Year 1

English

Writing

Transcription

Continue practising letter families

Form capital letters

Form digits correctly

Leaving spaces between words

How the prefix un-changes the meaning of verbs and adjectives

Planning

Continue saying out loud what they are going to write about and composing a sentence orally before writing it

Sequencing sentences to form short narratives

Composition

Capital letters and full stops to punctuate sentences

Continue to punctuate sentences using question marks and exclamation marks

Joining words and clauses using 'and'

Continue using capital letters for names of people, places, the days of the week and the personal pronoun 'I'

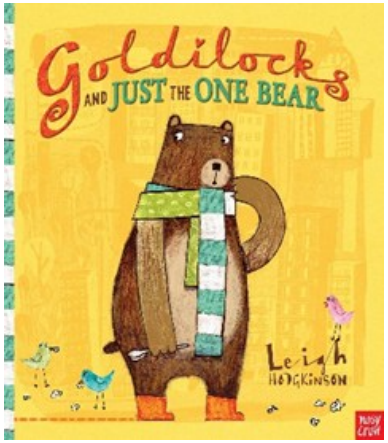
Revising/Editing

Continue rereading what they have written to check it makes sense

Read aloud their writing clearly enough to be heard by their peers and the teacher

Discuss what they have written with teachers or other pupils

Focus Text



Poetry Basket

Tommy Thumb
Five Little Astronauts

Reading

Word reading:

- Apply phonic knowledge and skills to decode unfamiliar words accuracy and fluency.
- Read words containing taught Phase 5 GPCs, including alternative pronunciations.
- Read common exception word automatically.
- Read longer words containing taught suffixes (-s, -es, -ing, -ed, -er, -est).
- Read aloud with increasing fluency, confidence and expression.

Comprehension:

- Listen to and discuss *Goldilocks and Just the One Bear* and other high-quality texts.
- Discuss the significance of the title, characters, setting and key events.
- Compare the story with the traditional tale of *Goldilocks and the Three Bears*.
- Discuss the meaning of new vocabulary, linking new meanings to those already known.
- Predict what might happen based on what has been read so far.
- Make simple inferences about characters' feelings, thoughts and actions.
- Explain their understanding of the text using evidence from what has been read.

Genres



Entertain



Explain

Phonics

Year 1/Primary 2 Summer 2					
Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
/s/<sc> /n/<ne> /g/<gh> /g/<gu>	/u/<ou> /f/<gh> /o/<ou> /u/<oo>	/oo/<o> /h/<wh> /w/<u> /ee/<ei>	/ee/<i> /oa/<ough> /ur/<our> /ur/<re>	Review	/t/<te> /or/<ar> /or/<oar> /or/<oor>