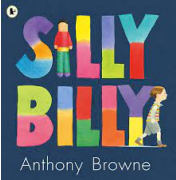
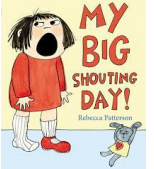
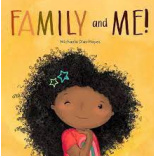
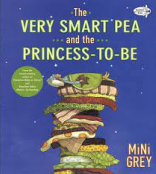
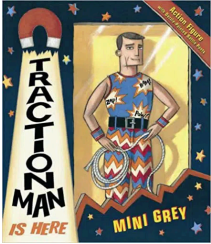
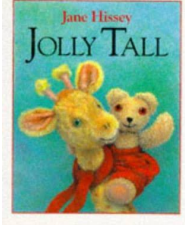
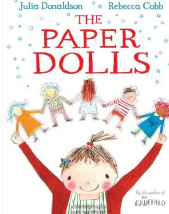
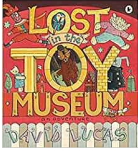
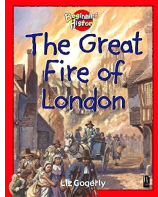
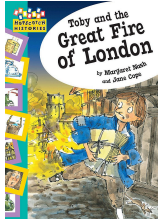
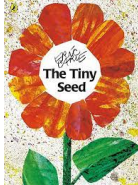
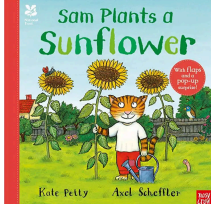
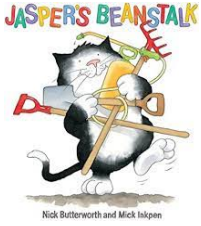
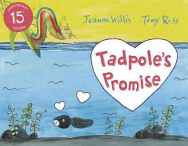


English Long Term Overview: Year 1											
Year: 1 2026-2027	Autumn 1 Unit 1	Autumn 1 Unit 2	Autumn 2	Spring 1	Spring 1	Spring 2	Spring 2	Summer 1	Summer 1	Summer 2	Summer 2
Text type	Building Sentence Foundations Early writing: Labels, captions, simple sentences and short descriptions Focus: Oral composition and sentence construction	The Tiger Who Came to Tea – Letter in Role Non-fiction: Informal Letter in Role Focus: Writing simple sentences for a clear purpose	How to Decorate a Christmas Tree – Instructions Non-fiction: Instructions Focus: Sequencing actions clearly	Toys in Space – Character Description Fiction-linked Character Description Focus: Character appearance and feelings	Gorilla – Journey Story Fiction: Narrative – Journey Story Focus: Sequencing a short narrative	Vlad and the Great Fire of London – Journey Story Fiction: Historical Narrative – Journey Story Focus: Sequencing events and describing action within a historical setting	Poetry: Counting & Action Rhyme Focus: Rhyme, rhythm, action verbs, and performance	Jim and the Beanstalk – Recount Letter Non-fiction: Recount / Informal Letter Focus: Recounting past events and communicating with a familiar reader	Goldilocks and the Three Bears – Warning Story Fiction: Narrative – Warning Story Focus: Sequencing a narrative and building simple suspense	Where the Wild Things Are – Portal Story Fiction: Narrative – Portal Story Focus: Sequencing a complete narrative and adding description	The Gruffalo – Fact File Non-fiction: Fact File / Simple Report Focus: Organising information clearly for a reader
Purpose: Entertain Inform Persuade	To communicate simple ideas about familiar experiences, characters and subjects through increasingly independent sentences.	To inform and thank by writing in role as the tiger, communicating simple ideas clearly to a familiar character.	To instruct the reader clearly how to complete a familiar practical task by giving steps in a logical order.	To describe a fictional character clearly, communicating what the character looks like and how their feelings change.	To entertain the reader through a simple journey story in which a character goes on an adventure and returns home.	To entertain the reader through a short journey story set during the Great Fire of London, sequencing events clearly and showing characters responding to danger.	To entertain and perform by innovating on a familiar nursery rhyme structure, using rhyme and imperative action verbs.	To recount past events and thank someone for their actions through an informal letter.	To entertain the reader through a warning story in which a character ignores advice, experiences consequences and learns a lesson.	To entertain the reader through a portal story in which a character enters another world before returning home.	To inform the reader about a fictional creature by selecting and organising relevant information into clearly identified sections.
