

## Year One – Autumn 1 Reading Curriculum Overview

| Term                           | Autumn Term 1   | Autumn Term 2 | Spring Term 1  | Spring Term 2                    | Summer Term 1                             | Summer Term 2    |
|--------------------------------|---|---------------|--|----------------------------------|---|------------------|
| Quality Text & Interconnection | The Three Little Pigs<br>Displacement & Invasion  | Stick Man     | Rapunzel<br>Individuality  | The Lion Inside<br>Individuality | The Secret of Black Rock<br>Social Change | Grandad's Island |
| Statutory Requirements         | <ul style="list-style-type: none"> <li>develop pleasure in reading, motivation to read, vocabulary and understanding by:               <ul style="list-style-type: none"> <li>listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently</li> <li>being encouraged to link what they read or hear read to their own experiences</li> </ul> </li> <li>becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics</li> <li>recognising and joining in with predictable phrases</li> <li>learning to appreciate rhymes and poems, and to recite some by heart</li> <li>discussing word meanings, linking new meanings to those already known</li> </ul> |               | <ul style="list-style-type: none"> <li>understand both the books they can already read accurately and fluently and those they listen to by:               <ul style="list-style-type: none"> <li>drawing on what they already know or on background information and vocabulary provided by the teacher</li> <li>checking that the text makes sense to them as they read and correcting inaccurate reading</li> </ul> </li> <li>discussing the significance of the title and events</li> <li>making inferences on the basis of what is being said and done</li> <li>predicting what might happen on the basis of what has been read so far</li> <li>participate in discussion about what is read to them, taking turns and listening to what others say</li> <li>explain clearly their understanding of what is read to them</li> </ul> |                                  |   |                  |
| Explanatory Phrases            | I think...because<br>...makes me think...<br>...reminds me of...<br>I can see...<br>...makes me feel...   |               |  |                                  |   |                  |

## Writing Curriculum Overview: Autumn 1

|                                 |   |
|---------------------------------|---|
| Quality Text & Writing Outcomes | <b>The Three Little Pigs</b><br><b>Poetry:</b> Spine<br><b>Fiction:</b> Traditional Tale (Story Structure)<br><b>Non-fiction:</b> Recount (Diary)<br><b>Phonics:</b> Phase 5  |
| Word                            | <b>Build on previous year and focus on:</b><br>Regular plural noun suffixes –s.   |
| Sentence                        | <b>Build on previous year and focus on:</b><br>How words can combine to make sentences.<br>Write from memory, simple dictated sentences.  |
| Text                            | <b>Build on previous year and focus on:</b><br>Sequencing sentences to form short narratives.   |
| Punctuation                     | <b>Build on previous year and focus on:</b><br>Separation of words with spaces.<br>Introduction to capital letters, full stops, question marks and exclamation marks to demarcate sentences.<br>Capital letters for names and for the personal pronoun I. |

## Year One – Autumn 2 Reading Curriculum Overview

| Term                           | Autumn Term 1   | Autumn Term 2 | Spring Term 1  | Spring Term 2                    | Summer Term 1                             | Summer Term 2    |
|--------------------------------|---|---------------|--|----------------------------------|---|------------------|
| Quality Text & Interconnection | The Three Little Pigs<br>Displacement & Invasion  | Stick Man     | Rapunzel<br>Individuality  | The Lion Inside<br>Individuality | The Secret of Black Rock<br>Social Change | Grandad's Island |
| Statutory Requirements         | <ul style="list-style-type: none"> <li>develop pleasure in reading, motivation to read, vocabulary and understanding by:               <ul style="list-style-type: none"> <li>listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently</li> <li>being encouraged to link what they read or hear read to their own experiences</li> </ul> </li> <li>becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics</li> <li>recognising and joining in with predictable phrases</li> <li>learning to appreciate rhymes and poems, and to recite some by heart</li> <li>discussing word meanings, linking new meanings to those already known</li> </ul> |               | <ul style="list-style-type: none"> <li>understand both the books they can already read accurately and fluently and those they listen to by:               <ul style="list-style-type: none"> <li>drawing on what they already know or on background information and vocabulary provided by the teacher</li> <li>checking that the text makes sense to them as they read and correcting inaccurate reading</li> </ul> </li> <li>discussing the significance of the title and events</li> <li>making inferences on the basis of what is being said and done</li> <li>predicting what might happen on the basis of what has been read so far</li> <li>participate in discussion about what is read to them, taking turns and listening to what others say</li> <li>explain clearly their understanding of what is read to them</li> </ul> |                                  |   |                  |
| Explanatory Phrases            | I think...because<br>...makes me think...<br>...reminds me of...<br>I can see...<br>...makes me feel...   |               |  |                                  |   |                  |

