

Year 1 Intent Autumn Term

Key Objectives taken from the National Curriculum (coverage over the whole term)

Word reading:

Words containing each of 40+ phonemes taught.
Common exception words

Reading comprehension:

read common exception words
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
becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics
recognising and joining in with predictable phrases
learning to appreciate rhymes and poems, and to recite some by heart
discussing word meanings, linking new meanings to those already known
drawing on what they already know or on background information and vocabulary provided by the teacher
discussing the significance of the title and events
making inferences on the basis of what is being said and
predicting what might happen on the basis of what has been read so far

Transcription:

Write from memory simple sentences dictated by the teacher that include words using the GPC's and common exception words taught so far

Handwriting:

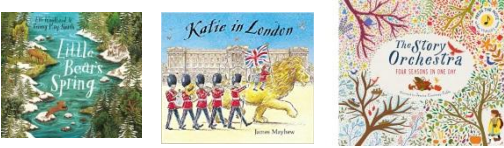
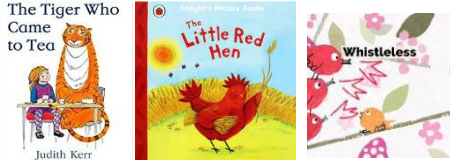
Sit correctly at a table holding a pencil comfortably and correctly
Begin to form lower case letters in the correct direction, starting and finishing in the right place
Form capital letters
Understand which letters belong to which handwriting family and to practise these.

Composition:

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 it makes sense
Discuss what they have written with the teacher

Vocabulary, grammar and punctuation:

Leave spaces between words
Join words and join clauses using 'and'
Combine words to make sentences, including using 'and'
Sequencing sentences to form short narratives
Separation of words with spaces

Sentence demarcation (.) Capital letters for names and pronouns I Beginning to punctuate sentences using a capital letter, full stop. Using a capital letter for names of people, places, the days of the week and the personal pronoun I	
Autumn 1	Autumn 2
Topic – What did children do for fun in the past? Science – Seasonal changes	Topic – What did children do for fun in the past? Science – Animals inc humans
 Week 1- Induction Week 2- The story orchestra Weeks 3&4- Little Bear's Spring Weeks 5&6- Katie in London	 Weeks 1&2- Little Red Hen Weeks 3&4- The Tiger who came to tea Week 6- Visual literacy: Whistleless – Literacy Shed Poetry: whole school poetry week – poem TBC each year.
Genres to be taught: Labels, lists and captions Story writing Information text (London)	Genres to be taught: Traditional tales Familiar Settings Descriptive writing Poetry
Cross curricular genres Topic – Write like a Historian RE – Harvest Poem/ Retell of a story	

Year 1 Intent Spring Term

Key Objectives taken from the National Curriculum (coverage over the whole term)

Word reading:

Words containing each of 40+ phonemes taught

Common exception words

The days of the week

Using -ing, -ed, -er and -est where no change is needed in the spelling of root words

Using the spelling rule for adding -s or -es as the plural marker for nouns and the third person singular marker for verbs

Using the prefix -un

Reading comprehension:

read common suffixes (-s, -es, -ing, -ed, etc.)

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

becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics

recognising and joining in with predictable phrases

learning to appreciate rhymes and poems, and to recite some by heart

discussing word meanings, linking new meanings to those already known

drawing on what they already know or on background information and vocabulary provided by the teacher

discussing the significance of the title and events

making inferences on the basis of what is being said and

predicting what might happen on the basis of what has been read so far

participate in discussion about what is read to them, taking turns and listening to what others say

Explain clearly their understanding of what is read to them

Transcription:

Write from memory simple sentences dictated by the teacher that include words using the GPC's and common exception words taught so far

Handwriting:

Sit correctly at a table holding a pencil comfortably and correctly

Begin to form lower case letters in the correct direction, starting and finishing in the right place

Form capital letters

Understand which letters belong to which handwriting family and to practise these

Composition:

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 it makes sense

Discuss what they have written with the teacher or other pupils

Read their writing aloud, clearly enough to be heard by their peers and the teacher

Vocabulary, grammar and punctuation:

Leave spaces between words

Join words and join clauses using 'and'

Regular plural noun suffixes (-s, - es)

Verb suffixes where root word is unchanged (-ing, -ed, er)

Un- prefix to change meaning of adjectives/adverbs

Combine words to make sentences, including using 'and'

Sequencing sentences to form short narratives

Separation of words with spaces

Sentence demarcation (. ! ?)