Audience	Classmates, teachers and readers of class displays and collections of children's writing.	Sophie from The Tiger Who Came to Tea.	A reader who wants to know how to decorate a Christmas tree or complete another familiar practical task.	Other pupils and readers familiar with Toys in Space.	Other pupils and readers of a class collection of stories.	Other pupils and readers of a class collection of historical stories.	Classmates, teachers, and Reception pupils during a Year 1 poetry performance.	Jim	Other pupils and readers of a class collection of warning stories.	Other pupils and readers of a class collection of imaginative stories.	Other pupils and readers of a class information collection.
Model Text	Our Class is a Family – Shannon Olsen Peace at Last – Jill Murphy Not Now, Bernard – David McKee Room on the Broom – Julia Donaldson and Axel Scheffler Hoorah for Mary Seacole – Trish Cooke and Anni Axworthy	The Tiger Who Came to Tea – Judith Kerr Teacher-modelled thank-you letter from the tiger to Sophie.	How to Wash a Woolly Mammoth – Michelle Robinson and Kate Hindley Model text: How to Decorate a Christmas Tree	Toys in Space – Mini Grey Teacher-modelled description of the Hoctopize.	Gorilla – Anthony Browne Whole-class innovative journey story based on the structure of Gorilla, replacing the gorilla and destination with a new character or toy and setting.	Vlad and the Great Fire of London – Kate Cunningham and Sam Cunningham Innovated journey story based on the structure of Vlad and the Great Fire of London.	"One, Two, Buckle My Shoe" (Traditional Rhyme) Teacher-modelled innovated counting poem (e.g., "One, two, jump in a shoe! Three, four, slam the door!")	Jim and the Beanstalk – Raymond Briggs Model text: Thank-you/recount letter from the Giant to Jim.	Goldilocks and the Three Bears Model warning story based on Goldilocks and the Three Bears.	Where the Wild Things Are – Maurice Sendak Innovated portal story based on the structure of Where the Wild Things Are.	The Gruffalo – Julia Donaldson and Axel Scheffler Model text: The Gruffalo fact file.
National Curriculum: Composition Objectives	Saying out loud what they are going to write about. Composing a sentence orally before writing it. Re-reading what they have written to check that it makes sense. Discussing what they have written with the teacher or other pupils. Reading aloud their writing clearly enough to be heard by their peers and the teacher.	Saying out loud what they are going to write about. Composing a sentence orally before writing it. Re-reading what they have written to check that it makes sense. Discussing what they have written with the teacher or other pupils. Reading aloud their writing clearly enough to be heard by their	Saying out loud what they are going to write about. Composing a sentence orally before writing it. Re-reading what they have written to check that it makes sense. Discussing what they have written with the teacher or other pupils. Reading aloud their writing clearly enough to be heard by their	Saying out loud what they are going to write about. Composing a sentence orally before writing it. Re-reading what they have written to check that it makes sense. Discussing what they have written with the teacher or other pupils. Reading aloud their writing clearly enough to be heard by their	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. Discussing what they have written with the teacher or other pupils.	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. Discussing what they have written with the teacher or other pupils.	• Saying out loud what they are going to write about. • Composing a sentence/line orally before writing it. • Re-reading what they have written to check that it makes sense. • Discussing what they have written	Saying out loud what they are going to write about. Composing a sentence orally before writing it. Re-reading what they have written to check that it makes sense. Discussing what they have written with the teacher or other pupils. Reading aloud their writing clearly enough to be heard by their	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. Discussing what they have written with the teacher or other pupils.	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. Discussing what they have written with the teacher or other pupils.	Saying out loud what they are going to write about. Composing a sentence orally before writing it. Re-reading what they have written to check that it makes sense. Discussing what they have written with the teacher or other pupils. Reading aloud their writing clearly enough to be heard by their

		peers and the teacher.	peers and the teacher.	peers and the teacher.	Reading aloud their writing clearly enough to be heard by their peers and the teacher.	Reading aloud their writing clearly enough to be heard by their peers and the teacher.	with the teacher or other pupils. • Reading aloud their writing clearly enough to be heard by their peers and the teacher.	peers and the teacher.	Reading aloud their writing clearly enough to be heard by their peers and the teacher.	Reading aloud their writing clearly enough to be heard by their peers and the teacher.	peers and the teacher.
