal experience linked to a variety of familiar incidents from stories.</p>	<p><b>Pupils should be taught:</b></p> <p><b>S1</b> to expect written text to make sense and to check for sense if it does not;</p> <p><b>S2</b> to use awareness of the grammar of a sentence to decipher new or unfamiliar words, e.g. predict text from the grammar, read on, leave a gap and re-read;</p> <p><b>S3</b> to draw on grammatical awareness, to read with appropriate expression and intonation, e.g. in reading to others, or to dolls, puppets;</p> <p><b>S4</b> to write captions and simple sentences, and to re-read, recognising whether or not they make sense, e.g. missing words, wrong word order;</p> <p><b>S5</b> to recognise full stops and capital letters when reading and name them correctly;</p> <p><b>S8</b> to begin using full stops to demarcate sentences.</p> <p><b>S9</b> to use a capital letter for the personal pronoun 'I' and for the start of a sentence.</p> <p><b>Developing early writing</b> 'Developing the concept of a sentence' p.78-82</p>	<p><b>Progression in phonics</b> steps 5- 7</p> <p><b>Pupils should be taught:</b></p> <p><b>W7</b> for guided reading, to read on sight high frequency words specific to graded books matched to the abilities of reading groups;</p> <p><b>W9</b> to read on sight approximately 30 high frequency words identified for Y1 and Y2 from Appendix List 1;</p> <p><b>W10</b> to recognise the critical features of words, e.g. length, common spelling patterns and words within words;</p> <p><b>W11</b> to spell common irregular words from Appendix List 1;</p> <p><b>W12</b> new words from reading and shared experiences, and to make collections of personal interest or significant words and words linked to particular topics;</p> <p><b>W13</b> to develop a comfortable and efficient pencil grip;</p> <p><b>W14</b> to form lower case letters correctly in a script that will be easy to join later.</p>

All teaching objectives are taken from the *NLS Framework for teaching* (DfES 0500/2001).

## Year 1 Term 1

<p><b>Unit: Non-fiction 1 – Captions and lists</b></p> <p>Duration: 2 weeks</p>	<p><b>Text(s):</b></p> <ul style="list-style-type: none"> <li>▪ Signs, labels, captions, lists</li> </ul>	<p><b>Suggested outcome(s):</b></p> <ul style="list-style-type: none"> <li>▪ Captions, lists</li> </ul>
Text level objectives	Sentence level objectives	Word level objectives
<p><b>Pupils should be taught:</b></p> <p><b>T1</b> to reinforce and apply their word level skills through shared and guided reading;</p> <p><b>T2</b> to use phonological, contextual, grammatical and graphic knowledge to work out, predict and check the meanings of unfamiliar words and to make sense of what they read;</p> <p><b>T8</b> through shared and guided writing to apply phonological, graphic knowledge and sight vocabulary to spell words accurately;</p> <p><b>T12</b> to read and use captions, e.g. labels around the school, on equipment;</p> <p><b>T14</b> to write captions for their own work, e.g. for display, in class books;</p> <p><b>T15</b> to make simple lists for planning, reminding, etc.</p>	<p><b>Pupils should be taught:</b></p> <p><b>S1</b> to expect written text to make sense and to check for sense if it does not;</p> <p><b>S2</b> to use awareness of the grammar of a sentence to decipher new or unfamiliar words, e.g. predict text from the grammar, read on, leave a gap and re-read;</p> <p><b>S3</b> to draw on grammatical awareness, to read with appropriate expression and intonation, e.g. in reading to others, or to dolls, puppets;</p> <p><b>S4</b> to write captions and simple sentences, and to re-read, recognising whether or not they make sense, e.g. missing words, wrong word order.</p>	<p><b>Progression in phonics</b> steps 5- 7</p> <p><b>Pupils should be taught:</b></p> <p><b>W7</b> for guided reading, to read on sight high frequency words specific to graded books matched to the abilities of reading groups;</p> <p><b>W8</b> to read on sight other familiar words, e.g. children’s names, equipment labels, classroom captions;</p> <p><b>W10</b> to recognise the critical features of words, e.g. length, common spelling patterns and words within words;</p> <p><b>W11</b> to spell common irregular words from Appendix List 1;</p> <p><b>W12</b> new words from reading and shared experiences, and to make collections of personal interest or significant words and words linked to particular topics;</p> <p><b>W13</b> to develop a comfortable and efficient pencil grip;</p> <p><b>W14</b> to form lower case letters correctly in a script that will be easy to join later.</p>