Capital letters for names and pronouns I

Beginning to punctuate sentences using a capital letter, full stop, question mark or exclamation mark

Using a capital letter for names of people, places, the days of the week and the personal pronoun I

Spring 1

Topic: Where do we live?

Science: Animals inc humans/Materials



Weeks 1&2- Zog

Weeks 3&4- Lost in the Toy Museum: An Adventure

Week 5- When we were very young A.A.Milne

Week 6- Michael Recycle

Genres to be taught:

Stories with predictable pattern and language

Story writing

Poetry

Information text about recycling

Cross curricular genres

Science- Lists, labels and captions

Topic- Write like a Geographer

RE- Retell of the Easter story

Cross curricular genres

Spring 2 (5 weeks)

Topic: Where do we live?

Science: Materials



Weeks 1&2- Beegu

Weeks 3- The Journey

Weeks 5&6-Handa's Surprise

Genres to be taught:

Diary entry

Fantasy settings

Stories from other cultures

Year 1 Intent Summer Term

Key Objectives taken from the National Curriculum (coverage over the whole term)

Word reading:

Words containing each of 40+ phonemes taught

Common exception words

The days of the week

Using -ing, -ed, -er and -est where no change is needed in the spelling of root words

Using the spelling rule for adding -s or -es as the plural marker for nouns and the third person singular marker for verbs

Using the prefix -un

read multisyllable words containing taught GPCs

Reading comprehension:

read common suffixes (-s, -es, -ing, -ed, etc.)

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

becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics

recognising and joining in with predictable phrases

learning to appreciate rhymes and poems, and to recite some by heart

discussing word meanings, linking new meanings to those already known

drawing on what they already know or on background information and vocabulary provided by the teacher

checking that the text makes sense to them as they read and correcting inaccurate reading

discussing the significance of the title and events

making inferences on the basis of what is being said and

predicting what might happen on the basis of what has been read so far

participate in discussion about what is read to them, taking turns and listening to what others say

Explain clearly their understanding of what is read to them

Transcription:

Write from memory simple sentences dictated by the teacher that include words using the GPC's and common exception words taught so far

Handwriting:

Sit correctly at a table holding a pencil comfortably and correctly

Begin to form lower case letters in the correct direction, starting and finishing in the right place

Form capital letters

Understand which letters belong to which handwriting family and to practise these

Composition:

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 it makes sense

Discuss what they have written with the teacher or other pupils
Read their writing aloud, clearly enough to be heard by their peers and the teacher

Vocabulary, grammar and punctuation:

Leave spaces between words
Join words and join clauses using 'and'
Regular plural noun suffixes (-s, - es)
Verb suffixes where root word is unchanged (-ing, -ed, er)
Un- prefix to change meaning of adjectives/adverbs
Combine words to make sentences, including using 'and'
Sequencing sentences to form short narratives
Separation of words with spaces
Sentence demarcation (. ! ?)
Capital letters for names and pronouns I
Beginning to punctuate sentences using a capital letter, full stop, question mark or exclamation mark
Using a capital letter for names of people, places, the days of the week and the personal pronoun I

Summer 1 and 2 – to be changed to match the new topic (or keep so children can go to the beach?!?)

Topic: We have wings!
Science: Light

Topic: We have wings!
Science: Plants



Weeks 1&2-Lighthouse Keeper's Lunch

Weeks 3&4-At the Beach

Week 6-Poetry: Smelly Jelly Smelly Fish, Michael Rosen



Weeks 1&2-The Enormous Turnip

Weeks 3&5- Oliver's Vegetables

Genres to be taught:

Instructions

Postcard

Poetry

Genres to be taught:

Traditional tale

Diary

Cross curricular genres
RE- Labelling and captions

Cross curricular
Science- Diary

Poetry Spine guidance:

The highlighted poems are to be taught over a week and are to include: reading, writing and performing.

The other 3 poems are to be used in: guided reading, reading for pleasure, used as comparative poems and displayed in class and in the class library.

Year 1	When we were very young by AA Milne	Whole school poem TBC annually	Smelly Jelly Smelly	The Morning Rush by John Foster	Caterpillar by Christina Rosetti	Here is the Seed by John Foster.
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