## Writing Curriculum Overview: Autumn 2

|                                 |  |
|---------------------------------|--|
| Quality Text & Writing Outcomes | <b>Stick Man</b><br><b>Poetry:</b> Kenning<br><b>Fiction:</b> Adventure (Story Structure & Setting)<br><b>Non-fiction:</b> Informal Letter<br><b>Phonics:</b> Phase 5  |
| Word                            | <b>Build on previous learning and focus on:</b><br>Regular plural noun suffixes –s.<br>Suffix –ing.<br>Suffixes that can be added to verbs where no change is needed in the spelling of root words (e.g. helping, helped, helper) -er suffix (Kennings poems). |
| Sentence                        | <b>Build on previous learning and focus on:</b><br>How words can combine to make sentences.<br>Write from memory, simple dictated sentences.   |
| Text                            | <b>Build on previous learning and focus on:</b><br>Sequencing sentences to form short narratives.  |
| Punctuation                     | <b>Build on previous learning and focus on:</b><br>Separation of words with spaces.<br>Introduction to capital letters, full stops, question marks and exclamation marks to demarcate sentences.<br>Capital letters for names and for the personal pronoun I.  |

## Year One – Spring 1 Reading Curriculum Overview

| Term                           | Autumn Term 1   | Autumn Term 2 | Spring Term 1  | Spring Term 2                    | Summer Term 1                             | Summer Term 2    |
|--------------------------------|---|---------------|--|----------------------------------|---|------------------|
| Quality Text & Interconnection | The Three Little Pigs<br>Displacement & Invasion  | Stick Man     | Rapunzel<br>Individuality  | The Lion Inside<br>Individuality | The Secret of Black Rock<br>Social Change | Grandad's Island |
| Statutory Requirements         | <ul style="list-style-type: none"> <li>develop pleasure in reading, motivation to read, vocabulary and understanding by:               <ul style="list-style-type: none"> <li>listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently</li> <li>being encouraged to link what they read or hear read to their own experiences</li> </ul> </li> <li>becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics</li> <li>recognising and joining in with predictable phrases</li> <li>learning to appreciate rhymes and poems, and to recite some by heart</li> <li>discussing word meanings, linking new meanings to those already known</li> </ul> |               | <ul style="list-style-type: none"> <li>understand both the books they can already read accurately and fluently and those they listen to by:               <ul style="list-style-type: none"> <li>drawing on what they already know or on background information and vocabulary provided by the teacher</li> <li>checking that the text makes sense to them as they read and correcting inaccurate reading</li> </ul> </li> <li>discussing the significance of the title and events</li> <li>making inferences on the basis of what is being said and done</li> <li>predicting what might happen on the basis of what has been read so far</li> <li>participate in discussion about what is read to them, taking turns and listening to what others say</li> <li>explain clearly their understanding of what is read to them</li> </ul> |                                  |   |                  |
| Explanatory Phrases            | I think...because<br>...makes me think...<br>...reminds me of...<br>I can see...<br>...makes me feel...   |               |  |                                  |   |                  |

## Writing Curriculum Overview: Spring 1

|                                 |   |
|---------------------------------|---|
| Quality Text & Writing Outcomes | <b>Rapunzel</b><br><b>Poetry:</b> Rhyming Couplets<br><b>Fiction:</b> Fairy Tale (Story Structure & Character)<br><b>Non-fiction:</b> Instructions<br><b>Phonics:</b> Phase 5   |
| Word                            | <b>Build on previous learning and focus on:</b><br>How the prefix un- changes the meaning of verbs and adjectives [negation, for example, unkind, or undoing: untie the boat].<br>Suffix -est.  |
| Sentence                        | <b>Build on previous learning and focus on:</b><br>How words can combine to make sentences.<br>Joining words and joining clauses using and.<br>Write from memory, simple dictated sentences.  |
| Text                            | <b>Build on previous learning and focus on:</b><br>Sequencing sentences to form short narratives.   |
| Punctuation                     | <b>Build on previous learning and focus on:</b><br>Separation of words with spaces.<br>Introduction to capital letters, full stops, question marks and exclamation marks to demarcate sentences.<br>Capital letters for names and for the personal pronoun I. |