National Curriculum – Vocabulary, Grammar & Punctuation Objectives	How words can combine to make sentences. Separation of words with spaces. Beginning to punctuate sentences using a capital letter and a full stop. Using a capital letter for names of people and for the personal pronoun I. Joining words and joining clauses using and. Introduced later in the half term once simple sentence construction is becoming secure. Terminology for pupils: letter, capital letter, word, sentence, punctuation, full stop.	How words can combine to make sentences. Separation of words with spaces. Joining words and joining clauses using and. Beginning to punctuate sentences using a capital letter and a full stop. Using a capital letter for names of people and the personal pronoun I. Using a capital letter for the days of the week. 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. Separation of words with spaces. Joining words and joining clauses using and, where appropriate. Beginning to punctuate sentences using a capital letter and a full stop. Terminology for pupils: singular, plural. 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.	How words can combine to make sentences. Separation of words with spaces. Joining words and joining clauses using and. Beginning to punctuate sentences using a capital letter and a full stop. Using a capital letter for names of people and the personal pronoun I, where appropriate.	How words can combine to make sentences. Sequencing sentences to form short narratives. Separation of words with spaces. Joining words and joining clauses using and. Beginning to punctuate sentences using a capital letter and a full stop. Beginning to punctuate sentences using a capital letter and a full stop. Using a capital letter for names of people. Using a capital letter for names of people. Suffixes that can be added to verbs where no change is needed in the spelling of root words [for example, helping, helped, helper]. Previously taught grammar and punctuation should be applied increasingly independently within the narrative.	How words can combine to make sentences. Separation of words with spaces. Joining words and joining clauses using and. Beginning to punctuate sentences using a capital letter and a full stop. Using a capital letter for names of people. Previously taught grammar and punctuation should be applied increasingly independently within the narrative.	How words can combine to make sentences/verses. Separation of words with spaces. Joining words and joining clauses using and. Beginning to punctuate sentences using a capital letter and a full stop. Beginning to punctuate sentences using a capital letter and a full stop. Using a capital letter for names of places/days of the week, where appropriate. Beginning to punctuate sentences using an exclamation mark (for action commands). Terminology for pupils: exclamation mark Using a capital letter for names of places. Terminology for pupils: exclamation mark.	How words can combine to make sentences. Separation of words with spaces. Joining words and joining clauses using and. Beginning to punctuate sentences using a capital letter and a full stop. Using a capital letter for names of people and the personal pronoun I. Beginning to punctuate sentences using a question mark. Using exclamation marks where appropriate. Previously taught grammar and punctuation should be selected and applied according to the needs of the narrative rather than used as a feature checklist.	How words can combine to make sentences. Separation of words with spaces. Joining words and joining clauses using and. Beginning to punctuate sentences using a capital letter and a full stop. Using a capital letter for names of people. Using question marks where appropriate. Using exclamation marks where appropriate. Previously taught grammar and punctuation should be applied increasingly independently within sustained narrative writing.	How words can combine to make sentences. Separation of words with spaces. Joining words and joining clauses using and. Beginning to punctuate sentences using capital letters, full stops, question marks and exclamation marks. Using capital letters for names of people, places, the days of the week and the personal pronoun I, where appropriate. Previously taught grammar and punctuation should be applied increasingly independently within sustained narrative writing.	How words can combine to make sentences. Separation of words with spaces. Joining words and joining clauses using and. Beginning to punctuate sentences using capital letters, full stops, question marks and exclamation marks. Using capital letters for names of people, places, the days of the week and the personal pronoun I, where appropriate. Using the grammatical terminology taught across Year 1 accurately when discussing writing. Previously taught grammar and punctuation should be selected according to the intended meaning and purpose rather than requiring every fact file to contain the same features.
