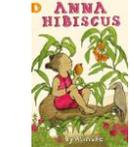
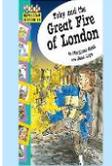
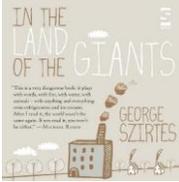


Succeeding together - fostering a love of learning, within a nurturing Christian community, to bring out 'the best in everyone'

Cycle A					
Autumn Term	Autumn Term	Spring Term	Spring Term	Summer Term	Summer Term
On the Move		Healthy Heroes		Roald Dahl	
 <p>Man on the Moon by Simon Bartram</p> <p>The Snail and the Whale by Julia Donaldson</p>	 <p>Leaf by Sandra Dieckmann</p> <p>Where the Wild Things Are by Maurice Sendak</p>	 <p>Little People, Big Dreams - Billie Jean King by Maria Isabel Sanchez Vergara</p> <p>Little People, Big Dreams - Marcus Rashford by Maria Isabel Sanchez Vergara</p>	 <p>Look Up! by Nathan Bryon</p> <p>Traction Man by Mini Grey</p> <p>Amazing Grace by Mary Hoffman</p>	 <p>The Magic Finger by Roald Dahl</p>	 <p>The Life of Roald Dahl by Emma Fischel</p> <p>The Twits by Roald Dahl</p>
Outcomes: Story Poetry	Outcomes: Description Recount	Outcomes: Non-Chronological Report Letter	Outcomes: Story Description	Outcomes: Recount Character description	Outcomes: Fact File Instructions
Purpose: Entertain	Purpose: Entertain	Purpose: Inform	Purpose: Entertain	Purpose: Entertain	Purpose: Inform

'I can do everything through Him who gives me strength.' Philippians 4:13

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Cycle B					
Autumn Term	Autumn Term	Spring Term	Spring Term	Summer Term	Summer Term
Around the World		Fire! Fire!		Habitats	
  <p>The Story Tree by Hugh Lupton</p> <p>One Day on Our Blue Planet by Ella Bailey</p>	  <p>Anna Hibiscus by Atinuke</p> <p>Lila and the Secret of Rain by David Conway</p>	  <p>The Great Fire of London by Emma Adams</p> <p>Toby and the Great Fire of London by Margaret Nash</p>	 <p>The Land of the Giants by George Szirtes</p>	  <p>Peep Inside Bug Homes by Anna Milbourne</p> <p>Bug Hotel by Clover Robin</p>	  <p>The Fox and the Star by Coralie Bickford-Smith</p> <p>The Bee Who Spoke by Al MacCuish</p>
<p>Outcomes: Story Description</p>	<p>Outcomes: Story Character description</p>	<p>Outcomes: Recount Letter</p>	<p>Outcomes: Poetry</p>	<p>Outcomes: Instructions Information Text</p>	<p>Outcomes: Story Description</p>
<p>Purpose: Entertain</p>	<p>Purpose: Entertain</p>	<p>Purpose: Inform</p>	<p>Purpose: Entertain</p>	<p>Purpose: Inform</p>	<p>Purpose: Entertain</p>

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**Y1 whole class writing objectives – what we are teaching, when and why
As a writer...**

To be included in English sessions.

These objectives ensure coverage and progression – they are not intended to be used in books and must be adapted/ broken down into a child-friendly, simple 'learning objective' for each session (see NC for specific year group coverage)

