

English Curriculum Map – Grade 1



جامعـةالخـاصـة Sarh Al Jaameah	Private School						*	International Education
Term - Dates	No. Week (s) to complete	No. of lessons	Unit Title Essential skills	Standard and Sub- Standard	Learning Objective	Resources	E-Learning	Comments/Cross Curricular
					TERM 1			
			UN	T 1 – STC	DRIES WITH FAMILIAR SETTINGS (FICTIO	V)		
T1. 8/9 – 3/10	4	20	Unit 1A: Stories with Familiar Settings Learners will be able to use action words join in with reading a simple story understand the story and talk about events and characters in it retell a simple story join in with discussions and say what they think demonstrate their own ideas remember who says what in a story remember the story sequence and act it out. Learners will learn skills to: develop an awareness of analogy as a useful strategy for reading and writing develop an understanding that in English, print is read from left to right and top to bottom develop the skill of reading common words on sight e.g. to, the, no, go, I recognise common word endings such as ing learn that a capital letter is used for names and for the start of a sentence.	Phonics Spelling and Grammar Grammar and Punctuation Reading Reading Fiction and Poetry Non-fiction Writing Fiction	1PSV1 Hear, read and write initial letter sounds 1PSV2 Know the name and most common sound associated with every letter in the English alphabet 1PSV3 Identify separate sounds (phonemes) within words, which may be presented by more than one letter 1PSV7 Use knowledge of sounds to write simple regular words, and to attempt other words 1PSV8 Spell familiar common words accurately, drawing on sight vocabulary 1PSV10 Recognise common word endings such as 's', 'ed' and 'ing' 1GPr1 Pause at full stops when reading 1GPr2 Identify sentences in a text 1GPr3 Know that a capital letter is used for 'I', for names and for the start of a sentence 1GPw1 Mark some sentence endings with a full stop 1Rf1 Join in with reading familiar and simple stories and poems, and relate words said and read with 1-1 correspondence 1Rf2 Know that in English, print is read from left to right and top to bottom 1Rf3 Read a range of common words on sight 1Rf4 Use phonic knowledge to read decodable words and to attempt to sound out some elements of unfamiliar words 1Rf5 Read aloud from simple books independently 1Rf6 Anticipate what happens next in a story 1Rf7 Talk about events in the story and make simple inferences about characters and events to show understanding 1Rf8 Recognise story elements (e.g. beginning, middle and end) 1Rf9 Retell stories, with some appropriate use of story language 1Rf11 Enjoy a range of books, discussing preferences 1Rf12 Make links to own experiences 1RNF1 Read labels, lists and captions to find information 1RNF4 Read and talk about own writing 1Wf2 Write a sequence of sentences retelling a familiar story or recounting an Experience 1Wf3 Begin to use some formulaic language (e.g. Once upon a time) 1Wf4 Compose and write a simple sentence, with a capital letter and a full stop 1Wf5 Use relevant vocabulary	Range of illustrated large print stories with familiar settings (they should all have minimal text and a strong storyline) Audios of some of the stories for learners to listen to Simple puppets (sock puppets will do) for phonics work and for re-enacting the stories.		Learners explore and revisit the stories in a variety of ways: discussing the storyline orally, reading in pairs as independent readers by recalling the story and actions, and giving personal responses. Character, dialogue and setting are each given separate focus through role play, sequencing activities and paired and/or individual reading.