Spoken language	Listen and respond appropriately to adults and their peers. Use relevant strategies to build their vocabulary. Give well-structured descriptions and narratives for different purposes, including for expressing feelings. Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments.	Listen and respond appropriately to adults and their peers. Ask relevant questions to extend their understanding and knowledge. Use relevant strategies to build their vocabulary.	Listen and respond appropriately to adults and their peers. Use relevant strategies to build their vocabulary. Give well-structured descriptions and explanations for different purposes.	Listen and respond appropriately to adults and their peers. Ask relevant questions to extend their understanding and knowledge. Use relevant strategies to build their vocabulary.	Listen and respond appropriately to adults and their peers. Use relevant strategies to build their vocabulary. Give well-structured narratives for different purposes.	Listen and respond appropriately to adults and their peers. Ask relevant questions to extend their understanding and knowledge. Use relevant strategies to build their vocabulary.	• Listen and respond appropriately to adults and their peers. • Use relevant strategies to build their vocabulary. • Maintain attention and participate	Listen and respond appropriately to adults and their peers. Ask relevant questions to extend their understanding and knowledge. Use relevant strategies to build their vocabulary.	Listen and respond appropriately to adults and their peers. Use relevant strategies to build their vocabulary. Articulate and justify answers, arguments and opinions.	Listen and respond appropriately to adults and their peers. Use relevant strategies to build their vocabulary. Give well-structured narratives for different purposes.	Listen and respond appropriately to adults and their peers. Ask relevant questions to extend their understanding and knowledge. Use relevant strategies to build their vocabulary.

	Use spoken language to develop understanding through imagining and exploring ideas. Participate in discussions, performances, role play and improvisations. Speak audibly and fluently with an increasing command of Standard English.	Maintain attention and participate actively in collaborative conversations. Use spoken language to develop understanding through imagining and exploring ideas. Participate in discussions, performances, role play and improvisations.	Maintain attention and participate actively in collaborative conversations. Use spoken language to develop understanding through exploring ideas. Speak audibly and fluently with an increasing command of Standard English. Participate in discussions and presentations.	Give well-structured descriptions for different purposes, including for expressing feelings. Maintain attention and participate actively in collaborative conversations. Use spoken language to develop understanding through imagining and exploring ideas. Participate in discussions, performances, role play and improvisations. Use spoken language to develop understanding through imagining and exploring ideas. Participate in discussions, role play and improvisations.	Maintain attention and participate actively in collaborative conversations. Use spoken language to develop understanding through imagining and exploring ideas. Participate in discussions, performances, role play and improvisations. Speak audibly and fluently with an increasing command of Standard English.	Give well-structured narratives for different purposes. Maintain attention and participate actively in collaborative conversations. Use spoken language to develop understanding through speculating, imagining and exploring ideas. Participate in discussions, performances, role play and improvisations. Speak audibly and fluently with an increasing command of Standard English.	actively in collaborative conversations. • Use spoken language to develop understanding through imagining and exploring ideas. • Speak audibly and fluently with an increasing command of Standard English. • Participate in discussions, performances, and recitations.	Give well-structured descriptions and explanations for different purposes. Maintain attention and participate actively in collaborative conversations. Participate in discussions, role play and improvisations. Speak audibly and fluently with an increasing command of Standard English.	Give well-structured narratives for different purposes. Maintain attention and participate actively in collaborative conversations. Use spoken language to develop understanding through imagining and exploring ideas. Participate in discussions, performances, role play and improvisations. consider and evaluate different viewpoints, attending to and building on the contributions of others	Maintain attention and participate actively in collaborative conversations. Use spoken language to develop understanding through speculating, imagining and exploring ideas. Participate in discussions, performances, role play and improvisations. gain, maintain and monitor the interest of the listener(s) Speak audibly and fluently with an increasing command of Standard English.	Give well-structured descriptions and explanations for different purposes. select and use appropriate registers for effective communication Maintain attention and participate actively in collaborative conversations. Speak audibly and fluently with an increasing command of Standard English. Participate in discussions and presentations.
