










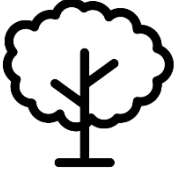


	Year 1 Autumn term		
	Fiction	Poetry	Non-fiction
Text Driver	Beegu by Alexis Deacon	Let's Invent a Monster By James Carter from Zim Zam Zoom!	What we'll Build by Oliver Jeffers
			
Focus	Characterisation	Description	Information
Plot Structure	Journey Tale		
Punctuation and Grammar objectives	<ul style="list-style-type: none"> <li>Finger spaces, full stops and capital letters to begin a sentence.</li> <li>Embellished simple sentences using adjectives.</li> </ul>	<p><b>Poetic Devices</b></p> <ul style="list-style-type: none"> <li>Rhyme</li> <li>Repetition</li> </ul>	<ul style="list-style-type: none"> <li>Finger spaces.</li> <li>Capital letters for names, places and days of week.</li> </ul>
Spelling	<p><u>AUTIUMN 1</u></p> <p><u>Week 1</u> review Phase 3 GPCs ai ee igh oa oo ar or ur oo ow oi ear</p> <p><u>Week 2</u> air er /z/ s –s –es words with two or more digraphs e.g. queen thicker</p>	<p><u>AUTUMN 2</u></p> <p><u>Week 1</u> /ur/ ir bird /igh/ ie pie /oo/ /yoo/ ue blue rescue /yoo/ u unicorn</p> <p><u>Week 2</u> /oa/ o go /igh/ i tiger /ai/ a paper</p>	

	<p><u>Week 3</u> Phase 4: CVCC CCVC CCVCC CCCVC</p> <p>Phase 4 with long vowels</p> <p>Week 4 Phase 5 /ai/ ay play /ow/ ou cloud /oi/ oy toy /ee/ ea each</p> <p><u>Week 5</u> review longer words</p>	<p>/ee/ e he</p> <p><u>Week 3</u> /ai/ a-e shake /igh/ i-e time /oa/ o-e home /oo/ /yoo/ u-e rude cute could would should our</p> <p><u>Week 4</u> /ee/ e-e these /oo/ /yoo/ ew chew new /ee/ ie shield /or/ aw claw</p> <p><u>Week 5</u> Grow the code: /igh/ ie i i-e /ai/ ay a a-e /oa/ oa o o-e /ee/ e ie e-e ea /oo/ /yoo/ ew u-e u ue</p>
--	--	---

	Year 1 Spring term		
	Fiction	Poetry	Non-fiction
Text Driver	The Tiger Who Came to Tea by Judith Kerr	Ride By Matt Goodfellow from Bright Bursts of Colour	Winter Sleep: A Hibernation Story Book by Alex Morss, Cinyee Chiu, and Sean Taylor
			
Focus	Openings and Endings/Description	Description	Information
Plot Structure	Meeting Tale		
Punctuation and Grammar objectives	<ul style="list-style-type: none"> <li>• Write in complete sentences.</li> <li>• Begin to punctuate sentences.</li> <li>• Similes using 'as'.</li> <li>• Question marks.</li> </ul>	<p><b><u>Poetic Devices</u></b></p> <ul style="list-style-type: none"> <li>• Imagery</li> <li>• Repetition</li> <li>• Rhyme</li> <li>• Rhythm</li> </ul>	<ul style="list-style-type: none"> <li>• Compound sentences using coordinating conjunctions: and/or/ but/so</li> <li>• Capital letters for names.</li> <li>• Full stops and capital letters.</li> </ul>
Spelling	<u>SPRING 1</u>		<u>SPRING 2</u>

	<p><u>Week 1</u>  /ee/ y funny  /e/ ea head  /w/ wh wheel  /oa/ oe ou</p> <p><u>Week 2</u>  /igh/ y fly  /oa/ ow snow  /j/ g giant  /f/ ph phone</p> <p><u>Week 3</u>  /l/ le al apple metal  /s/ c ice  /v/ ve give</p> <p><u>Week 4</u>  /u/ o-e o ou some mother young  /z/ se cheese  /s/ se ce mouse fence  /ee/ ey donkey</p> <p><u>Week 5</u>  Grow the code:  /oo/ u ew ue u-e ui ou oo fruit soup  /ee/ ea e e-e ie ey y ee  /s/ c se ce ss  /z/ se s zz  /oa/ ow oe ou o-e o oa</p>	<p><u>Week 1</u>  /ur/ or word  /oo/ u oul awful would  /air/ are share  /or/ au aur oor al author dinosaur floor walk</p> <p><u>Week 2</u>  /ch/ tch match  /ch/ ture adventure  /ar/ al half*  /ar/ a father*</p> <p><u>Week 3</u>  /or/ a water  schwa in longer words: different  /o/ a want  /air/ ear ere bear there</p> <p><u>Week 4</u>  /ur/ ear learn  /r/ wr wrist  /s/ st sc whistle science  schwa at the end of words: actor</p> <p><u>Week 5</u>  /c/ ch school  /sh/ ch chef  /z/ ze freeze</p>
--	---	---

--	--	--

	Year 1 Summer term		
	Fiction	Poetry	Non-fiction
Text Driver	Stuck by Oliver Jeffers	Winter trees By George Szirtes	Amelia Earhart by Maria Isabel Sanchez Vegara
			
Focus	Description/Characterisation	Description	Information
Plot Structure	Losing Tale		
Punctuation and Grammar objectives	<ul style="list-style-type: none"> <li>Compound sentences using and, but, because, so</li> <li>Noun phrases</li> <li>Alliteration</li> </ul>	<p><b>Poetic Devices</b></p> <p>Personification Rhyme</p>	<ul style="list-style-type: none"> <li>Use exclamation or question marks.</li> <li>To use statements, questions, exclamation sentences.</li> </ul>
Spelling	<u>Week 1</u> ay play	<u>Week 1</u> /ai/ eigh aigh ey ea eight straight grey break	

	<p>a-e shake ea each e he</p> <p><u>Week 2</u> ie pie i-e time o go o-e home</p> <p><u>Week 3</u> ue blue rescue ew chew new u-e rude cute aw claw</p> <p><u>Week 4</u> ea head ir bird ou cloud oy toy</p> <p><u>Week 5</u> i tiger a paper ow snow u unicorn</p> <p><u>Week 6</u> ph phone</p>	<p>/n/ kn gn knee gnaw /m/ mb thumb /ear/ ere eer here deer busy beautiful pretty hour</p> <p><u>Week 2</u> /zh/ su si treasure vision /j/ dge bridge /i/ y crystal /j/ ge large move improve parents shoe</p> <p><u>Week 3</u> /sh/ ti ssi si ci potion mission mansion delicious</p> <p><u>Week 4</u> /or/ augh our oar ore daughter pour oar more review</p> <p><u>Week 5</u> review</p>
--	--	---

	wh wheel ie shield g giant	
--	----------------------------------	--