## Year One – Spring 2 Reading Curriculum Overview

| Term                           | Autumn Term 1   | Autumn Term 2 | Spring Term 1  | Spring Term 2                    | Summer Term 1                             | Summer Term 2    |
|--------------------------------|---|---------------|--|----------------------------------|---|------------------|
| Quality Text & Interconnection | The Three Little Pigs<br>Displacement & Invasion  | Stick Man     | Rapunzel<br>Individuality  | The Lion Inside<br>Individuality | The Secret of Black Rock<br>Social Change | Grandad's Island |
| Statutory Requirements         | <ul style="list-style-type: none"> <li>develop pleasure in reading, motivation to read, vocabulary and understanding by:               <ul style="list-style-type: none"> <li>listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently</li> <li>being encouraged to link what they read or hear read to their own experiences</li> </ul> </li> <li>becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics</li> <li>recognising and joining in with predictable phrases</li> <li>learning to appreciate rhymes and poems, and to recite some by heart</li> <li>discussing word meanings, linking new meanings to those already known</li> </ul> |               | <ul style="list-style-type: none"> <li>understand both the books they can already read accurately and fluently and those they listen to by:               <ul style="list-style-type: none"> <li>drawing on what they already know or on background information and vocabulary provided by the teacher</li> <li>checking that the text makes sense to them as they read and correcting inaccurate reading</li> </ul> </li> <li>discussing the significance of the title and events</li> <li>making inferences on the basis of what is being said and done</li> <li>predicting what might happen on the basis of what has been read so far</li> <li>participate in discussion about what is read to them, taking turns and listening to what others say</li> <li>explain clearly their understanding of what is read to them</li> </ul> |                                  |   |                  |
| Explanatory Phrases            | I think...because<br>...makes me think...<br>...reminds me of...<br>I can see...<br>...makes me feel...   |               |  |                                  |   |                  |

## Writing Curriculum Overview: Spring 2

|                                 |   |
|---------------------------------|---|
| Quality Text & Writing Outcomes | <b>The Lion Inside</b><br><b>Poetry:</b> Free Verse (Repetition)<br><b>Fiction:</b> Animal (Story Structure, Character & Setting)<br><b>Non-fiction:</b> Non-Chronological Report<br><b>Phonics:</b> Phase 5  |
| Word                            | <b>Build on previous learning and focus on:</b><br>Regular plural noun suffixes –s or –es.<br>Suffix – ed.<br>Suffix –er.<br>Reinforce the prefix un–.  |
| Sentence                        | <b>Build on previous learning and focus on:</b><br>How words can combine to make sentences.<br>Joining words and joining clauses using and.<br>Write from memory, simple dictated sentences.  |
| Text                            | <b>Build on previous learning and focus on:</b><br>Sequencing sentences to form short narratives.   |
| Punctuation                     | <b>Build on previous learning and focus on:</b><br>Separation of words with spaces.<br>Introduction to capital letters, full stops, question marks and exclamation marks to demarcate sentences.<br>Capital letters for names and for the personal pronoun I. |

## Year One – Summer 1 Reading Curriculum Overview

| Term                           | Autumn Term 1   | Autumn Term 2 | Spring Term 1             | Spring Term 2  | Summer Term 1                             | Summer Term 2    |
|--------------------------------|---|---------------|---------------------------|--|---|------------------|
| Quality Text & Interconnection | The Three Little Pigs<br>Displacement & Invasion  | Stick Man     | Rapunzel<br>Individuality | The Lion Inside<br>Individuality   | The Secret of Black Rock<br>Social Change | Grandad's Island |
| Statutory Requirements         | <ul style="list-style-type: none"> <li>develop pleasure in reading, motivation to read, vocabulary and understanding by:               <ul style="list-style-type: none"> <li>listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently</li> <li>being encouraged to link what they read or hear read to their own experiences</li> <li>becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics</li> <li>recognising and joining in with predictable phrases</li> <li>learning to appreciate rhymes and poems, and to recite some by heart</li> <li>discussing word meanings, linking new meanings to those already known</li> </ul> </li> </ul> |               |                           | <ul style="list-style-type: none"> <li>understand both the books they can already read accurately and fluently and those they listen to by:               <ul style="list-style-type: none"> <li>drawing on what they already know or on background information and vocabulary provided by the teacher</li> <li>checking that the text makes sense to them as they read and correcting inaccurate reading</li> <li>discussing the significance of the title and events</li> <li>making inferences on the basis of what is being said and done</li> <li>predicting what might happen on the basis of what has been read so far</li> </ul> </li> <li>participate in discussion about what is read to them, taking turns and listening to what others say</li> <li>explain clearly their understanding of what is read to them</li> </ul> |   |                  |
| Explanatory Phrases            | I think...because<br>...makes me think...<br>...reminds me of...<br>I can see...<br>...makes me feel...   |               |                           |  |   |                  |