				Presentation Speaking and Listening	1WNF1 Write for a purpose using some basic features of text type 1WNF2 Write simple information texts with labels, captions, lists, questions and instructions for a purpose 1WNF3 Record answers to questions (e.g. as lists, charts) 1WP1 Develop a comfortable and efficient pencil grip 1WP2 Form letters correctly 1S&L1 Speak clearly and choose words carefully to express feelings and ideas when speaking of matters of immediate interest 1S&L2 Converse audibly with friends, teachers and other adults 1S&L4 Answer questions and explain further when asked 1S&L5 Speak confidently to a group to share an experience 1S&L6 Take turns in speaking 1S&L7 Listen to others and respond appropriately 1S&L8 Listen carefully to questions and instructions			
					1S&L9 Engage in imaginative play, enacting simple characters or situations			
					ASSESSMENTS			
				THE	BIKE RACE DUE BY 17 TH SEPTEMBER			
				HIDE	AND SEEK DUE BY 26 TH SEPTEMBER			
				WHAT	WE MAKE DUE BY THE 2 ND OCTOBER			
				EN	D OF UNIT REVIEW 3 RD OCTOBER			
						T. C. V.)		
			UNIT 1		D OF UNIT REVIEW 3 RD OCTOBER S, LABELS AND INSTRUCTIONS (NON-FIC	TION)		
T1.	4	20	UNIT 1 Unit 1B: Signs, Labels and Instructions.			TION) A camera for	Art - CC	Learners will read and discuss a
T1. 6/10 – 31/10	4	20		B – SIGNS	S, LABELS AND INSTRUCTIONS (NON-FIC 1PSV1 Hear, read and write initial letter sounds 1PSV2 Know the name and most common sound associated with every letter in the English alphabet	A camera for recording learners' experiences	Art - CC	variety of instruction texts, first enjoying them as readers, then
6/10 -	4	20	Unit 1B: Signs, Labels and Instructions. Learners will be able to:	B — SIGNS Phonics Spelling and	1PSV1 Hear, read and write initial letter sounds 1PSV2 Know the name and most common sound associated with every letter in the English alphabet 1PSV3 Identify separate sounds (phonemes) within words, which may be	A camera for recording learners'	Art - CC	variety of instruction texts, first enjoying them as readers, then giving instructions orally and then
6/10 -	4	20	Unit 1B: Signs, Labels and Instructions.	B — SIGNS Phonics Spelling and	S, LABELS AND INSTRUCTIONS (NON-FIC 1PSV1 Hear, read and write initial letter sounds 1PSV2 Know the name and most common sound associated with every letter in the English alphabet	A camera for recording learners' experiences (optional) A range of large	Art - CC	variety of instruction texts, first enjoying them as readers, then
6/10 -	4	20	Unit 1B: Signs, Labels and Instructions. Learners will be able to: • talk about and join in with the reading of a range of labels, signs and instructions	B — SIGNS Phonics Spelling and	1PSV1 Hear, read and write initial letter sounds 1PSV2 Know the name and most common sound associated with every letter in the English alphabet 1PSV3 Identify separate sounds (phonemes) within words, which may be presented by more than one letter 1PSV4 Use knowledge of sounds to read and write single syllable words with short vowels	A camera for recording learners' experiences (optional) A range of large print books with	Art - CC	variety of instruction texts, first enjoying them as readers, then giving instructions orally and then
6/10 -	4	20	Unit 1B: Signs, Labels and Instructions. Learners will be able to: • talk about and join in with the reading of a range of labels, signs and instructions • be able to recognise and give	B — SIGNS Phonics Spelling and	1PSV1 Hear, read and write initial letter sounds 1PSV2 Know the name and most common sound associated with every letter in the English alphabet 1PSV3 Identify separate sounds (phonemes) within words, which may be presented by more than one letter 1PSV4 Use knowledge of sounds to read and write single syllable words with short vowels 1PSV5 Blend to read, and segment to spell, words with final and initial	A camera for recording learners' experiences (optional) A range of large print books with pictures or posters	Art - CC	variety of instruction texts, first enjoying them as readers, then giving instructions orally and then
6/10 -	4	20	Unit 1B: Signs, Labels and Instructions. Learners will be able to: • talk about and join in with the reading of a range of labels, signs and instructions • be able to recognise and give different kinds of instructions	B — SIGNS Phonics Spelling and	1PSV1 Hear, read and write initial letter sounds 1PSV2 Know the name and most common sound associated with every letter in the English alphabet 1PSV3 Identify separate sounds (phonemes) within words, which may be presented by more than one letter 1PSV4 Use knowledge of sounds to read and write single syllable words with short vowels 1PSV5 Blend to read, and segment to spell, words with final and initial adjacent consonants (e.g. b-l, n-d)	A camera for recording learners' experiences (optional) A range of large print books with pictures or posters featuring	Art - CC	variety of instruction texts, first enjoying them as readers, then giving instructions orally and then
6/10 -	4	20	Unit 1B: Signs, Labels and Instructions. Learners will be able to: • talk about and join in with the reading of a range of labels, signs and instructions • be able to recognise and give different kinds of instructions • understand and recognise some	B — SIGNS Phonics Spelling and	1PSV1 Hear, read and write initial letter sounds 1PSV2 Know the name and most common sound associated with every letter in the English alphabet 1PSV3 Identify separate sounds (phonemes) within words, which may be presented by more than one letter 1PSV4 Use knowledge of sounds to read and write single syllable words with short vowels 1PSV5 Blend to read, and segment to spell, words with final and initial adjacent consonants (e.g. b-l, n-d) 1PSV6 Begin to learn common spellings of long vowel phonemes (e.g. 'ee', 'ai	A camera for recording learners' experiences (optional) A range of large print books with pictures or posters featuring instructions; these	Art - CC	variety of instruction texts, first enjoying them as readers, then giving instructions orally and then
