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|  |  | **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** |
| **Year One** | **Books** | **Intro Theme: Growing Together**  *The Secret Sky Garden* by Linda Sarah and Fiona Lumbers  *My Pet Star* by Corrinne Averiss  *Hibernation Station* by Michelle Meadows  **Roald Dahl Week:**  *James & The Giant Peach*  **Poetry Week:**  *Oi Frog* Series Kes Gray and *Cat in the Hat* by Dr Seuss rhyming hats  **Black History Month:**  - *Little People, Big Dreams Wilma Rudolph* by Isabel Sanchez Vegara  .- *Coming to England* by Floella Benjamin  - Mae C Jemison non-fiction books. | *Little Red and The Very Hungry Lion* by Alex T. Smith  The Room On The Broom by Julia Donaldson  *How to Hide A Lion At Christmas*  By Helen Stephens  Twas the night before Christmas  The Nativity Story  Non-fiction books: History - The Gunpowder Plot, Science - Animals including Humans) | *Dragon Post* by Emma Yarlett  *There is No Dragon In This Story* by Lou Carter *The Storm Whale* & *The Storm Whale in Winter* by Benji Davies *Ada Twist, Scientist* by Andrea Beaty  **Mental Health Week:**  *Ruby’s Worry* by Tom Percival  *The Lion Inside* by Rachel Bright  **Poetry Week:**  -*Alphabet Poem* – Michael Rosen  - *My Colours* Colin West - Cinquain poems | Traditional Tales:  *The Three Little pigs*  *Goldilocks*  *The Sea Saw* by Tom Percival  *The Singing Mermaid* by Julia Donaldson  *Cops and Robbers* by Janet & Allan Ahlberg  **Theme: Environmental Issues**  *- Leaf* by Sandra Dieckmann  - There’s a Rang-Tan in My Bedroom by James Sellick | *Whatever Next* by Jill Murphy  *Beegu* by Alexis Deacon  *Geronimo* by David Walliams  Lost and Found by Oliver Jeffers  Non-fiction books (links to science plants/seasons)  **Poetry Week:**  *- Rita’s Rabbit* by Laura Michael (alliteration poetry)  *-Hey Diddle Diddle* – innovate a nursery rhyme  - Riddles | **Pride Month:**  *And Tango Makes Three* by Peter Parnell & Justin Richardson  Pie Corbett Stories  Non-fiction books (links to Science plants/seasons and Hispanic Week)  Non- fiction books (links to History Greatest Explorers)  *Think Big, Little One* by Vashti Harrison |
| **Reading**  **(Word Reading & Comprehension)** | We use PM Benchmarking to assess the children’s word reading and comprehension ability. We also use NFER reading assessment to assess children’s reading comprehension ability in Spring and Summer Term. Children are then given Oxford Reading Tree Reading books to match their ability and Phonics level. Daily supported reading takes place where children read Oxford Reading Tree books at their level. | | | | | |
| **Phonics** | Floppy’s Phonics Level 2 Revisit and Revise | Floppy’s Phonics Level 3 Revisit and Revise | Floppy’s Phonics Level 4 | Floppy’s Phonics Level 4 | Floppy’s Phonics Level | Floppy’s Phonics Level 5 |
| **Writing (Transcription- Spelling)** | - Name the letters in the alphabet  - Spell common exception words (on going)  -spell words containing each of the 40+ phonemes already taught (on going)  -- Using letter names to distinguish between alternative spellings of the same sound (ongoing) | - Words ending –y.  - write from memory simple sentences dictated by the teacher that includes words using the GPCs and common exception words taught so far (on going) | - Suffixes: Using –ing, -ed, -er and –est where no change is needed in the spelling of root words.  - Days of the week | -Suffixes: Using –ing, -ed, -er and –est where no change is needed in the spelling of root words.  -Suffixes: Plurals – adding s and es to regular nouns. | - Prefixes: Un-  - Compound words  -Suffixes: Using –ing, -ed, -er and –est where no change is needed in the spelling of root words. | -Consolidation of the Year 1 curriculum. |
| **Writing (Transcription - Handwriting)** | We follow the Penpals handwriting programme | | | | | |
| **Writing (Composition)** | - Saying out loud what they are going to write about.  - Composing a sentence orally before writing it. | - Composing a sentence orally before writing it.  - Re reading what they have written to check it makes sense. | - Re reading what they have written to check it makes sense. | - Sequencing sentences to form short narratives. | -Sequencing sentences to form short narratives.  -Discuss what they have written with other pupils | -Consolidation of the Year 1 curriculum. |
| **Writing (Vocabulary, grammar and punctuation)** | - Revision of Early Learning Goals  -Capital letters, finger spaces and full stops. | -Capital letters for names, places and the personal pronoun ‘I’.  - Joining words and clauses using ‘and’, and other conjunctions. | -Question marks and exclamation marks.  -Joining words and clauses using ‘and’, and other conjunctions.  -Suffixes: Using –ing, -ed, -er and –est where no change is needed in the spelling of root words. | Suffixes: Using –ing, -ed, -er and –est where no change is needed in the spelling of root words.  -Suffixes: Plurals – adding s and es to regular nouns. | - Prefixes: Un-  -Suffixes: Using –ing, -ed, -er and –est where no change is needed in the spelling of root words.  -Question marks and exclamation marks. | -Consolidation of the Year 1 curriculum and grammar from English Appendix 2 in NC document. |