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Year 1 Term 1

<p><b>Unit: Narrative 2</b>  <b>Duration:</b> 2 weeks</p>	<p><b>Text(s):</b></p> <ul style="list-style-type: none"> <li>Stories with familiar settings</li> </ul>	<p><b>Suggested outcome(s):</b></p> <ul style="list-style-type: none"> <li>Role play</li> <li>Oral retelling of stories</li> <li>Class story book</li> </ul>
<p><b>Text level objectives</b></p>	<p><b>Sentence level objectives</b></p>	<p><b>Word level objectives</b></p>
<p><b>Pupils should be taught:</b></p> <p><b>T1</b> to reinforce and apply their word-level skills through shared and guided reading;</p> <p><b>T2</b> to use phonological, contextual, grammatical and graphic knowledge to work out, predict and check the meanings of unfamiliar words and to make sense of what they read;</p> <p><b>T3</b> to notice the difference between spoken and written forms through re-telling known stories; compare oral versions with the written text;</p> <p><b>T4</b> to read familiar, simple stories and poems independently, to point while reading and make correspondence between words said and read;</p> <p><b>T7</b> to re-enact stories in a variety of ways, e.g. through role-play, using dolls or puppets;</p> <p><b>T8</b> through shared and guided writing to apply phonological, graphic knowledge and sight vocabulary to spell words accurately;</p> <p><b>T11</b> to make simple picture storybooks with sentences, modelling them on basic text conventions, e.g. cover, author's name, title, layout.</p>	<p><b>Pupils should be taught:</b></p> <p><b>S1</b> to expect written text to make sense and to check for sense if it does not;</p> <p><b>S2</b> to use awareness of the grammar of a sentence to decipher new or unfamiliar words, e.g. predict text from the grammar, read on, leave a gap and re-read;</p> <p><b>S5</b> to recognise full stops and capital letters when reading, and name them correctly;</p> <p><b>S6</b> to begin using the term <i>sentence</i> to identify sentences in text;</p> <p><b>S7</b> that a line of writing is not necessarily the same as a sentence;</p> <p><b>S8</b> to begin using full stops to demarcate sentences.</p> <p><b>Developing early writing</b> 'Developing the concept of a sentence' p.78-82</p>	<p><b>Progression in phonics</b> steps 5- 7</p> <p><b>Pupils should be taught:</b></p> <p><b>W7</b> for guided reading, to read on sight high frequency words specific to graded books matched to the abilities of reading groups;</p> <p><b>W9</b> to read on sight approximately 30 high frequency words identified for Y1 and Y2 from Appendix List 1;</p> <p><b>W10</b> to recognise the critical features of words, e.g. length, common spelling patterns and words within words;</p> <p><b>W11</b> to spell common irregular words from Appendix List 1;</p> <p><b>W12</b> new words from reading and shared experiences, and to make collections of personal interest or significant words and words linked to particular topics;</p> <p><b>W13</b> to develop a comfortable and efficient pencil grip;</p> <p><b>W14</b> to form lower case letters correctly in a script that will be easy to join later.</p>

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Year 1 Term 1

<p><b>Unit: Poetry</b>  <b>Duration:</b> 2 weeks</p>	<p><b>Text(s):</b></p> <ul style="list-style-type: none"> <li>Rhymes with predictable and repetitive patterns</li> </ul>	<p><b>Suggested outcome(s):</b></p> <ul style="list-style-type: none"> <li>Poems based on models</li> <li>Recitation of rhymes</li> </ul>
<p><b>Text level objectives</b></p>	<p><b>Sentence level objectives</b></p>	<p><b>Word level objectives</b></p>
<p><b>Pupils should be taught:</b></p> <p><b>T1</b> to reinforce and apply their word-level skills through shared and guided reading;</p> <p><b>T2</b> to use phonological, contextual, grammatical and graphic knowledge to work out, predict and check the meanings of unfamiliar words and to make sense of what they read;</p> <p><b>T4</b> to read familiar, simple stories and poems independently, to point while reading and make correspondence between words said and read;</p> <p><b>T6</b> to recite stories and rhymes with predictable and repeating patterns, extemporising on patterns orally by substituting words and phrases, extending patterns, inventing patterns and playing with rhyme;</p> <p><b>T8</b> through shared and guided writing to apply phonological, graphic knowledge and sight vocabulary to spell words accurately;</p> <p><b>T10</b> to use rhymes and patterned stories as models for their own writing.</p>	<p><b>Pupils should be taught:</b></p> <p><b>S1</b> to expect written text to make sense and to check for sense if it does not;</p> <p><b>S2</b> to use awareness of the grammar of a sentence to decipher new or unfamiliar words, e.g. predict text from the grammar, read on, leave a gap and re-read.</p>	<p><b>Progression in phonics</b> steps 5- 7</p> <p><b>Pupils should be taught:</b></p> <p><b>W7</b> for guided reading, to read on sight high frequency words specific to graded books matched to the abilities of reading groups;</p> <p><b>W9</b> to read on sight approximately 30 high frequency words identified for Y1 and Y2 from Appendix List 1;</p> <p><b>W10</b> to recognise the critical features of words, e.g. length, common spelling patterns and words within words;</p> <p><b>W11</b> to spell common irregular words from Appendix List 1;</p> <p><b>W12</b> new words from reading and shared experiences, and to make collections of personal interest or significant words and words linked to particular topics;</p> <p><b>W13</b> to develop a comfortable and efficient pencil grip;</p> <p><b>W14</b> to form lower case letters correctly in a script that will be easy to join later.</p>

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Year 1 Term 1

<p><b>Unit: Non-fiction 2 – Instructions</b> Including <i>Developing early writing</i> Unit 5 'How to use a printer' <b>Duration:</b> 2 weeks</p>	<p><b>Text(s):</b></p> <ul style="list-style-type: none"> <li>Instructions</li> </ul>	<p><b>Suggested outcome(s):</b></p> <ul style="list-style-type: none"> <li>Instructions, labels</li> </ul>
<p><b>Text level objectives</b></p>	<p><b>Sentence level objectives</b></p>	<p><b>Word level objectives</b></p>
<p><b>Pupils should be taught:</b></p> <p><b>T1</b> to reinforce and apply their word-level skills through shared and guided reading;</p> <p><b>T2</b> to use phonological, contextual, grammatical and graphic knowledge to work out, predict and check the meanings of unfamiliar words and to make sense of what they read;</p> <p><b>T8</b> through shared and guided writing to apply phonological, graphic knowledge and sight vocabulary to spell words accurately;</p> <p><b>T13</b> to read and follow simple instructions, e.g. for classroom routines, lists for groups in workbooks;</p> <p><b>T16</b> to write and draw simple instructions and labels for everyday classroom use, e.g. in role-play area, for equipment.</p>	<p><b>Pupils should be taught:</b></p> <p><b>S1</b> to expect written text to make sense and to check for sense if it does not;</p> <p><b>S2</b> to use awareness of the grammar of a sentence to decipher new or unfamiliar words, e.g. predict text from the grammar, read on, leave a gap and re-read;</p> <p><b>S4</b> to write captions and simple sentences, and to re-read, recognising whether or not they make sense, e.g. missing words, wrong word order;</p> <p><b>S5</b> to recognise full stops and capital letters when reading, and name them correctly;</p> <p><b>S6</b> to begin using the term <i>sentence</i> to identify sentences in text;</p> <p><b>S7</b> that a line of writing is not necessarily the same as a sentence.</p> <p><b>Developing early writing</b> 'Developing the concept of a sentence' p.78-82</p>	<p><b>Progression in phonics</b> steps 5- 7</p> <p><b>Pupils should be taught:</b></p> <p><b>W7</b> for guided reading, to read on sight high frequency words specific to graded books matched to the abilities of reading groups;</p> <p><b>W8</b> to read on sight other familiar words, e.g. children's names, equipment labels, classroom captions;</p> <p><b>W10</b> to recognise the critical features of words, e.g. length, common spelling patterns and words within words;</p> <p><b>W11</b> to spell common irregular words from Appendix List 1;</p> <p><b>W12</b> new words from reading and shared experiences, and to make collections of personal interest or significant words and words linked to particular topics;</p> <p><b>W13</b> to develop a comfortable and efficient pencil grip;</p> <p><b>W14</b> to form lower case letters correctly in a script that will be easy to join later.</p>