6/10 -	4	20	Unit 1B: Signs, Labels and Instructions. Learners will be able to: • talk about and join in with the reading of a range of labels, signs and instructions • be able to recognise and give different kinds of instructions • understand and recognise some language features of instructions	B — SIGNS Phonics Spelling and	1PSV1 Hear, read and write initial letter sounds 1PSV2 Know the name and most common sound associated with every letter in the English alphabet 1PSV3 Identify separate sounds (phonemes) within words, which may be presented by more than one letter 1PSV4 Use knowledge of sounds to read and write single syllable words with short vowels 1PSV5 Blend to read, and segment to spell, words with final and initial adjacent consonants (e.g. b-l, n-d) 1PSV6 Begin to learn common spellings of long vowel phonemes (e.g. 'ee', 'ai 'oo')	A camera for recording learners' experiences (optional) A range of large print books with pictures or posters featuring instructions; these can include	Art - CC	variety of instruction texts, first enjoying them as readers, then giving instructions orally and then
6/10 -	4	20	Unit 1B: Signs, Labels and Instructions. Learners will be able to: • talk about and join in with the reading of a range of labels, signs and instructions • be able to recognise and give different kinds of instructions • understand and recognise some language features of instructions • understand the importance of	B — SIGNS Phonics Spelling and	1PSV1 Hear, read and write initial letter sounds 1PSV2 Know the name and most common sound associated with every letter in the English alphabet 1PSV3 Identify separate sounds (phonemes) within words, which may be presented by more than one letter 1PSV4 Use knowledge of sounds to read and write single syllable words with short vowels 1PSV5 Blend to read, and segment to spell, words with final and initial adjacent consonants (e.g. b-l, n-d) 1PSV6 Begin to learn common spellings of long vowel phonemes (e.g. 'ee', 'ai 'oo') 1PSV7 Use knowledge of sounds to write simple regular words, and to	A camera for recording learners' experiences (optional) A range of large print books with pictures or posters featuring instructions; these	Art - CC	variety of instruction texts, first enjoying them as readers, then giving instructions orally and then
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6/10 -	4	20	Unit 1B: Signs, Labels and Instructions. Learners will be able to: • talk about and join in with the reading of a range of labels, signs and instructions • be able to recognise and give different kinds of instructions • understand and recognise some language features of instructions • understand the importance of sequence in some instructional texts	B — SIGNS Phonics Spelling and	1PSV1 Hear, read and write initial letter sounds 1PSV2 Know the name and most common sound associated with every letter in the English alphabet 1PSV3 Identify separate sounds (phonemes) within words, which may be presented by more than one letter 1PSV4 Use knowledge of sounds to read and write single syllable words with short vowels 1PSV5 Blend to read, and segment to spell, words with final and initial adjacent consonants (e.g. b-l, n-d) 1PSV6 Begin to learn common spellings of long vowel phonemes (e.g. 'ee', 'ai 'oo') 1PSV7 Use knowledge of sounds to write simple regular words, and to attempt other words	A camera for recording learners' experiences (optional) A range of large print books with pictures or posters featuring instructions; these can include instructions with no text or those with	Art - CC	variety of instruction texts, first enjoying them as readers, then giving instructions orally and then
6/10 -	4	20	Unit 1B: Signs, Labels and Instructions. Learners will be able to: • talk about and join in with the reading of a range of labels, signs and instructions • be able to recognise and give different kinds of instructions • understand and recognise some language features of instructions • understand the importance of sequence in some instructional texts • write simple instructional signs, labels	B — SIGNS Phonics Spelling and	1PSV1 Hear, read and write initial letter sounds 1PSV2 Know the name and most common sound associated with every letter in the English alphabet 1PSV3 Identify separate sounds (phonemes) within words, which may be presented by more than one letter 1PSV4 Use knowledge of sounds to read and write single syllable words with short vowels 1PSV5 Blend to read, and segment to spell, words with final and initial adjacent consonants (e.g. b-l, n-d) 1PSV6 Begin to learn common spellings of long vowel phonemes (e.g. 'ee', 'ai 'oo') 1PSV7 Use knowledge of sounds to write simple regular words, and to attempt other words 1PSV8 Spell familiar common words accurately, drawing on sight vocabulary	A camera for recording learners' experiences (optional) A range of large print books with pictures or posters featuring instructions; these can include instructions with no text or those with minimal text Large print story	Art - CC	variety of instruction texts, first enjoying them as readers, then giving instructions orally and then