Published Outcomes	Building Sentence Foundations Published Outcome: All pieces are illustrated and displayed in Our First Year 1 Writing Gallery, celebrating children's first published writing of the yea..	The Tiger Who Came to Tea: Letter in Role Published Outcome: Children publish their thank-you letters as illustrated cards and post them into a school Postbox, before sharing selected letters during a class Tiger Tea Party. .	How to Decorate a Christmas Tree: Instructions 🌲 Published Outcome: Children turn their instructions into an illustrated How to Decorate a Christmas Tree instruction card to take home and share with their families so that the writing has a real practical purpose.	Toys in Space: Character Description 🤖 Published Outcome: Character descriptions become illustrated Alien Identity Files for a Year 1 Space Museum, with another Y1 class invited to visit, discover the different creatures and read the children's descriptions.	Gorilla: Journey Story 🐼 Published Outcome: Stories are illustrated and collected into Year 1's Night-Time Adventures, a class storybook placed in the reading corner.	Vlad and the Great Fire of London: Journey Story 🔥 Published Outcome: Children's historical journey stories form part of a Great Fire Story Museum, displayed alongside historical learning, with another class or parents invited to visit and hear selected stories read aloud.	Year 1's Big Book of Rhymes! Children illustrate and publish their assigned number couplets to create a shared class counting rhyme book and perform their verses aloud with actions.	Jim and the Beanstalk: Recount Letter 🌱 Published Outcome: Finished letters are placed inside oversized envelopes and displayed in The Giant's Post Office, creating a playful collection of correspondence between characters from the story	Goldilocks and the Three Bears: Warning Story ⚠️ Published Outcome: Children's warning stories are collected into Year 1's Book of Brilliant Warnings: Don't Say We Didn't Warn You! and selected stories are read aloud to Reception or pre school.	Where the Wild Things Are: Portal Story 🚪 Published Outcome: Children illustrate the portal into their imagined world and publish their stories as Doorways to Wild Worlds.	The Gruffalo: Fact File 🌲 Published Outcome: Individual fact files are combined into The Riverside Guide to Extraordinary Creatures, an illustrated class field guide placed in the reading area and shared with others as their guide to unusual creatures.
Phonics KS1 Only	Floppy's Phonics Week 1 Oxford Level 4 Book 19 a e i o u s t p n m a e i o u s t p n m a e i o u d g c k -ck r a e i o u d g c k -ck r Consolidate Week 2 Oxford Level 4 Book 19 a e i o u h b f -ff l -ll -le -ss a e i o u h b f -ff l -ll -le -ss a e i o u j v w -x y z -zz qu a e i o u j v w -x y z -zz qu Consolidate Week 3 Oxford Level 4 Book 20 ch sh th -ng -nk	Floppy's Phonics Week 1 Oxford Level 4 Book 22 /oa/ oa ow /oa/ oa ow /yoo/ -ue ew /yoo/ -ue ew Consolidate Week 2 Oxford Level 4 Book 22 /oo/ oo -ew /oo/ oo -ew /ou/ ow ou /ou/ ow ou Consolidate Week 3 Oxford Level 4 Book 23 /ur/ ur ir /ur/ ur ir /or/ or aw /or/ or aw Consolidate Week 4 Oxford Level 4 Book 23 /eer/ ear eer /eer/ ear eer /air/ air -are /air/ air -are Consolidate Week 5 Oxford Level 4 Book 24 /s/ s -ce /s/ s -ce /e/ e -ea /e/ e -ea Consolidate Week 6 Oxford Level 4 Book 24 /u/ u o /u/ u o -ed /d/ /t/ -ed /d/ /t/ Consolidate	Floppy's Phonics Week 1 Oxford Level 5 Book 25 /ai/ ai -ay eigh -ey /ai/ ai -ay eigh -ey /ai/ a-e a -ae -ea /ai/ a-e a -ae -ea Consolidate Week 2 Oxford Level 5 Book 25 /ee/ ee -y e -ey /ee/ ee -y e -ey /ee/ -ie ea e-e /ee/ -ie ea e-e Consolidate Week 3 Oxford Level 5 Book 26 /igh/ -igh -y i /igh/ -igh -y i /igh/ -ie i-e Consolidate	Floppy's Phonics Week 1 Oxford Level 5 Book 28 /j/ j ge gi gy /j/ j ge gi gy /j/ -ge -dge /j/ -ge -dge Consolidate Week 2 Oxford Level 5 Book 28 /ul/ -le -el /ul/ -le -el /ul/ -al -il /ul/ -al -il Consolidate Week 3 Oxford Level 5 Book 29 /yoo/ -ue u /yoo/ -ue u /yoo/ ew u-e eu /yoo/ ew u-e eu Consolidate Week 4 Oxford Level 5 Book 29 long /oo/ oo u-e -o -ou -ough long /oo/ oo u-e -o -ou -ough long /oo/ -ue	Floppy's Phonics Week 1 Oxford Level 5 Book 31 /ur/ ur ir er /ur/ ur ir er /ur/ ear wor /ur/ ear wor Consolidate Week 2 Oxford Level 5 Book 31 /u/ u o -ou -our /u/ u o -ou -ur /ar/ ar a al /ar/ ar a al Consolidate Week 3 Oxford Level 5 Book 32 /zh/ -s -si -ge /zh/ -s -si -ge /w/ w wh -u /w/ w wh -u Consolidate Week 4 Oxford Level 5 Book 32 /f/ f -ff /f/ f -ff /f/ ph -gh /f/ ph -gh Consolidate Week 5 Oxford Level 5 Book 33 ch /ch/ /sh/ /k/ ch /ch/ /sh/ /k/ -ie /igh/	Floppy's Phonics Week 1 Oxford Level 5 Book 34 /ch/ ch -tch /chu/ -ture /ch/ ch -tch /chu/ -ture /sh/ sh ch /sh/ sh ch Consolidate Week 2 Oxford Level 5 Book 34 /sh/ -ti -ci -ssi -sci /sh/ -ti -ci -ssi -sci /g/ g gu -gue gh /g/ g gu -gue gh Consolidate Week 3 Oxford Level 5 Book 35 /eer/ ear eer -ere -ier /eer/ ear eer -ere -ier /air/ air -are -ear -ere					

	ch sh th -ng -nk ai ee -igh oa ai ee -igh oa Consolidate Week 4 Oxford Level 4 Book 20 -oo oo ar or ur er -er -oo oo ar or ur er -er ow oi ear air ow oi ear air Week 5 Oxford Level 4 Book 21 /ai/ ai -ay /ai/ ai -ay /oi/ oi oy /oi/ oi oy Consolidate Week 6 Oxford Level 4 Book 21 /ee/ ee ea /ee/ ee ea /igh/ -igh -ie /igh/ -igh -ie Consolidate		Week 4 Oxford Level 5 Book 26 /oa/ oa ow o /oa/ oa ow o /oa/ -oe o-e -ough eau /oa/ -oe o-e -ough eau Consolidate Week 5 Oxford Level 5 Book 27 /s/ s -ss -se -ce /s/ s -ss -se -ce /s/ ce ci cy /s/ ce ci cy Consolidate Week 6 Oxford Level 5 Book 27 /s/ sc -st- /s/ sc -st- /e/ e -ea /e/ e -ea Consolidate	-ew -ui -u long /oo/ -ue -ew -ui -u Consolidate Week 5 Oxford Level 5 Book 30 /oi/ oi oy /oi/ oi oy /ou/ ow ou -ough /ou/ ow ou -ough Consolidate Week 6 Oxford Level 5 Book 30 /or/ or -our /or/ or -our /or/ aw au al war quar /or/ aw au al war quar Consolidate	/ee/ -ie /igh/ /ee/ Consolidate Week 6 Oxford Level 5 Book 33 ow /ou/ /oa/ ow /ou/ /oa/ a /a/ /ai/ wa /o/ alt /o/ a /a/ /ai/ wa /o/ alt /o/ Consolidate L m..m	/air/ air -are -ear -ere Consolidate. Week 4 Oxford Level 5 Book 35 /n/ n -nn kn gn /n/ n -nn kn gn /r/ r -rr wr rh /r/ r -rr wr rh Consolidate Week 5 Oxford Level 5 Book 36 / m mm -mb -mn /m/ m mm -mb -mn /k/ c k -ck ch qu -que /k/ c k -ck ch qu -que 5 Book 36 /m Consolidate Week 6 Oxford Level 5 Book 36 /or/ or ore -our -oor oar /or/ or ore -our -oor oar /or/ aw au al -ough ough /or/ aw au al -ough ough Consolidate. Children can start reading Floppy's Phonics decodable readers Oxford Level 5 independently from this point.