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Year 1 Term 2

<p><b>Unit: Narrative 1</b>  <b>Duration:</b> 2 weeks</p>	<p><b>Text(s):</b></p> <ul style="list-style-type: none"> <li>Traditional stories with familiar, predictable and patterned language</li> </ul>	<p><b>Suggested outcome(s):</b></p> <ul style="list-style-type: none"> <li>Role play</li> <li>Character profile</li> </ul>
<p><b>Text level objectives</b></p>	<p><b>Sentence level objectives</b></p>	<p><b>Word level objectives</b></p>
<p><b>Pupils should be taught:</b></p> <p><b>T1</b> to reinforce and apply their word-level skills through shared and guided reading;</p> <p><b>T2</b> to use phonological, contextual, grammatical and graphic knowledge to work out, predict and check the meanings of unfamiliar words and to make sense of what they read;</p> <p><b>T3</b> to choose and read familiar books with concentration and attention, discuss preferences and give reasons;</p> <p><b>T5</b> to identify and record some key features of story language from a range of stories, and to practise reading and using them, e.g. in oral retellings;</p> <p><b>T8</b> to identify and discuss characters, e.g. appearance, behaviour, qualities; to speculate about how they might behave; to discuss how they are described in the text; and to compare characters from different stories or plays;</p> <p><b>T9</b> to become aware of character and dialogue, e.g. by role-playing parts when reading aloud stories or plays with others;</p> <p><b>T12</b> through shared and guided writing to apply phonological, graphic knowledge and sight vocabulary to spell words accurately;</p> <p><b>T15</b> to build simple profiles of characters from stories read, describing characteristics, appearances, behaviour with pictures, single words, captions, words and sentences from text.</p>	<p><b>Pupils should be taught:</b></p> <p><b>S1</b> to expect reading to make sense and check if it does not, and to read aloud using expression appropriate to the grammar of the text;</p> <p><b>S2</b> to use awareness of the grammar of a sentence to decipher new or unfamiliar words, e.g. predict text from the grammar, read on, leave a gap and re-read;</p> <p><b>S3</b> to predict words from preceding words in sentences and investigate the sorts of words that 'fit', suggesting appropriate alternatives, i.e. that make sense;</p> <p><b>S4</b> to recognise full stops and capital letters when reading and understand how they affect the way a passage is read;</p> <p><b>S7</b> to use capital letters for the personal pronoun 'I', for names and for the start of a sentence.</p> <p><b>Developing early writing</b> 'Developing the concept of a sentence' p.78-82</p>	<p><b>Progression in phonics</b> steps 6- 7</p> <p><b>Pupils should be taught:</b></p> <p><b>W4</b> for guided reading to read on sight high frequency words specific to graded reading books matched to the abilities of reading groups;</p> <p><b>W7</b> to recognise the critical features of words, e.g. length, common spelling patterns and words within words;</p> <p><b>W8</b> to investigate and learn spellings of words with 's' for plurals;</p> <p><b>W9</b> to spell common irregular words from Appendix List 1;</p> <p><b>W10</b> new words from reading and shared experiences and to make collections of personal interest or significant words and words linked to particular topics;</p> <p><b>W11</b> to practise handwriting in conjunction with spelling and independent writing, ensuring correct letter orientation, formation and proportion, in a style that makes the letters easy to join later.</p>

All teaching objectives are taken from the *NLS Framework for teaching* (DfES 0500/2001).