6/10 -	4	20	Unit 1B: Signs, Labels and Instructions. Learners will be able to: • talk about and join in with the reading of a range of labels, signs and instructions • be able to recognise and give different kinds of instructions • understand and recognise some language features of instructions • understand the importance of sequence in some instructional texts • write simple instructional signs, labels and instructions • change specific aspects of a text.	Phonics Spelling and Grammar	1PSV1 Hear, read and write initial letter sounds 1PSV2 Know the name and most common sound associated with every letter in the English alphabet 1PSV3 Identify separate sounds (phonemes) within words, which may be presented by more than one letter 1PSV4 Use knowledge of sounds to read and write single syllable words with short vowels 1PSV5 Blend to read, and segment to spell, words with final and initial adjacent consonants (e.g. b-l, n-d) 1PSV6 Begin to learn common spellings of long vowel phonemes (e.g. 'ee', 'ai 'oo') 1PSV7 Use knowledge of sounds to write simple regular words, and to attempt other words 1PSV8 Spell familiar common words accurately, drawing on sight vocabulary 1PSV10 Recognise common word endings such as 's', 'ed' and 'ing'	A camera for recording learners' experiences (optional) A range of large print books with pictures or posters featuring instructions; these can include instructions with no text or those with minimal text Large print story books (for	Art - CC	variety of instruction texts, first enjoying them as readers, then giving instructions orally and then
6/10 -	4	20	Unit 1B: Signs, Labels and Instructions. Learners will be able to: • talk about and join in with the reading of a range of labels, signs and instructions • be able to recognise and give different kinds of instructions • understand and recognise some language features of instructions • understand the importance of sequence in some instructional texts • write simple instructional signs, labels and instructions	Phonics Spelling and Grammar Grammar and Punctuation	1PSV1 Hear, read and write initial letter sounds 1PSV2 Know the name and most common sound associated with every letter in the English alphabet 1PSV3 Identify separate sounds (phonemes) within words, which may be presented by more than one letter 1PSV4 Use knowledge of sounds to read and write single syllable words with short vowels 1PSV5 Blend to read, and segment to spell, words with final and initial adjacent consonants (e.g. b-l, n-d) 1PSV6 Begin to learn common spellings of long vowel phonemes (e.g. 'ee', 'ai 'oo') 1PSV7 Use knowledge of sounds to write simple regular words, and to attempt other words 1PSV8 Spell familiar common words accurately, drawing on sight vocabulary 1PSV10 Recognise common word endings such as 's', 'ed' and 'ing'	A camera for recording learners' experiences (optional) A range of large print books with pictures or posters featuring instructions; these can include instructions with no text or those with minimal text Large print story books (for comparison)	Art - CC	variety of instruction texts, first enjoying them as readers, then giving instructions orally and then
6/10 -	4	20	Unit 1B: Signs, Labels and Instructions. Learners will be able to: • talk about and join in with the reading of a range of labels, signs and instructions • be able to recognise and give different kinds of instructions • understand and recognise some language features of instructions • understand the importance of sequence in some instructional texts • write simple instructional signs, labels and instructions • change specific aspects of a text. Learners will learn skills to:	Phonics Spelling and Grammar Grammar and Punctuation Reading	1PSV1 Hear, read and write initial letter sounds 1PSV2 Know the name and most common sound associated with every letter in the English alphabet 1PSV3 Identify separate sounds (phonemes) within words, which may be presented by more than one letter 1PSV4 Use knowledge of sounds to read and write single syllable words with short vowels 1PSV5 Blend to read, and segment to spell, words with final and initial adjacent consonants (e.g. b-l, n-d) 1PSV6 Begin to learn common spellings of long vowel phonemes (e.g. 'ee', 'ai 'oo') 1PSV7 Use knowledge of sounds to write simple regular words, and to attempt other words 1PSV8 Spell familiar common words accurately, drawing on sight vocabulary 1PSV10 Recognise common word endings such as 's', 'ed' and 'ing'	A camera for recording learners' experiences (optional) A range of large print books with pictures or posters featuring instructions; these can include instructions with no text or those with minimal text Large print story books (for comparison) Notices up around	Art - CC	variety of instruction texts, first enjoying them as readers, then giving instructions orally and then
6/10 -	4	20	Unit 1B: Signs, Labels and Instructions. Learners will be able to: • talk about and join in with the reading of a range of labels, signs and instructions • be able to recognise and give different kinds of instructions • understand and recognise some language features of instructions • understand the importance of sequence in some instructional texts • write simple instructional signs, labels and instructions • change specific aspects of a text.	Phonics Spelling and Grammar Grammar and Punctuation	1PSV1 Hear, read and write initial letter sounds 1PSV2 Know the name and most common sound associated with every letter in the English alphabet 1PSV3 Identify separate sounds (phonemes) within words, which may be presented by more than one letter 1PSV4 Use knowledge of sounds to read and write single syllable words with short vowels 1PSV5 Blend to read, and segment to spell, words with final and initial adjacent consonants (e.g. b-l, n-d) 1PSV6 Begin to learn common spellings of long vowel phonemes (e.g. 'ee', 'ai 'oo') 1PSV7 Use knowledge of sounds to write simple regular words, and to attempt other words 1PSV8 Spell familiar common words accurately, drawing on sight vocabulary 1PSV10 Recognise common word endings such as 's', 'ed' and 'ing'	A camera for recording learners' experiences (optional) A range of large print books with pictures or posters featuring instructions; these can include instructions with no text or those with minimal text Large print story books (for comparison)	Art - CC	variety of instruction texts, first enjoying them as readers, then giving instructions orally and then