<p>The Man on the Moon / The Snail and the Whale</p> <p>I can write sentences by saying out loud what I am going to write about</p> <p>I can say my sentence out loud before I write it</p> <p>I can put words together to make sentences</p> <p>Write a simple sentence starting with a noun/proper noun</p> <p>I can use first person (I and we)</p> <p>I can join my sentences to make a story</p> <p>I can add 'un' to the start of a word to make antonyms</p>	<p>Leaf / Where the Wild Things Are</p> <p>I can name the letters of the alphabet in order</p> <p>I can join my sentences to make a story</p> <p>I can read my sentence to check it makes sense</p> <p>I can use capital letters and full stops</p> <p>I can use capital letters for proper nouns</p> <p>I can use regular simple past-tense verbs in a sentence</p> <p>I can use time conjunctions</p> <p>Anna Hibiscus / Lila and the Secret of Rain</p>	<p>Little People, Big Dreams - Billie Jean King / Marcus Rashford</p> <p>I can write sentences by saying out loud what I am going to write about</p> <p>I can say my sentence out loud before I write it</p> <p>I can use capital letters and full stops</p> <p>I can use simple co-ordinating conjunctions 'and' and 'but'</p> <p>I can choose specific nouns</p> <p>I can use question marks</p> <p>The Great Fire of London / Toby and the Great Fire of London</p>	<p>Look Up / Traction Man / Amazing Grace</p> <p>I can join my sentences to make a story</p> <p>I can read my sentence to check it makes sense</p> <p>I can talk about my writing with my teacher or the children in my class</p> <p>I can sit correctly at a table, holding a pencil comfortably and correctly</p> <p>I can write lower-case letters in the right direction, starting and finishing in the right place</p> <p>I can write capital letters</p>	<p>The Magic Finger</p> <p>I can spell days of the week</p> <p>I know the plural rule and can add 's' and 'es' in the right place ie. dog, wish, wishes</p> <p>I can use exclamation marks</p> <p>I can use regular simple past-tense verbs in a sentence</p> <p>I can say my sentence out loud before I write it</p> <p>I can write capital letters</p> <p>I can use capital letters and full stops</p> <p>I can join my sentences to make a story</p>	<p>The Life of Roald Dahl / The Twits</p> <p>I can read my sentences out loud so that children in my class can hear and understand me</p> <p>I can use time conjunctions</p> <p>I can use adverbs to describe a verb</p> <p>I can use determiners</p> <p>I can use capital letters and full stops</p> <p>I can join my sentences to make a story</p> <p>I can use simple co-ordinating conjunctions 'and' and 'but'</p>
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<p>I can use similes</p> <p>The Story Tree / One Day on Our Blue Planet</p> <p>I can read my sentences out loud so that children in my class can hear and understand me</p> <p>I can use capital letters for names, places, the days of the week and the word 'I'</p> <p>I can use first person (I and we)</p> <p>Write a simple sentence starting with a noun/proper noun</p>	<p>I can join my sentences to make a story</p> <p>I can use exclamation marks</p> <p>I can talk about my writing with my teacher or the children in my class</p> <p>I can sit correctly at a table, holding a pencil comfortably and correctly</p> <p>I can write lower-case letters in the right direction, starting and finishing in the right place</p> <p>I can write capital letters</p> <p>I can use suffixes '-ed' and '-ing'</p> <p>I can use noun phrases</p>	<p>I can join my sentences to make a story</p> <p>I can read my sentence to check it makes sense</p> <p>I can talk about my writing with my teacher or the children in my class</p> <p>I can sit correctly at a table, holding a pencil comfortably and correctly</p> <p>I can use capital letters for proper nouns</p> <p>I can use regular simple past-tense verbs in a sentence</p> <p>I can use question marks</p>	<p>I can write a simple sentence starting with a personal pronoun</p> <p>I can write a sentence that includes an adjective</p> <p>I can use subject/verb agreement</p> <p>The Land of the Giants</p> <p>I can orally devise alliteration</p> <p>I can use similes</p> <p>I can add 'un' to the start of a word to make antonyms</p> <p>I can use comparative and superlative adjectives to regular adjectives</p> <p>I can write sentences by saying out loud what I am going to write about</p> <p>I can write capital letters</p>	<p>I can use suffixes '-ed' and '-ing'</p> <p>Peep Inside Bug Homes / Bug Hotel</p> <p>I can name the letters of the alphabet in order</p> <p>I can write sentences by saying out loud what I am going to write about</p> <p>I can use time conjunctions</p> <p>I can use determiners</p> <p>I can say my sentence out loud before I write it</p> <p>I can use capital letters and full stops</p> <p>I can use simple co-ordinating conjunctions 'and' and 'but'</p> <p>I can use adverbs to describe a verb</p>	<p>The Fox and the Star / The Bee Who Spoke</p> <p>I can use noun phrases</p> <p>I can read my sentence to check it makes sense</p> <p>I can talk about my writing with my teacher or the children in my class</p> <p>I can write a simple sentence starting with a personal pronoun</p> <p>I can use prepositions</p> <p>I can use subject/verb agreement</p> <p>I can write capital letters</p>
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Spelling (embedded throughout the year/ taught in discrete spelling sessions using Rocket Phonics programme)

- I can break down spoken words into their sounds and spell some correctly
- I can spell words containing each of the letter sounds I have been taught
- I can spell some common exception words
- I can name letters of the alphabet using letter names to distinguish between alternative spellings of the same sound
- I can write the correct spellings in simple sentences I hear my teacher say
- I can use simple spelling rules
- I can add 'er' and 'ing' to a word to make a new word

Handwriting (embedded throughout the year/taught in discrete handwriting sessions)

- I can write numbers 0-9
- I can see which letters belong to which handwriting 'families'

Y1 whole class reading objectives - what we are teaching, when and why

To be included in English sessions and discrete guided reading sessions

These objectives link to our whole school assessment system to ensure coverage and progression - they are not intended to be used in books and must be adapted/ broken down to a child-friendly, simple 'learning objective' for each session (see NC for specific year group coverage)