Year 1 Term 2

<p><b>Unit: Non-fiction 1</b>  <b>Duration:</b> 2 weeks</p>	<p><b>Text(s):</b></p> <ul style="list-style-type: none"> <li>Information books</li> </ul>	<p><b>Suggested outcome(s):</b></p> <ul style="list-style-type: none"> <li>Material for a book and/or class display, e.g. labels, captions, statements, questions, charts and lists</li> </ul>
<p><b>Text level objectives</b></p>	<p><b>Sentence level objectives</b></p>	<p><b>Word level objectives</b></p>
<p><b>Pupils should be taught:</b></p> <p><b>T1</b> to reinforce and apply their word-level skills through shared and guided reading;</p> <p><b>T2</b> to use phonological, contextual, grammatical and graphic knowledge to work out, predict and check the meanings of unfamiliar words and to make sense of what they read;</p> <p><b>T3</b> to choose and read familiar books with concentration and attention, discuss preferences and give reasons;</p> <p><b>T12</b> through shared and guided writing to apply phonological, graphic knowledge and sight vocabulary to spell words accurately;</p> <p><b>T17</b> to use terms 'fiction' and 'non-fiction', noting some of their differing features, e.g. layout, titles, contents page, use of pictures, labelled diagrams;</p> <p><b>T18</b> to read non-fiction books and understand that the reader doesn't need to go from start to finish but selects according to what is needed;</p> <p><b>T19</b> to predict what a given book might be about from a brief look at both front and back covers, including blurb, title, illustration; to discuss what it might tell in advance of reading and check to see if it does;</p> <p><b>T22</b> to write labels for drawings and diagrams, e.g. growing beans, parts of the body;</p> <p><b>T23</b> to produce extended captions, e.g. to explain paintings in wall displays or to describe artefacts;</p> <p><b>T24</b> to write simple questions, e.g. as part of interactive display ('How many...?', 'Where is your house...?');</p> <p><b>T25</b> to assemble information from own experience, e.g. food, pets; to use simple sentences to describe, based on examples from reading; to write simple non-chronological reports; and to organise in lists, separate pages, charts.</p>	<p><b>Pupils should be taught:</b></p> <p><b>S1</b> to expect reading to make sense and check if it does not, and to read aloud using expression appropriate to the grammar of the text;</p> <p><b>S2</b> to use awareness of the grammar of a sentence to decipher new or unfamiliar words, e.g. predict text from the grammar, read on, leave a gap and re-read;</p> <p><b>S3</b> to predict words from preceding words in sentences and investigate the sorts of words that 'fit', suggesting appropriate alternatives, i.e. that make sense;</p> <p><b>S4</b> to recognise full stops and capital letters when reading and understand how they affect the way a passage is read;</p> <p><b>S7</b> to use capital letters for the personal pronoun 'I', for names and for the start of a sentence.</p> <p><b>Developing early writing</b> 'Developing the concept of a sentence' p.78-82</p>	<p><b>Progression in phonics</b> steps 6- 7</p> <p><b>Pupils should be taught:</b></p> <p><b>W4</b> for guided reading to read on sight high frequency words specific to graded reading books matched to the abilities of reading groups;</p> <p><b>W5</b> to read on sight other familiar words, e.g. children's names, equipment labels, classroom captions;</p> <p><b>W7</b> to recognise the critical features of words, e.g. length, common spelling patterns and words within words;</p> <p><b>W9</b> to spell common irregular words from Appendix List 1;</p> <p><b>W10</b> new words from reading and shared experiences and to make collections of personal interest or significant words and words linked to particular topics;</p> <p><b>W11</b> to practise handwriting in conjunction with spelling and independent writing, ensuring correct letter orientation, formation and proportion, in a style that makes the letters easy to join later.</p>

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Year 1 Term 2

<p><b>Unit: Poetry</b>  <b>Duration:</b> 2 weeks</p>	<p><b>Text(s):</b></p> <ul style="list-style-type: none"> <li>▪ Traditional rhymes</li> <li>▪ Poems with familiar, predictable and patterned language from a range of cultures, including playground chants, action verses and rhymes</li> </ul>	<p><b>Suggested outcome(s):</b></p> <ul style="list-style-type: none"> <li>▪ Additional lines/verses to a poem</li> </ul>
<p><b>Text level objectives</b></p>	<p><b>Sentence level objectives</b></p>	<p><b>Word level objectives</b></p>
<p><b>Pupils should be taught:</b></p> <p><b>T1</b> to reinforce and apply their word-level skills through shared and guided reading;</p> <p><b>T2</b> to use phonological, contextual, grammatical and graphic knowledge to work out, predict and check the meanings of unfamiliar words and to make sense of what they read;</p> <p><b>T3</b> to choose and read familiar books with concentration and attention, discuss preferences and give reasons;</p> <p><b>T11</b> to learn and recite simple poems and rhymes, with actions, and to re-read them from the text;</p> <p><b>T12</b> through shared and guided writing to apply phonological, graphic knowledge and sight vocabulary to spell words accurately;</p> <p><b>T13</b> to substitute and extend patterns from reading through language play, e.g. by using same lines and introducing new words, extending rhyming or alliterative patterns, adding further rhyming words, lines.</p>	<p><b>Pupils should be taught:</b></p> <p><b>S1</b> to expect reading to make sense and check if it does not, and to read aloud using expression appropriate to the grammar of the text;</p> <p><b>S2</b> to use awareness of the grammar of a sentence to decipher new or unfamiliar words, e.g. predict text from the grammar, read on, leave a gap and re-read;</p> <p><b>S3</b> to predict words from preceding words in sentences and investigate the sorts of words that 'fit', suggesting appropriate alternatives, i.e. that make sense.</p>	<p><b>Progression in phonics</b> steps 6- 7</p> <p><b>Pupils should be taught:</b></p> <p><b>W4</b> for guided reading to read on sight high frequency words specific to graded reading books matched to the abilities of reading groups;</p> <p><b>W6</b> to read on sight approximately 30 more high frequency words from Appendix List 1;</p> <p><b>W7</b> to recognise the critical features of words, e.g. length, common spelling patterns and words within words;</p> <p><b>W9</b> to spell common irregular words from Appendix List 1;</p> <p><b>W10</b> new words from reading and shared experiences and to make collections of personal interest or significant words and words linked to particular topics;</p> <p><b>W11</b> to practise handwriting in conjunction with spelling and independent writing, ensuring correct letter orientation, formation and proportion, in a style that makes the letters easy to join later.</p>