1Rf2 Know that in English, print is read from left to right and top to bottom

1Rf4 Use phonic knowledge to read decodable words and to attempt to sound

1Rf3 Read a range of common words on sight

out some elements of unfamiliar words

in pictures and

writing, e.g. Way

out, 4 learners at a

time, put your coat

Reading

Poetry

Fiction and

• practise reading and writing the

• practise capital letters for signs

• say and write numbers and number

colour words

words for instructions

		a dovolon on undorstandina aftha	1	1DSC Dood aloud from simple hooks independently	an your not rut	Ţ
		 develop an understanding of the imperative for instructional texts, e.g. 		1Rf5 Read aloud from simple books independently 1Rf12 Make links to own experiences	on your peg, put your hand up.	
		put, do, make			, 500 110110 001	
		• understand that How to can signify	Non-fiction	1RNF1 Read labels, lists and captions to find information		
		an instructional text		1RNF3 Show awareness that text for different purposes look different (e.g.		
		develop the skill of reading common words (connected to the squastion words)		use of photographs, diagrams, etc)		
		words (especially the question words) using a range of strategies,		1RNF4 Read and talk about own writing		
		e.g. where, what, how, why, who.				
			Writing	1Wf2 Write a sequence of sentences retelling a familiar story or recounting an		
			Fiction	Experience		
				1Wf4 Compose and write a simple sentence, with a capital letter and a full		
				1Wf5 Use relevant vocabulary		
				TWIS OSE relevant vocabulary		
			Non-Fiction	1WNF1 Write for a purpose using some basic features of text type		
				1WNF2 Write simple information texts with labels, captions, lists, questions		
				and instructions for a purpose		
			Presentation	1WP1 Develop a comfortable and efficient pencil grip		
			rresentation	1WP2 Form letters correctly		
				, ,		
			Speaking and	15&L1 Speak clearly and choose words carefully to express feelings and ideas		
			Listening	when speaking of matters of immediate interest		
				15&L2 Converse audibly with friends, teachers and other adults 15&L3 Show some awareness of the listener through non-verbal		
				communication		
				1S&L4 Answer questions and explain further when asked		
				1S&L5 Speak confidently to a group to share an experience		
				1S&L6 Take turns in speaking		
				15&L7 Listen to others and respond appropriately 15&L8 Listen carefully to questions and instructions		
				15&L9 Engage in imaginative play, enacting simple characters or situations		
				15&L10 Note that people speak in different ways for different purposes and		
				meanings		
				ASSESSMENTS		
			LABEL	S AND SIGNS DUE BY 14 TH OCTOBER		
		UND		DING INSTRUCTIONS DUE BY 30 TH OCTOE	BER	
			ENI	D OF UNIT REVIEW 31 ST OCTOBER		
			UN	IT 1C – SIMPLE RHYMES (POETRY)		
T1.	2 10	Unit 1C – Simple Rhymes	Phonics	1PSV1 Hear, read and write initial letter sounds	Illustrated large print	Learners will read and discuss a
3/11 –			Spelling and	1PSV2 Know the name and most common sound associated with every letter	books and poster	variety of simple repetitive
14/11		Learners will be able to:	Grammar	in the English alphabet	texts of simple	rhymes using a range of text types
		join in with reciting and reading		1PSV3 Identify separate sounds (phonemes) within words, which may be presented by more than one letter	poems, songs and rhymes	including: action rhymes, number rhymes, nonsense
		simple rhymes		1PSV4 Use knowledge of sounds to read and write single syllable words with	Titytiles	rhymes and a rhyming story.
		• understand the rhymes and talk		short vowels		,,
		about events and characters in them		1PSV5 Blend to read, and segment to spell, words with final and initial		Learners explore and revisit
		notice rhyming words with the same		adjacent consonants (e.g. b-l, n-d)		rhymes in a variety of ways, for
		spelling patterns and those that haven't		1PSV7 Use knowledge of sounds to write simple regular words, and to		example, discussing the
				attempt other words		vocabulary and context, reading in

• join in with discussions and say what they think • remember the rhyme sequence and act it out. Learners will learn skills to: • develop an awareness of analogy as a useful strategy for reading and writing rhyme • develop an understanding that in English, print is read from left to right and top to bottom • learn that a capital letter is used for names and for the start of a sentence and that a full stop, question mark or exclamation mark may be used at the end of a sentence • learn how to use action words and numerals/number words.	Grammar and Punctuation Reading Writing Reading Fiction and Poetry Writing Fiction Non-Fiction Presentation Speaking and	1GPr3 Know that a capital letter is used for 'l', for names and for the start of a sentence 1GPw1 Mark some sentence endings with a full stop 1Rf1 Join in with reading familiar and simple stories and poems, and relate words said and read with 1-1 correspondence 1Rf2 Know that in English, print is read from left to right and top to bottom 1Rf3 Read a range of common words on sight 1Rf4 Use phonic knowledge to read decodable words and to attempt to sound out some elements of unfamiliar words 1Rf5 Read aloud from simple books independently 1Rf7 Talk about events in the story and make simple inferences about characters and events to show understanding 1Rf9 Retell stories, with some appropriate use of story language 1Rf11 Enjoy a range of books, discussing preferences 1Rf12 Make links to own experiences 1Rf13 Learn and recite simple poems 1Rf14 Join in and extend rhymes and refrains, playing with language patterns 1Wf5 Use relevant vocabulary 1WNF3 Record answers to questions (e.g. as lists, charts) 1WP1 Develop a comfortable and efficient pencil grip 1WP2 Form letters correctly 1S&L1 Speak clearly and choose words carefully to express feelings and ideas		pairs as independent readers, via oral and written comprehension – extending one aspect of the rhyme orally and in writing ('innovating on the text'), recalling the rhyme and actions and giving a personal response.
	Presentation	1WP2 Form letters correctly		
	Listening	when speaking of matters of immediate interest		
		1S&L2 Converse audibly with friends, teachers and other adults		
		1S&L4 Answer questions and explain further when asked		
		15&L8 Listen carefully to questions and instructions		
		15&L9 Engage in imaginative play, enacting simple characters or situations		
		ACCECENENTS	'	