|                                 |   |   |
|---------------------------------|---|---|
| Quality Text & Writing Outcomes | <b>The Secret of Black Rock</b><br><b>Poetry:</b> Free Verse (Question & Answer)<br><b>Fiction:</b> Adventure (Story Structure & Problem)<br><b>Non-fiction:</b> Persuasive Postcard<br><b>Phonics:</b> Phase 5   |   |
| Word                            | <b>Build on previous learning and focus on:</b><br>Regular plural noun suffixes –s or –es<br>Es.<br>Suffix – ed.  | Suffix –er.<br>Suffix –ing.<br>Reinforce the prefix un-.                                      |
| Sentence                        | <b>Build on previous learning and focus on:</b><br>How words can combine to make sentences.   | Joining words and joining clauses using and.<br>Write from memory, simple dictated sentences. |
| Text                            | <b>Build on previous learning and focus on:</b><br>Sequencing sentences to form short narratives.   |   |
| Punctuation                     | <b>Build on previous learning and focus on:</b><br>Separation of words with spaces.<br>Introduction to capital letters, full stops, question marks and exclamation marks to demarcate sentences.<br>Capital letters for names and for the personal pronoun I. |   |

## Writing Curriculum Overview: Summer 1

## Year One – Summer 2

### Reading Curriculum Overview

| Term                           | Autumn Term 1   | Autumn Term 2 | Spring Term 1  | Spring Term 2                    | Summer Term 1                             | Summer Term 2    |
|--------------------------------|---|---------------|--|----------------------------------|---|------------------|
| Quality Text & Interconnection | The Three Little Pigs<br>Displacement & Invasion  | Stick Man     | Rapunzel<br>Individuality  | The Lion Inside<br>Individuality | The Secret of Black Rock<br>Social Change | Grandad's Island |
| Statutory Requirements         | <ul style="list-style-type: none"> <li>develop pleasure in reading, motivation to read, vocabulary and understanding by:               <ul style="list-style-type: none"> <li>listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently</li> <li>being encouraged to link what they read or hear read to their own experiences</li> </ul> </li> <li>becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics</li> <li>recognising and joining in with predictable phrases</li> <li>learning to appreciate rhymes and poems, and to recite some by heart</li> <li>discussing word meanings, linking new meanings to those already known</li> </ul> |               | <ul style="list-style-type: none"> <li>understand both the books they can already read accurately and fluently and those they listen to by:               <ul style="list-style-type: none"> <li>drawing on what they already know or on background information and vocabulary provided by the teacher</li> <li>checking that the text makes sense to them as they read and correcting inaccurate reading</li> <li>discussing the significance of the title and events</li> <li>making inferences on the basis of what is being said and done</li> <li>predicting what might happen on the basis of what has been read so far</li> </ul> </li> <li>participate in discussion about what is read to them, taking turns and listening to what others say</li> <li>explain clearly their understanding of what is read to them</li> </ul> |                                  |   |                  |
| Explanatory Phrases            | I think...because<br>...makes me think...<br>...reminds me of...<br>I can see...<br>...makes me feel...   |               |  |                                  |   |                  |

### Writing Curriculum Overview: Summer 2

|                                 |  |
|---------------------------------|--|
| Quality Text & Writing Outcomes | <b>Grandad's Island</b><br><b>Poetry: List</b><br><b>Fiction: Cultural (Story Structure &amp; Setting)</b><br><b>Non-fiction: Information</b><br><b>Phonics: Phase 5 &amp; 6</b>   |
| Word                            | <b>Build on previous learning and focus on:</b><br>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<br>Suffixes that can be added to verbs where no change is needed in the spelling of root words (e.g. helping, helped, helper).<br>Reinforce the prefix un-. |
| Sentence                        | <b>Build on previous learning and focus on:</b><br>How words can combine to make sentences.<br>Joining words and joining clauses using and.<br>Write from memory, simple dictated sentences.   |
| Text                            | <b>Build on previous learning and focus on:</b><br>Sequencing sentences to form short narratives.  |
| Punctuation                     | <b>Build on previous learning and focus on:</b><br>Separation of words with spaces.<br>Introduction to capital letters, full stops, question marks and exclamation marks to demarcate sentences.<br>Capital letters for names and for the personal pronoun I.  |