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**Year 1 Term 2**

<p><b>Unit: Narrative 2</b> Including <i>Developing early writing</i> Unit 6 'Cinderella' <b>Duration:</b> 2 weeks</p>	<p><b>Text(s):</b></p> <ul style="list-style-type: none"> <li>Fairy stories from a range of cultures</li> <li>Plays</li> </ul>	<p><b>Suggested outcome(s):</b></p> <ul style="list-style-type: none"> <li>Story based on known structure</li> </ul>
<p><b>Text level objectives</b></p>	<p><b>Sentence level objectives</b></p>	<p><b>Word level objectives</b></p>
<p><b>Pupils should be taught:</b></p> <p><b>T1</b> to reinforce and apply their word-level skills through shared and guided reading;</p> <p><b>T2</b> to use phonological, contextual, grammatical and graphic knowledge to work out, predict and check the meanings of unfamiliar words and to make sense of what they read;</p> <p><b>T3</b> to choose and read familiar books with concentration and attention, discuss preferences and give reasons;</p> <p><b>T4</b> to re-tell stories, giving the main points in sequence and to notice differences between written and spoken forms in re-telling, e.g. by comparing oral versions with the written text; to refer to relevant phrases and sentences;</p> <p><b>T6</b> to identify and discuss a range of story themes, and to collect and compare;</p> <p><b>T7</b> to discuss reasons for, or causes of, incidents in stories;</p> <p><b>T10</b> to identify and compare basic story elements, e.g. beginnings and endings in different stories;</p> <p><b>T12</b> through shared and guided writing to apply phonological, graphic knowledge and sight vocabulary to spell words accurately;</p> <p><b>T14</b> to represent outlines of story plots using, e.g. captions, pictures, arrows to record main incidents in order, e.g. to make a class book, wall story, own version;</p> <p><b>T16</b> to use some of the elements of known stories to structure own writing.</p>	<p><b>Pupils should be taught:</b></p> <p><b>S1</b> to expect reading to make sense and check if it does not, and to read aloud using expression appropriate to the grammar of the text;</p> <p><b>S2</b> to use awareness of the grammar of a sentence to decipher new or unfamiliar words, e.g. predict text from the grammar, read on, leave a gap and re-read;</p> <p><b>S3</b> to predict words from preceding words in sentences and investigate the sorts of words that 'fit', suggesting appropriate alternatives, i.e. that make sense;</p> <p><b>S5</b> to continue demarcating sentences in writing, ending a sentence with a full stop;</p> <p><b>S6</b> to use the term <i>sentence</i> appropriately to identify sentences in text, i.e. those demarcated by capital letters and full stops.</p> <p><b>Developing early writing</b> 'Developing the concept of a sentence' p.78-82</p>	<p><b>Progression in phonics</b> steps 6- 7</p> <p><b>Pupils should be taught:</b></p> <p><b>W4</b> for guided reading to read on sight high frequency words specific to graded reading books matched to the abilities of reading groups;</p> <p><b>W5</b> to read on sight other familiar words, e.g. children's names, equipment labels, classroom captions;</p> <p><b>W7</b> to recognise the critical features of words, e.g. length, common spelling patterns and words within words;</p> <p><b>W9</b> to spell common irregular words from Appendix List 1;</p> <p><b>W10</b> new words from reading and shared experiences and to make collections of personal interest or significant words and words linked to particular topics;</p> <p><b>W11</b> to practise handwriting in conjunction with spelling and independent writing, ensuring correct letter orientation, formation and proportion, in a style that makes the letters easy to join later.</p>

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Year 1 Term 2

<p><b>Unit: Non-fiction 2</b> Including <i>Developing early writing</i> Unit 7 'Wheels' <b>Duration:</b> 2 weeks</p>	<p><b>Text(s):</b></p> <ul style="list-style-type: none"> <li>▪ Non-chronological reports</li> <li>▪ Simple dictionaries</li> </ul>	<p><b>Suggested outcome(s):</b></p> <ul style="list-style-type: none"> <li>▪ Simple non-chronological report</li> </ul>
<p><b>Text level objectives</b></p>	<p><b>Sentence level objectives</b></p>	<p><b>Word level objectives</b></p>
<p><b>Pupils should be taught:</b></p> <p><b>T1</b> to reinforce and apply their word-level skills through shared and guided reading;</p> <p><b>T2</b> to use phonological, contextual, grammatical and graphic knowledge to work out, predict and check the meanings of unfamiliar words and to make sense of what they read;</p> <p><b>T3</b> to choose and read familiar books with concentration and attention, discuss preferences and give reasons;</p> <p><b>T12</b> through shared and guided writing to apply phonological, graphic knowledge and sight vocabulary to spell words accurately;</p> <p><b>T18</b> to read non-fiction books and understand that the reader doesn't need to go from start to finish but selects according to what is needed;</p> <p><b>T19</b> to predict what a given book might be about from a brief look at both front and back covers, including blurb, title, illustration; to discuss what it might tell in advance of reading and check to see if it does;</p> <p><b>T20</b> to use simple dictionaries, and to understand their alphabetical organisation;</p> <p><b>T21</b> to understand the purpose of contents pages and indexes and to begin to locate information by page numbers and words by initial letter;</p> <p><b>T25</b> to assemble information from own experience, e.g. food, pets; to use simple sentences to describe, based on examples from reading; to write simple non-chronological reports; and to organise in lists, separate pages, charts.</p>	<p><b>Pupils should be taught:</b></p> <p><b>S1</b> to expect reading to make sense and check if it does not, and to read aloud using expression appropriate to the grammar of the text;</p> <p><b>S2</b> to use awareness of the grammar of a sentence to decipher new or unfamiliar words, e.g. predict text from the grammar, read on, leave a gap and re-read;</p> <p><b>S3</b> to predict words from preceding words in sentences and investigate the sorts of words that 'fit', suggesting appropriate alternatives, i.e. that make sense;</p> <p><b>S4</b> to recognise full stops and capital letters when reading and understand how they affect the way a passage is read;</p> <p><b>S5</b> to continue demarcating sentences in writing, ending a sentence with a full stop;</p> <p><b>S6</b> to use the term <i>sentence</i> appropriately to identify sentences in text, i.e. those demarcated by capital letters and full stops.</p> <p><b>Developing early writing</b> 'Developing the concept of a sentence' p.78-82</p>	<p><b>Progression in phonics</b> steps 6- 7</p> <p><b>Pupils should be taught:</b></p> <p><b>W4</b> for guided reading to read on sight high frequency words specific to graded reading books matched to the abilities of reading groups;</p> <p><b>W6</b> to read on sight approximately 30 more high frequency words from Appendix List 1;</p> <p><b>W7</b> to recognise the critical features of words, e.g. length, common spelling patterns and words within words;</p> <p><b>W9</b> to spell common irregular words from Appendix List 1;</p> <p><b>W10</b> new words from reading and shared experiences and to make collections of personal interest or significant words and words linked to particular topics;</p> <p><b>W11</b> to practise handwriting in conjunction with spelling and independent writing, ensuring correct letter orientation, formation and proportion, in a style that makes the letters easy to join later.</p>