ASSESSEMENTS

END OF UNIT REVIEW DUE BY THE 14TH NOVEMBER

TERM 2

UNIT 2A – TRADITIONAL TALES (FICTION)

		30	Hote 2A Top Jon 17 1	Dh - ···	4 DCM Harmond and control 1991 Hours	A (111	I a a managa
T2	4	20	Unit 2A – Traditional Tales	Phonics	1PSV1 Hear, read and write initial letter sounds	A range of illustrated	Learners are introduced to the
5/1/20			Loornors will be able to:	Spelling and	1PSV2 Know the name and most common sound associated with every letter	large print books	theme of Traditional tales that
31/1/20			Learners will be able to:	Grammar	in the English alphabet	featuring a range of traditional stories	invite participation.
31/1/20			• talk about and join in with the reading		1Rf7 Talk about events in the story and make simple inferences about characters and events to show understanding	and fairy tales from	There are three simple texts that
			of a range of traditional tales		1PSV8 Spell familiar common words accurately, drawing on sight vocabulary	the country where	feature strong characters, settings
			• understand that these types of stories		1Rf9 Retell stories, with some appropriate use of story language	you are and around	and repetitive refrains and are
			have repetitive refrains or patterned		This never stories, with some appropriate use of story language	the world (the books	based on Chicken Licken,
			language	Grammar and		should have	Goldilocks and the Three Bears
			• understand the story and talk about	Punctuation	1GPr2 Identify sentences in a text	patterned repetitive	and The Gingerbread Man.
			characters, settings and sequence of	Reading	1GPr3 Know that a capital letter is used for 'I', for names and for the start of a	text where possible)	and the singerstead wan.
			events		sentence	text initial c pessions,	Learners explore and revisit
			• retell and re-enact stories using some			Audios and/or	the stories in a variety of ways, for
			formulaic language	Writing	1GPw1 Mark some sentence endings with a full stop	videos/DVDs of	example, discussing the storyline
			write simple phrases or sentences		1GPw2 Write sentence-like structures which may be joined by 'and'	some of the tales	orally, reading in pairs as
			about the stories		,,		independent readers,
			 change key elements of a story. 	Reading	1Rf1 Join in with reading familiar and simple stories and poems, and relate	Simple puppets	demonstrating understanding via
				Fiction and	words said and read with 1-1 correspondence	(sock puppets will	written comprehension,
			Learners will learn skills to:	Poetry	1Rf2 Know that in English, print is read from left to right and top to bottom	do) for phonics work	extending one aspect of the story
					1Rf3 Read a range of common words on sight	and possibly for re-	orally
			develop an awareness of analogy as a		1Rf4 Use phonic knowledge to read decodable words and to attempt to sound	enacting the stories.	and in writing ('innovating on the
			useful strategy for reading and writing		out some elements of unfamiliar words		text'), recalling the story and
			 understand that in English, print is 		1Rf5 Read aloud from simple books independently		actions, and giving personal
			read from left to right and top to		1Rf6 Anticipate what happens next in a story		responses.
			bottom		1Rf7 Talk about events in the story and make simple inferences about		
			discuss simple sentence structure		characters and events to show understanding		Character, dialogue and setting
			develop an oral understanding of the		1Rf8 Recognise story elements (e.g. beginning, middle and end)		are each given separate focus
			past tense for use in traditional tales		1Rf9 Retell stories, with some appropriate use of story language		through role play, sequencing
			e.g. was, saw, went		1Rf10 Talk about significant aspects of a story's language e.g. repetitive		activities and paired and/or
			• say and write simple sentences joined		refrain, rhyme, patterned language		individual reading.
			by and		1Rf11 Enjoy a range of books, discussing preferences		
			practise capital letters for names and		1Rf12 Make links to own experiences		
			for the start of a sentence		1Rf13 Learn and recite simple poems		
			develop the skill of reading common words on sight, a g, the look then		1Rf14 Join in and extend rhymes and refrains, playing with language patterns		
			words on sight, e.g. the, look, then,	Mritina	1Wf2 Write a coguence of contenees ratelling a familiar start or recounting a		
			him, was, saw, my, it, of.	Writing Fiction	1Wf2 Write a sequence of sentences retelling a familiar story or recounting an experience		
				i iction	1Wf3 Begin to use some formulaic language (e.g. Once upon a time)		
					1Wf4 Compose and write a simple sentence, with a capital letter and a full		
					stop		
					1Wf5 Use relevant vocabulary		
				Non-Fiction	1WNF1 Write for a purpose using some basic features of text type		
				Drocontation	1WD1 Dayslan a comfortable and officient nensil grin		
				Presentation	1WP1 Develop a comfortable and efficient pencil grip		
					1WP2 Form letters correctly		
				Speaking and	15&L1 Speak clearly and choose words carefully to express feelings and ideas		
				Listening	when speaking of matters of immediate interest		
					15&L2 Converse audibly with friends, teachers and other adults		
					15&L4 Answer questions and explain further when asked		
					15&L6 Take turns in speaking		
					15&L7 Listen to others and respond appropriately		
					15&L8 Listen carefully to questions and instructions		
					15&L9 Engage in imaginative play, enacting simple characters or situations		
		1	1	1		<u> </u>	1