The Man on the Moon / The Snail and the Whale	Leaf / Where the Wild Things Are	Little People, Big Dreams - Billie Jean King / Marcus Rashford	Look Up / Traction Man / Amazing Grace	The Magic Finger	The Life of Roald Dahl / The Twits
<p>I can talk about the title and events in books I have read or heard.</p> <p>I can enjoy reading key stories, fairy stories and traditional tales because I know them well and can retell them and comment on their special features.</p>	<p>I can say what might happen next in a story.</p> <p>I can say how the characters might feel in a story I have read or heard on the basis of what is said and done.</p> <p>I can enjoy and understand a wide range of stories, poems and non-fiction text that I can't yet read</p>	<p>I can enjoy and understand a wide range of stories, poems and non-fiction text that I can't yet read myself by hearing them read and talking about them with others.</p> <p>I can explain the meaning of words that I know and I can talk</p>	<p>I can enjoy reading key stories, fairy stories and traditional tales because I know them well and can retell them and comment on their special features.</p> <p>I can take part in a group talk about what we have listened to. I take turns and listen to what others have to say.</p>	<p>I can say what might happen next in a story.</p> <p>I can say how the characters might feel in a story I have read or heard on the basis of what is said and done.</p> <p>I can explain the meaning of words that I know and I can talk about the meaning of new words.</p>	<p>I can talk about the title and events in books I have read or heard.</p> <p>I can say what might happen next in a story.</p> <p>I can use what I have already read or heard, or information a teacher has given me, to help me understand what I am reading.</p>

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<p>I can enjoy and understand rhymes and poems, and can recite some by heart.</p> <p>I can take part in a group talk about what we have listened to. I take turns and listen to what others have to say.</p> <p>The Story Tree / One Day on Our Blue Planet</p> <p>I can enjoy reading key stories, fairy stories and traditional tales because I know them well and can retell them and comment on their special features.</p> <p>I can take part in a group talk about what we have listened to. I take turns and listen to what others have to say.</p> <p>I can say what might happen next in a story.</p>	<p>myself by hearing them read and talking about them with others.</p> <p>I can explain clearly my understanding of texts which have been read to me.</p> <p>Anna Hibiscus / Lila and the Secret of Rain</p> <p>I can talk about the title and events in books I have read or heard.</p> <p>I can explain clearly my understanding of texts which have been read to me.</p> <p>I can take part in a group talk about what we have listened to. I take turns and listen to what others have to say.</p> <p>I can say how the characters might feel in a story I have read or heard on the basis of what is said and done.</p>	<p>about the meaning of new words.</p> <p>I can link the meaning of new words to those I already know.</p> <p>The Great Fire of London / Toby and the Great Fire of London</p> <p>I can enjoy stories and texts that I can read for myself or have had read to me which link to things I have experienced.</p> <p>I can explain the meaning of words that I know and I can talk about the meaning of new words.</p> <p>I can link the meaning of new words to those I already know.</p> <p>I can say how the characters might feel in a story I have read or heard on the basis of what is said and done.</p>	<p>I can join in with words when I can guess what is coming next.</p> <p>I can talk about the title and events in books I have read or heard.</p> <p>I can say how the characters might feel in a story I have read or heard on the basis of what is said and done.</p> <p>I can explain the meaning of words that I know and I can talk about the meaning of new words.</p> <p>I can link the meaning of new words to those I already know.</p> <p>The Land of the Giants</p> <p>I can join in with words when I can guess what is coming next.</p> <p>I can enjoy and understand rhymes and poems, and can recite some by heart.</p> <p>I can explain the meaning of words that I know and I can talk about the meaning of new words.</p>	<p>I can link the meaning of new words to those I already know.</p> <p>Peep Inside Bug Homes / Bug Hotel</p> <p>I can talk about the title and events in books I have read or heard.</p> <p>I can say how the characters might feel in a story I have read or heard on the basis of what is said and done.</p> <p>I can take part in a group talk about what we have listened to. I take turns and listen to what others have to say.</p>	<p>The Fox and the Star / The Bee Who Spoke</p> <p>I can join in with words when I can guess what is coming next.</p> <p>I can enjoy stories and texts that I can read for myself or have had read to me which link to things I have experienced.</p> <p>I can say how the characters might feel in a story I have read or heard on the basis of what is said and done.</p>
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			I can link the meaning of new words to those I already know.		
Word Reading Embedded through daily Rocket Phonics sessions: To apply phonic knowledge and skills as the route to decode words. To blend sounds in unfamiliar words using the GPCs that they have been taught. To respond speedily, giving the correct sound to graphemes for all of the 40+ phonemes. To read words containing taught GPCs. To read words containing -s, -es, -ing, -ed and -est endings. To read words with contractions, e.g. I'm, I'll and we'll. To read Y1 common exception words, noting unusual correspondences between spelling and sound and where these occur in words. To accurately read texts that are consistent with their developing phonic knowledge, that do not require them to use other strategies to work out words. To reread texts to build up fluency and confidence in word reading.					

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