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Year 1 Term 3

<p><b>Unit: Narrative 1</b>  <b>Duration:</b> 2 weeks</p>	<p><b>Text(s):</b></p> <ul style="list-style-type: none"> <li>Stories about fantasy worlds</li> </ul>	<p><b>Suggested outcome(s):</b></p> <ul style="list-style-type: none"> <li>Oral retelling of stories</li> <li>Writing about significant incidents from stories</li> </ul>
<p><b>Text level objectives</b></p>	<p><b>Sentence level objectives</b></p>	<p><b>Word level objectives</b></p>
<p><b>Pupils should be taught:</b></p> <p><b>T1</b> to reinforce and apply their word-level skills through shared and guided reading;</p> <p><b>T2</b> to use phonological, contextual, grammatical and graphic knowledge to work out, predict and check the meanings of unfamiliar words and to make sense of what they read;</p> <p><b>T3</b> to notice the difference between spoken and written forms through re-telling known stories; compare oral versions with the written text;</p> <p><b>T4</b> to read with sufficient concentration to complete a text, and to identify preferences and give reasons;</p> <p><b>T5</b> to re-tell stories, to give the main points in sequence and to pick out significant incidents;</p> <p><b>T6</b> to prepare and re-tell stories orally, identifying and using some of the more formal features of story language;</p> <p><b>T10</b> to compare and contrast preferences and common themes in stories and poems;</p> <p><b>T12</b> through shared and guided writing to apply phonological, graphic knowledge and sight vocabulary to spell words accurately;</p> <p><b>T13</b> to write about significant incidents from known stories</p>	<p><b>Pupils should be taught:</b></p> <p><b>S1</b> to expect reading to make sense and check if it does not;</p> <p><b>S2</b> to use awareness of the grammar of a sentence to decipher new or unfamiliar words, e.g. predict text from the grammar, read on, leave a gap and re-read;</p> <p><b>S3</b> to read familiar texts aloud with pace and expression appropriate to the grammar, e.g. pausing at full stops, raising voice for questions;</p> <p><b>S6</b> through reading and writing, to reinforce knowledge of term <i>sentence</i> from previous terms.</p> <p><b>Developing early writing</b> 'Developing the concept of a sentence' p.78-82</p>	<p><b>Progression in phonics</b> step 7</p> <p><b>Pupils should be taught:</b></p> <p><b>W2</b> to read on sight high frequency words specific to graded books matched to the abilities of reading groups;</p> <p><b>W3</b> to read on sight other familiar words;</p> <p><b>W5</b> to recognise words by common spelling patterns;</p> <p><b>W7</b> to spell common irregular words from Appendix List 1;</p> <p><b>W8</b> new words from reading and shared experiences, and to make collections of personal interest or significant words and words linked to particular topics;</p> <p><b>W10</b> to practise handwriting in conjunction with spelling (above) and independent writing, ensuring correct letter orientation, formation and proportion, in a style that makes the letters easy to join later.</p>

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## Year 1 Term 3

<b>Unit: Poetry 1</b> <b>Duration: 1/2 weeks</b>	<b>Text(s):</b> <ul style="list-style-type: none"> <li>Poems with patterned and predictable structures</li> </ul>	<b>Suggested outcome(s):</b> <ul style="list-style-type: none"> <li>Poems with given patterns</li> <li>Collection of poems for class anthology</li> </ul>
<b>Text level objectives</b>	<b>Sentence level objectives</b>	<b>Word level objectives</b>
<b>Pupils should be taught:</b> <b>T1</b> to reinforce and apply their word-level skills through shared and guided reading; <b>T2</b> to use phonological, contextual, grammatical and graphic knowledge to work out, predict and check the meanings of unfamiliar words and to make sense of what they read; <b>T9</b> to read a variety of poems on similar themes, e.g. families, school, food; <b>T10</b> to compare and contrast preferences and common themes in stories and poems; <b>T11</b> to collect class and individual favourite poems for class anthologies, participate in reading aloud; <b>T12</b> through shared and guided writing to apply phonological, graphic knowledge and sight vocabulary to spell words accurately; <b>T15</b> to use poems or parts of poems as models for own writing, e.g. by substituting words or elaborating on the text.	<b>Pupils should be taught:</b> <b>S1</b> to expect reading to make sense and check if it does not; <b>S2</b> to use awareness of the grammar of a sentence to decipher new or unfamiliar words, e.g. predict text from the grammar, read on, leave a gap and re-read; <b>S4</b> about word order, e.g. by re-ordering sentences, predicting words from previous text, grouping a range of words that might 'fit', and discussing the reasons why; <b>S5</b> other common uses of capitalisation, e.g. for personal titles ( <i>Mr, Miss</i> ), headings, book titles, emphasis.	<b>Progression in phonics</b> step 7  <b>Pupils should be taught:</b> <b>W2</b> to read on sight high frequency words specific to graded books matched to the abilities of reading groups; <b>W4</b> to read on sight approximately 30 more high frequency words from Appendix List 1; <b>W5</b> to recognise words by common spelling patterns; <b>W6</b> to investigate and learn spellings of verbs with 'ed' (past tense), 'ing' (present tense) endings; <b>W7</b> to spell common irregular words from Appendix List 1; <b>W8</b> new words from reading and shared experiences, and to make collections of personal interest or significant words and words linked to particular topics; <b>W10</b> to practise handwriting in conjunction with spelling (above) and independent writing, ensuring correct letter orientation, formation and proportion, in a style that makes the letters easy to join later.