ASSESSMENTS END OF UNIT REVIEW DUE BY 31ST JANUARY

			UNIT 2B - DICTI	ONARIES	AND NON-CHRONOLOGICAL REPORTS (NON-FICTIO	N)	
T2	4	20	Unit 2B: Dictionaries and Non-	Phonics	1PSV1 Hear, read and write initial letter sounds	Some very simple		Learners are introduced to the
2/2/20			chronological reports.	Spelling and	1PSV2 Know the name and most common sound associated with every letter	dictionaries		theme of Reading to find out
- 5/3/20			Learners will be able to:	Grammar	in the English alphabet 1PSV3 Identify separate sounds (phonemes) within words, which may be	A range of illustrated		information about a topic using a non-fiction text. This features a
3/3/20			Learners will be able to.		presented by more than one letter.	large print books		contents page, index, glossary as
			differentiate between fiction, non-		1PSV6 Begin to learn common spellings of long vowel phonemes (e.g. 'ee', 'ai	featuring non-		well as typical features of a non-
			fiction and poetry books		(00')	chronological report		chronological report such as
			• identify features of non-chronological			texts		pictures, photographs, captions
			report texts including contents page,	Reading	1Rf3 Read a range of common words on sight			and labelled
			index and glossary	Fiction and	1Rf4 Use phonic knowledge to read decodable words and to attempt to sound			diagrams.
			• identify features of alphabetical texts	Poetry	out some elements of unfamiliar words			
			including index, dictionary and a fiction		1Rf5 Read aloud from simple books independently			Additionally, learners explore a
			text organised alphabetically		1Rf11 Enjoy a range of books, discussing preferences			simple picture dictionary and an
			 develop an understanding of the purpose and organisation of such texts 		1Rf12 Make links to own experiences			alphabetical text.
			discuss word meaning.	Non-fiction	1RNF1 Read labels, lists and captions to find information			Non-fiction of this kind makes
			- discuss word meaning.	14011-11Ction	1RNF2 Know the parts of a book (e.g. title page, contents)			many demands on learner's early
			Learners will learn skills to:		1RNF3 Show awareness that text for different purposes look different (e.g.			literacy skills and necessarily
					use of photographs, diagrams, etc)			involves technical vocabulary and
			• know the words for labelling the parts					an understanding of being able to
			of a book	Writing				make choices about what is read
			• increase awareness of the sequence	Fiction	1Wf5 Use relevant vocabulary			and in what order.
			of the alphabet					
			• increase their knowledge of subject-	Non-Fiction	1WNF1 Write for a purpose using some basic features of text type			
			specific c words		1WNF2 Write simple information texts with labels, captions, lists, questions			
			 begin to understand the notion of using words to explain word meanings 		and instructions for a purpose. 1WNF3 Record answers to questions (e.g. as lists, charts)			
			begin to understand the notion of		TWNF5 Record answers to questions (e.g. as lists, charts)			
			using pictures to represent words	Presentation	1WP1 Develop a comfortable and efficient pencil grip			
			• record and organise ideas around a		1WP2 Form letters correctly			
			topic.		, ,			
				Speaking and	1S&L1 Speak clearly and choose words carefully to express feelings and ideas			
				Listening	when speaking of matters of immediate interest			
					1S&L2 Converse audibly with friends, teachers and other adults			
					15&L4 Answer questions and explain further when asked			
					15&L8 Listen carefully to questions and instructions			
					1S&L10 Note that people speak in different ways for different purposes and			
		<u> </u>			ASSESSMENT			
				END OF	UNIT REVIEW DUE BY 5 TH MARCH 2020			
				UNIT 2	2C: MORE SIMPLE RHYMES (POETRY)			
T2	2	10	Learners will be able to:	Phonics	1PSV1 Hear, read and write initial letter sounds	Illustrated large print		Learners will read and discuss a
0/2/20			Learners will learn skills to:	Spelling and	1PSV2 Know the name and most common sound associated with every letter	books and poster		variety of simple repetitive
ションバンハ	1	1	1	I I-rammar	I IN THE ENGLISH SINKSHOT	I toyte at noome	i	I roumas licina a rango at tayts

