

|                            |   | Autumn 1               |                        |            | Autumn 2      |  | Spring 1       |  | Spring 2  |  |  | Summer 1        |                 | Summer 2 |                          |
|----------------------------|---|------------------------|------------------------|------------|---------------|--|----------------|--|-----------|--|--|-----------------|-----------------|----------|--------------------------|
| Curriculum 2014 Objectives |   | Jack and the Beanstalk | Little Red Riding Hood | Goldilocks | Whatever Next |  | Lost and Found |  | Supertato |  |  | Paddington Bear | Katie in London |          | Lighthouse Keepers Lunch |
|                            |   | ✓                      | ✓                      | ✓          | ✓             |  | ✓              |  | ✓         |  |  | ✓               | ✓               |          | ✓                        |
| Word Reading               | Apply phonic knowledge and skills as the route to decode words                                  |                        |                        |            |               |  |                |  |           |  |  | ✓               | ✓               |          | ✓                        |
|                            | Respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ |                        |                        |            |               |  |                |  |           |  |  | ✓               | ✓               |          | ✓                        |

|  |  |   |   |   |   |  |   |  |   |  |  |   |   |  |   |  |
|--|--|---|---|---|---|--|---|--|---|--|--|---|---|--|---|--|
|  | phonemes, including, where applicable, alternative sounds for graphemes  |   |   |   |   |  |   |  |   |  |  |   |   |  |   |  |
|  | Read accurately by blending sounds in unfamiliar words containing GPCs that have been taught   | ✓ | ✓ | ✓ | ✓ |  |   |  | ✓ |  |  | ✓ | ✓ |  | ✓ |  |
|  | Read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word   |   |   |   | ✓ |  |   |  | ✓ |  |  | ✓ | ✓ |  | ✓ |  |
|  | Read words containing taught GPCs and -s, -es, -ing, -ed, -er and -est endings   |   |   |   |   |  | ✓ |  |   |  |  |   | ✓ |  |   |  |
|  | Read other words of more than one syllable that contain taught GPCs  | ✓ | ✓ | ✓ | ✓ |  |   |  | ✓ |  |  | ✓ | ✓ |  | ✓ |  |
|  | 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 in word reading |   |   |   |   |  |   |  |   |  |  | ✓ | ✓ |  | ✓ |  |
|  | Re-read these books to build up their fluency and confidence in word reading.  |   |   |   |   |  |   |  |   |  |  | ✓ | ✓ |  | ✓ |  |

Reading Comprehension

|   |   |   |   |   |  |   |  |   |  |  |   |   |  |   |  |
|---|---|---|---|---|--|---|--|---|--|--|---|---|--|---|--|
| - 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   |   |   |   | ✓ |  |   |  | ✓ |  |  | ✓ | ✓ |  | ✓ |  |



|                |   |   |   |   |   |  |   |   |   |   |  |  |   |   |  |   |
|----------------|---|---|---|---|---|--|---|---|---|---|--|--|---|---|--|---|
|                | - Using the prefix un-  |   |   |   |   |  | ✓ |   |   |   |  |  |   |   |  |   |
|                | - Using -ing, -ed, -er and -est where no change is needed in the spelling of root words [for example, helping, helped, helper, eating, quicker, quickest] |   |   |   |   |  | ✓ |   | ✓ |   |  |  |   |   |  |   |
|                | Apply simple spelling rules and guidance, as listed in English Appendix 1   |   |   |   |   |  |   |   | ✓ |   |  |  |   |   |  |   |
|                | Write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far                     |   |   |   |   |  |   |   |   |   |  |  |   |   |  |   |
| Grammar Year 1 | Regular plural noun suffixes -s or -es [for example, dog, dogs; wish, wishes], including the effects of these suffixes on the meaning of the noun         |   |   |   |   |  |   |   |   |   |  |  |   |   |  |   |
|                | Suffixes that can be added to verbs where no change is needed in the spelling of root words (e.g. helping, helped, helper)                                |   |   |   |   |  |   |   |   |   |  |  |   |   |  |   |
|                | How the prefix un- changes the meaning of verbs and adjectives [negation, for example, unkind, or undoing: untie the boat]                                |   |   |   |   |  |   | ✓ |   |   |  |  |   |   |  |   |
|                | How words can combine to make sentences   | ✓ | ✓ | ✓ | ✓ |  |   | ✓ |   | ✓ |  |  | ✓ | ✓ |  | ✓ |



|  |  |   |   |   |   |   |  |   |   |   |   |   |   |   |   |   |
|--|--|---|---|---|---|---|--|---|---|---|---|---|---|---|---|---|
|  | statement, question, exclamation or command  |   |   |   |   |   |  |   |   |   |   |   |   |   |   |   |
|  | Correct choice and consistent use of present tense and past tense throughout writing   |   |   |   |   |   |  |   |   |   |   |   |   |   |   |   |
|  | Use of the progressive form of verbs in the present and past tense to mark actions in progress [for example, she is drumming, he was shouting] |   |   |   |   |   |  |   |   |   |   |   |   |   |   |   |
|  | 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]              |   |   |   |   |   |  | ✓ |   | ✓ |   |   |   |   |   |   |
| 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 that it makes sense | ✓  | ✓ | ✓ | ✓ |   |   |  | ✓ |   | ✓ |   |   | ✓ | ✓ |   | ✓ |