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Year 1 Term 3

<p><b>Unit: Non-fiction 1 – Recount</b> Including <i>Developing early writing</i> Unit 9 ‘Fire engine’ <b>Duration:</b> 2 weeks</p>	<p><b>Text(s):</b></p> <ul style="list-style-type: none"> <li>▪ Recounts</li> </ul>	<p><b>Suggested outcome(s):</b></p> <ul style="list-style-type: none"> <li>▪ Recount</li> </ul>
<p><b>Text level objectives</b></p>	<p><b>Sentence level objectives</b></p>	<p><b>Word level objectives</b></p>
<p><b>Pupils should be taught:</b></p> <p><b>T1</b> to reinforce and apply their word-level skills through shared and guided reading;</p> <p><b>T2</b> to use phonological, contextual, grammatical and graphic knowledge to work out, predict and check the meanings of unfamiliar words and to make sense of what they read;</p> <p><b>T12</b> through shared and guided writing to apply phonological, graphic knowledge and sight vocabulary to spell words accurately;</p> <p><b>T18</b> to read recounts and begin to recognise generic structure, e.g. ordered sequence of events, use of words like <i>first, next, after, when</i>;</p> <p><b>T20</b> to write simple recounts linked to topics of interest/study or to personal experience, using the language of texts read as models for own writing. Make group/class books, e.g. <i>our day at school, our trip to ...</i></p>	<p><b>Pupils should be taught:</b></p> <p><b>S1</b> to expect reading to make sense and check if it does not;</p> <p><b>S2</b> to use awareness of the grammar of a sentence to decipher new or unfamiliar words, e.g. predict text from the grammar, read on, leave a gap and re-read;</p> <p><b>S3</b> to read familiar texts aloud with pace and expression appropriate to the grammar, e.g. pausing at full stops, raising voice for questions;</p> <p><b>S5</b> other common uses of capitalisation, e.g. for personal titles (<i>Mr, Miss</i>), headings, book titles, emphasis;</p> <p><b>S6</b> through reading and writing, to reinforce knowledge of term <i>sentence</i> from previous terms;</p> <p><b>S7</b> to add question marks to questions.</p> <p><b>Developing early writing</b> ‘Developing the concept of a sentence’ p.78-82</p>	<p><b>Progression in phonics</b> step 7</p> <p><b>Pupils should be taught:</b></p> <p><b>W2</b> to read on sight high frequency words specific to graded books matched to the abilities of reading groups;</p> <p><b>W3</b> to read on sight other familiar words;</p> <p><b>W5</b> to recognise words by common spelling patterns;</p> <p><b>W7</b> to spell common irregular words from Appendix List 1;</p> <p><b>W8</b> new words from reading and shared experiences, and to make collections of personal interest or significant words and words linked to particular topics;</p> <p><b>W9</b> the terms ‘<i>vowel</i>’ and ‘<i>consonant</i>’;</p> <p><b>W10</b> to practise handwriting in conjunction with spelling (above) and independent writing, ensuring correct letter orientation, formation and proportion, in a style that makes the letters easy to join later.</p>

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Year 1 Term 3

<p><b>Unit: Narrative 2</b>  <b>Duration:</b> 2 weeks</p>	<p><b>Text(s):</b></p> <ul style="list-style-type: none"> <li>Stories about fantasy worlds</li> </ul>	<p><b>Suggested outcome(s):</b></p> <ul style="list-style-type: none"> <li>Story with simple setting</li> </ul>
<p><b>Text level objectives</b></p>	<p><b>Sentence level objectives</b></p>	<p><b>Word level objectives</b></p>
<p><b>Pupils should be taught:</b></p> <p><b>T1</b> to reinforce and apply their word-level skills through shared and guided reading;</p> <p><b>T2</b> to use phonological, contextual, grammatical and graphic knowledge to work out, predict and check the meanings of unfamiliar words and to make sense of what they read;</p> <p><b>T4</b> to read with sufficient concentration to complete a text, and to identify preferences and give reasons;</p> <p><b>T7</b> to use titles, cover pages, pictures and 'blurbs' to predict the content of unfamiliar stories;</p> <p><b>T8</b> to compare and contrast stories with a variety of settings, e.g. space, imaginary lands, animal homes;</p> <p><b>T12</b> through shared and guided writing to apply phonological, graphic knowledge and sight vocabulary to spell words accurately;</p> <p><b>T14</b> to write stories using simple settings, e.g. based on previous reading.</p>	<p><b>Pupils should be taught:</b></p> <p><b>S1</b> to expect reading to make sense and check if it does not;</p> <p><b>S2</b> to use awareness of the grammar of a sentence to decipher new or unfamiliar words, e.g. predict text from the grammar, read on, leave a gap and re-read;</p> <p><b>S4</b> about word order, e.g. by re-ordering sentences, predicting words from previous text, grouping a range of words that might 'fit', and discussing the reasons why;</p> <p><b>S5</b> other common uses of capitalisation, e.g. for personal titles (<i>Mr, Miss</i>), headings, book titles, emphasis;</p> <p><b>S6</b> through reading and writing, to reinforce knowledge of term <i>sentence</i> from previous terms.</p> <p><b>Developing early writing</b> 'Developing the concept of a sentence' p.78-82</p>	<p><b>Progression in phonics</b> step 7</p> <p><b>Pupils should be taught:</b></p> <p><b>W2</b> to read on sight high frequency words specific to graded books matched to the abilities of reading groups;</p> <p><b>W4</b> to read on sight approximately 30 more high frequency word from Appendix List 1;</p> <p><b>W5</b> to recognise words by common spelling patterns;</p> <p><b>W6</b> to investigate and learn spellings of verbs with 'ed' (past tense), 'ing' (present tense) endings;</p> <p><b>W7</b> to spell common irregular words from Appendix List 1;</p> <p><b>W8</b> new words from reading and shared experiences, and to make collections of personal interest or significant words and words linked to particular topics;</p> <p><b>W10</b> to practise handwriting in conjunction with spelling (above) and independent writing, ensuring correct letter orientation, formation and proportion, in a style that makes the letters easy to join later.</p>

