

Year 1	Autumn 1 “Belonging” Beegu – by Alexis Deacon	Autumn 2 “Traditional Tales” One day on our blue planet – by Ella  Red Riding Hood – Charles Perrault and others	Spring 1 “Superheroes” Traction Man by Mini Grey	Spring 2 “Under the Sea” The Snail and the Whale by Julia Donaldson	Summer 1 “Space” Man on the Moon by Simon Bartram	Summer 2 “Journey” The Lonely Beast by Chris Judge
Literary genre of topic book	Science Fiction Narrative	Non Fiction Picture book Fiction Traditional tale	Fiction Picture book Legend/Myth – Epic tale	Fiction Picture books Fantasy/dystopian	Fiction Picture book Science Fiction	Fiction Picture Book Fantasy
Name & genre of guided reading text/s	<u>Information Texts</u> -finding, inferring and choosing <u>Poetry</u> – exploring rhyme	<u>Traditional Stories</u> – classic tales and modern re-tellings <u>Information Texts</u> -finding and recalling factual information	Newspaper articles – espresso and similar comprehension activities -travel accounts	Newspaper articles – espresso and similar comprehension activities -travel accounts	<u>Non fiction info texts</u> -Space, travel, modern history. -biography	
Link to NC (topic)	Geography – maps and atlases All About Me	Science – Living things Families	Geog Science History	Geography – Science History	Science – Space Geography History	Geography – Science History
<b>Reading objectives:</b> (Experience, skills, knowledge & strategies)	-Apply phonic skills and knowledge -correct sound to grapheme taught sounds -read by blending accurately -read aloud accurately -re-read books -Predicting -Inference	As before plus: -correct sound to grapheme for 40+ phonemes inc alternative sounds -blend sounds in unfamiliar words -read common exception words	As before plus: -read words containing taught GPCs and s, es, ing, e deer and est endings -read words of more than one syllable	As before plus: -learning to appreciate rhymes and poems and to recite some by heart -listening to and discussing a wide range of poems stories and non fiction at a level beyond that at which	As before plus: -read words with contractions eg I’ll I’m we’ll and understand ‘res omitted letters. -read range of books aloud -respond speedily with correct	As before plus: -increasing fluency, confidence and stamina to read aloud and independently for longer periods.

	-Making connections -discussing significance	-become familiar with traditional tales -recognising and joining in with predictable phrases	-checking text makes sense, self correcting	they can read independently	sound to grapheme	
<b>SPAG &amp; Vocab NC objectives:</b>	<ul style="list-style-type: none"> <li>Finger spaces</li> <li>Using full stops</li> <li>Capital letters to start sentences</li> <li></li> </ul>	<ul style="list-style-type: none"> <li>-Finger spaces</li> <li>-Using full stops</li> <li>-Capital letters to start sentences</li> <li>-common exception words</li> <li>-using and to join words and clauses</li> </ul>	<ul style="list-style-type: none"> <li>-Finger spaces</li> <li>-Using full stops, question and exclamation mks</li> <li>-Capital letters to start sentences</li> <li>-common exception words</li> <li>-using and to join</li> <li>-prefix and suffix:                             <ul style="list-style-type: none"> <li>- use un-</li> <li>-plural rule s/es</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>-Finger spaces</li> <li>-Using full stops, question and exclamation mks</li> <li>-Capital letters to start sentences</li> <li>-common exception words</li> <li>-prefix and suffix:                             <ul style="list-style-type: none"> <li>- use un-</li> <li>-plural rule s/es</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>As before plus</li> <li>-use grammatical terminology</li> <li>-days of week</li> <li>-capital for names and I</li> <li>-spell words containing the 40+ phonemes taught</li> <li>-suffix: -ing –ed –er –est no root change</li> </ul>	<ul style="list-style-type: none"> <li>As before plus:</li> <li>-use grammatical terminology</li> <li>-days of week</li> <li>-capital for names and I</li> <li>-spell words containing the 40+ phonemes taught</li> <li>-suffix: -ing –ed –er –est no root change</li> </ul>
<b>Speaking, Listening &amp; Language objectives:</b>	<ul style="list-style-type: none"> <li>-listen and respond to adults and peers</li> <li>-ask questions</li> <li>-develop by speculating, imaging and exploring ideas.</li> </ul>	<ul style="list-style-type: none"> <li>As before plus:-</li> <li>-maintain attention and collaborate in conversations on topic</li> <li>-speak audibly</li> <li>-participate in discussions, presentations and performances</li> </ul>	<ul style="list-style-type: none"> <li>As before plus:</li> <li>-use relevant strategies to build vocabulary</li> <li>-justify answers arguments and opinions</li> <li>-speak audibly and fluently</li> </ul>	<ul style="list-style-type: none"> <li>As before plus:</li> <li>-in collaborations, stay on topic and initiate and respond to comments</li> <li>-take part in role play, improvisation and debate</li> </ul>	<ul style="list-style-type: none"> <li>As before plus:</li> <li>Deliver earlier objectives with more confidence and stamina</li> </ul>	<ul style="list-style-type: none"> <li>As before plus:</li> <li>-have confidence to present alone or with a group to the class</li> <li>-maintain a discussion/debate for longer periods</li> <li>-justify ideas using clear language</li> </ul>

						-listen well to others.
Extended writing outcomes	-letter to Beegu -description of planet -story mapping -Own version of a quest story	-Recount of a lion hunt -Making notes from research -poem writing -Writing version of traditional tale	-letter -advert/ persuasive text -comic with captions -biography -diary -letter	-journal -newspaper report -information text -letter -speech bubbles	-recount -instructions -character fact file -own narrative based on the text	-newspaper article -interview -persuasive letter -diary -letters and invitations