Spelling	Ongoing Statutory Spelling Expectations • spell words containing each of the 40+ phonemes already taught • spell common exception words • spell the days of the week • name the letters of the alphabet in order • use letter names to distinguish between alternative spellings of the same sound • write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far					
	Autumn 1 Objective: Short Vowel Sounds & Digraphs Step 1: Words ending in 'ff', 'll', 'ss', 'zz', 'ck' — puff, fluff, bell, doll, grass, kiss, buzz, fizz, clock, back Step 2: Words with /k/ sound spelled 'k' & 'nk' — bank, honk, tank, pink, think, kit, skin, mask, kick, basket Step 3: Words with the 'tch' trigraph — catch, fetch, kitchen, switch, hutch, witch, ditch, patch, match, batch Step 4: Words with the split digraph 'a_e' — made, take, came, mistake, same, safe, awake, snowflake, rake, plate Step 5: Words where 'ea' makes /ee/ sound — each, peach, reach, teach, lead, leaf, leap, beak, squeak, real Step 6: Prefix 'un-' & suffixes '-er', '-est' — fresher, higher, unload, unhappy, hardest, unfair, quicker, darkest, undo, unlock	Objective: Vowel Patterns & Digraphs Step 7: Compound words & unstressed vowels — pocket, balloon, carrot, thunder, sunset, football, playground, farmyard, bedroom, starfish Step 8: Words with split digraph 'u_e' — June, rude, tube, flume, huge, rule, use, tune, flute, plume Step 9: Words with digraph 'ar' — car, jar, park, arm, garden, hard, dark, stars, art, shark Step 10: Words with digraph 'ee' — feel, tree, green, meet, week, see, free, sheet, feet, seek Step 11: Words with split digraph 'e_e' — even, complete, delete, Chinese, these, evening, eve, athlete, extreme, theme Step 12: Digraph 'ea' making /e/ sound — head, bread, meant, instead, wealth, sweat, threat, spread, dead, deaf	Objective: Split Digraphs & Long Vowels Step 13: Split digraph 'o_e' — home, those, woke, hope, hole, mole, spoke, joke, bone, phone Step 14: Digraphs 'ai' & 'oi' — rain, point, oil, wait, train, coin, join, paid, afraid, soil Step 15: Digraphs 'ay' & 'oy' — day, play, cowboy, enjoy, stay, toy, joy, clay, say, way Step 16: Plurals adding '-s' & '-es' — flowers, boxes, brushes, lunches, cars, foxes, dogs, dishes, boats, churches Step 17: Digraph 'oo' making /u/ sound — book, cook, foot, wood, good, shook, brook, stood, took, wool Step 18: Split digraph 'i_e' — five, ride, like, time, side, slide, spike, trike, fire, mine	Objective: Stressed & Unstressed Vowels Step 19: Digraph 'er' (stressed) — herb, verb, her, term, person, germ, stern, perch, fern, mermaid Step 20: Digraph 'er' (unstressed) — better, summer, sister, after, never, under, winter, brother, ever, river Step 21: Digraphs 'ir' & 'ur' — girl, shirt, third, bird, first, turn, hurt, burst, church, Thursday Step 22: Digraph 'oo' making /oo/ sound — food, pool, moon, zoo, soon, boots, spoon, afternoon, boom, tool Step 23: Suffixes '-ing' & '-ed' — looking, looked, buzzing, buzzed, jumping, jumped, helping, helped, fizzing, fizzed Step 24: Digraphs 'oa' & 'oe' making /oa/ sound — goes, goat, boat, dominoes, woe, toe, doe, road, soap, coat	Objective: Trigraphs & Vowel Sounds Step 25: Digraph 'ou' making /ow/ sound — out, mouth, sound, proud, shout, about, around, found, mound, count Step 26: Digraph 'ow' making /ow/ or /oa/ sound — down, town, frown, how, brown, own, grow, show, blow, snow Step 27: Ending in 'y' /ee/ & 've' /v/ — very, happy, funny, party, family, give, have, love, shove, dove Step 28: Digraphs 'ue' & 'ew' — Tuesday, blue, clue, true, rescue, threw, few, drew, grew, new Step 29: Digraph 'ie' making /igh/ sound — lie, tie, pie, cried, tried, died, spied, fried, dried, tied Step 30: Digraph 'ie' making /ee/ sound — chief, thief, piece, brief, handkerchief, field, belief, priest, shield, grief	Objective: Trigraphs & Alternative Spellings Step 31: Trigraph 'igh' — high, night, light, bright, right, sight, tight, mighty, fright, midnight Step 32: Digraph 'or' & trigraph 'ore' — forty, morning, north, torn, horse, more, score, before, wore, shore Step 33: Digraphs 'aw' & 'au' making /or/ sound — saw, yawn, draw, crawl, lawn, drawn, author, autograph, August, astronaut Step 34: Trigraphs 'air' & 'ear' — air, pair, chair, fairy, hairy, ear, hear, year, near, clear Step 35: Trigraphs 'ear' & 'are' making /air/ sound — bear, wear, pear, bare, care, scare, share, hare, mare, dare Step 36: Digraphs 'ph' & 'wh' — dolphin, phonics, alphabet, elephant, wheel, white, when, which, while, why

Handwriting	Ongoing Statutory Handwriting Expectations • 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 • form digits 0-9 • understand which letters belong to which handwriting 'families' and practise these					