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**Year 1 Term 3**

<p><b>Unit: Poetry 2</b> Including <i>Developing early writing</i> Unit 8 'The magic box' <b>Duration:</b> 1/2 weeks</p>	<p><b>Text(s):</b></p> <ul style="list-style-type: none"> <li>A variety of poems on similar themes</li> </ul>	<p><b>Suggested outcome(s):</b></p> <ul style="list-style-type: none"> <li>Thematic poems</li> <li>Oral presentation of own poems</li> </ul>
Text level objectives	Sentence level objectives	Word level objectives
<p><b>Pupils should be taught:</b></p> <p><b>T1</b> to reinforce and apply their word-level skills through shared and guided reading;</p> <p><b>T2</b> to use phonological, contextual, grammatical and graphic knowledge to work out, predict and check the meanings of unfamiliar words and to make sense of what they read;</p> <p><b>T9</b> to read a variety of poems on similar themes, e.g. families, school, food;</p> <p><b>T10</b> to compare and contrast preferences and common themes in stories and poems;</p> <p><b>T11</b> to collect class and individual favourite poems for class anthologies, participate in reading aloud;</p> <p><b>T12</b> through shared and guided writing to apply phonological, graphic knowledge and sight vocabulary to spell words accurately;</p> <p><b>T15</b> to use poems or parts of poems as models for own writing, e.g. by substituting words or elaborating on the text;</p> <p><b>T16</b> to compose own poetic sentences, using repetitive patterns, carefully selected sentences and imagery.</p>	<p><b>Pupils should be taught:</b></p> <p><b>S1</b> to expect reading to make sense and check if it does not;</p> <p><b>S2</b> to use awareness of the grammar of a sentence to decipher new or unfamiliar words, e.g. predict text from the grammar, read on, leave a gap and re-read;</p> <p><b>S3</b> to read familiar texts aloud with pace and expression appropriate to the grammar, e.g. pausing at full stops, raising voice for questions.</p>	<p><i>Progression in phonics</i> step 7</p> <p><b>Pupils should be taught:</b></p> <p><b>W2</b> to read on sight high frequency words specific to graded books matched to the abilities of reading groups;</p> <p><b>W3</b> to read on sight other familiar words;</p> <p><b>W5</b> to recognise words by common spelling patterns;</p> <p><b>W7</b> to spell common irregular words from Appendix List 1;</p> <p><b>W8</b> new words from reading and shared experiences, and to make collections of personal interest or significant words and words linked to particular topics;</p> <p><b>W9</b> the terms 'vowel' and 'consonant';</p> <p><b>W10</b> to practise handwriting in conjunction with spelling (above) and independent writing, ensuring correct letter orientation, formation and proportion, in a style that makes the letters easy to join later.</p>

All teaching objectives are taken from the *NLS Framework for teaching* (DfES 0500/2001).

Year 1 Term 3

<p><b>Unit: Non-fiction 2 – Information texts</b> Duration: 2 weeks</p>	<p><b>Text(s):</b></p> <ul style="list-style-type: none"> <li>Information texts</li> </ul>	<p><b>Suggested outcome(s):</b></p> <ul style="list-style-type: none"> <li>Questions and answers on non-fiction theme</li> <li>Class book</li> </ul>
<p><b>Text level objectives</b></p>	<p><b>Sentence level objectives</b></p>	<p><b>Word level objectives</b></p>
<p><b>Pupils should be taught:</b></p> <p><b>T1</b> to reinforce and apply their word-level skills through shared and guided reading;</p> <p><b>T2</b> to use phonological, contextual, grammatical and graphic knowledge to work out, predict and check the meanings of unfamiliar words and to make sense of what they read;</p> <p><b>T12</b> through shared and guided writing to apply phonological, graphic knowledge and sight vocabulary to spell words accurately;</p> <p><b>T17</b> to recognise that non-fiction books on similar themes can give different information and present similar information in different ways;</p> <p><b>T19</b> to identify simple questions and use text to find answers. To locate parts of text that give particular information including labelled diagrams and charts, e.g. <i>parts of a car, what pets eat, clothes that keep us warm</i>;</p> <p><b>T21</b> to use the language and features of non-fiction texts, e.g. labelled diagrams, captions for pictures, to make class books, e.g. <i>'What We Know About...'</i>, <i>'Our Pets'</i>;</p> <p><b>T22</b> to write own questions prior to reading for information and to record answers, e.g. as lists, a completed chart, extended captions for display, a fact file on IT.</p>	<p><b>Pupils should be taught:</b></p> <p><b>S1</b> to expect reading to make sense and check if it does not;</p> <p><b>S2</b> to use awareness of the grammar of a sentence to decipher new or unfamiliar words, e.g. predict text from the grammar, read on, leave a gap and re-read;</p> <p><b>S4</b> about word order, e.g. by re-ordering sentences, predicting words from previous text, grouping a range of words that might 'fit', and discussing the reasons why;</p> <p><b>S5</b> other common uses of capitalisation, e.g. for personal titles (<i>Mr, Miss</i>), headings, book titles, emphasis;</p> <p><b>S7</b> to add question marks to questions.</p> <p><b>Developing early writing</b> 'Developing the concept of a sentence' p.78-82</p>	<p><b>Progression in phonics</b> step 7</p> <p><b>Pupils should be taught:</b></p> <p><b>W2</b> to read on sight high frequency words specific to graded books matched to the abilities of reading groups;</p> <p><b>W4</b> to read on sight approximately 30 more high frequency words from Appendix List 1;</p> <p><b>W5</b> to recognise words by common spelling patterns;</p> <p><b>W6</b> to investigate and learn spellings of verbs with 'ed' (past tense), 'ing' (present tense) endings;</p> <p><b>W7</b> to spell common irregular words from Appendix List 1;</p> <p><b>W8</b> new words from reading and shared experiences, and to make collections of personal interest or significant words and words linked to particular topics;</p> <p><b>W10</b> to practise handwriting in conjunction with spelling (above) and independent writing, ensuring correct letter orientation, formation and proportion, in a style that makes the letters easy to join later.</p>

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