	Penpals Y1 Autumn Practising long-legged giraffe letters Writing words with ll Introducing capitals for long-legged giraffe letters Practising one-armed robot letters Practising long-legged giraffe letters and one-armed robot letters Introducing capitals for one-armed robot letters Practising curly caterpillar letters Writing words with double ff Writing words with double ss Introducing capitals for curly caterpillar letters		Penpals Y1 Spring Practising long-legged giraffe letters, one-armed robot letters and curly caterpillar letters Practising zig-zag monster letters Writing words with double zz Mixing all the letter families Practising all the capital letters Practising all the numbers 0-9 Writing words with ck and qu Practising long vowel phonemes ai, igh, oo Practising vowels with adjacent consonants: ee, oa, oo End of term check		Penpals Y1 Summer Numbers 10-20: spacing Practising ch unjoined Introducing diagonal join to ascender: ch Practising ai unjoined Introducing diagonal join, no ascender: ai Practising wh unjoined Introducing horizontal join to ascender: wh Practising ow unjoined Introducing horizontal join, no ascender: ow Assessment	
Class Reader	  	   	   	   	   	   
Reading	Ongoing – Word Reading and Fluency • 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. • Re-read these books to build up fluency and confidence in word reading. Ongoing Year 1 Reading Entitlement					

	learning to appreciate rhymes and poems, and to recite some by heart					
	Our Class is a Family / Peace at Last / Not Now, Bernard / Room on the Broom Reading focus Listen and respond to a range of stories. Make links between stories and their own experiences. Explore new vocabulary and talk about the meaning of words. Discuss important events and titles. Join in with repeated and predictable language. National Curriculum objectives 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 recognising and joining in with predictable phrases discussing word meanings, linking new meanings to those already known discussing the significance of the title and events	The Tiger Who Came to Tea / How to Wash a Woolly Mammoth Reading focus Talk about what is happening and why. Make simple inferences about characters from what they say and do. Predict what might happen next. Explain understanding orally and listen to the ideas of others. National Curriculum objectives making inferences on the basis of what is being said and done predicting what might happen on the basis of what has been read so far checking that the text makes sense to them as they read and correcting inaccurate reading 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	Toys in Space / Gorilla Reading focus Explore characters' feelings and actions. Use pictures, events and prior knowledge to support understanding. Predict what characters might do next. Discuss interesting and unfamiliar vocabulary. National Curriculum objectives drawing on what they already know or on background information and vocabulary provided by the teacher discussing word meanings, linking new meanings to those already known making inferences on the basis of what is being said and done predicting what might happen on the basis of what has been read so far explain clearly their understanding of what is read to them	Vlad and the Great Fire of London / Katie in London Reading focus Use historical and contextual knowledge to help understand a story. Sequence and discuss important events. Explore vocabulary linked to unfamiliar settings and experiences. Make predictions and explain ideas. National Curriculum objectives drawing on what they already know or on background information and vocabulary provided by the teacher discussing word meanings, linking new meanings to those already known discussing the significance of the title and events predicting what might happen on the basis of what has been read so far explain clearly their understanding of what is read to them	Jim and the Beanstalk / Goldilocks and the Three Bears Reading focus Explore traditional tales and their familiar features. Retell a familiar story in the correct sequence. Compare events and characters with other familiar tales. Join in with familiar and repeated story language. National Curriculum objectives 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 discussing the significance of the title and events participate in discussion about what is read to them, taking turns and listening to what others say	Where the Wild Things Are / The Gruffalo Reading focus Make predictions and inferences about characters and events. Explore rich and unfamiliar vocabulary. Join in with repeated and patterned language. Discuss and explain understanding increasingly independently. National Curriculum objectives discussing word meanings, linking new meanings to those already known recognising and joining in with predictable phrases making inferences on the basis of what is being said and done predicting what might happen on the basis of what has been read so far explain clearly their understanding of what is read to them