1PSV3 Identify separate sounds (phonemes) within words, which may be

texts of poems,

songs and rhymes

rhymes using a range of texts

rhyme and poem and themed

including: body action, themed

Grammar

in the English alphabet

presented by more than one letter

8/3/20

19/3/20

		Reading Fiction and Poetry	1Rf7 Talk about events in the story and make simple inferences about characters and events to show understanding 1PSV8 Spell familiar common words accurately, drawing on sight vocabulary 1Rf9 Retell stories, with some appropriate use of story language 1Rf1 Join in with reading familiar and simple stories and poems, and relate words said and read with 1-1 correspondence 1Rf2 Know that in English, print is read from left to right and top to bottom 1Rf3 Read a range of common words on sight 1Rf4 Use phonic knowledge to read decodable words and to attempt to sound out some elements of unfamiliar words 1Rf5 Read aloud from simple books independently 1Rf8 Recognise story elements (e.g. beginning, middle and end) 1Rf9 Retell stories, with some appropriate use of story language 1Rf10 Talk about significant aspects of a story's language e.g. repetitive refrain, rhyme, patterned language 1Rf11 Enjoy a range of books, discussing preferences 1Rf12 Make links to own experiences 1Rf13 Learn and recite simple poems	Illustrated large print stories written in rhyme.	narrative. Learners explore each rhyme in a variety of ways, for example, discussing the vocabulary and context, reading in pairs as independent readers, via oral and written comprehension, extending one aspect of the rhyme orally and in writing recalling the rhyme and actions, and giving a personal response.
		Writing Fiction	1Wf1 Write simple storybooks with sentences to caption pictures 1Wf4 Compose and write a simple sentence, with a capital letter and a full stop 1Wf5 Use relevant vocabulary		
		Presentation	1WP1 Develop a comfortable and efficient pencil grip 1WP2 Form letters correctly		
		Speaking and Listening	1S&L1 Speak clearly and choose words carefully to express feelings and ideas when speaking of matters of immediate interest 1S&L2 Converse audibly with friends, teachers and other adults 1S&L4 Answer questions and explain further when asked 1S&L5 Speak confidently to a group to share an experience 1S&L6 Take turns in speaking 1S&L7 Listen to others and respond appropriately 1S&L8 Listen carefully to questions and instructions		
			ASSESSMENT		
		END OF L	JNIT REVIEW DUE BY 19 TH MARCH 2020		
			TERM 3		
		UNI	T 3A: FANTASY STORIES (FICTION)		
T3 4 2 12/4/20 – 7/5/20	Unit 3A: Fantasy stories Learners will be able to: • differentiate between real and makebelieve stories • read and talk about a range of fantasy stories including settings, characters and events	Phonics Spelling and Grammar	1PSV1 Hear, read and write initial letter sounds 1PSV2 Know the name and most common sound associated with every letter in the English alphabet 1PSV3 Identify separate sounds (phonemes) within words, which may be presented by more than one letter 1PSV6 Begin to learn common spellings of long vowel phonemes (e.g. 'ee', 'ai' 'oo') 1PSV8 Spell familiar common words accurately, drawing on sight vocabulary 1PSV9 Use rhyme and relate this to spelling patterns	A range of illustrated large print books featuring stories set in fantasy worlds (books should have an accessible text) Simple puppets (sock puppets will do).	Learners to explore the notion of fantasy: stories which feature settings, characters and events that could not happen in real life.

		write and share their writing about	Grammar and	1GPr1 Pause at full stops when reading		
		fantasy settings, characters and events • retell stories in role play scenarios	Punctuation	1GPr2 Identify sentences in a text 1GPr3 Know that a capital letter is used for 'I', for names and for the start of a		
		recognise and discuss strong language	Reading	sentence		
		features of a range of stories.		Sentence		
		reactives of a range of stories.	Reading	1Rf1 Join in with reading familiar and simple stories and poems, and relate		
		Learners will learn skills to	Fiction and	words said and read with 1-1 correspondence		
			Poetry	1Rf2 Know that in English, print is read from left to right and top to bottom		
		 begin to use a wider range of 		1Rf3 Read a range of common words on sight		
		strategies for their own spelling		1Rf4 Use phonic knowledge to read decodable words and to attempt to sound		
		• read and spell high-		out some elements of unfamiliar words		
		frequency/common words with		1Rf5 Read aloud from simple books independently		
		increasing confidence		1Rf6 Anticipate what happens next in a story		
		 be able to recognise long vowel phonemes of the same and different 		1Rf7 Talk about events in the story and make simple inferences about characters and events to show understanding		
		spellings		1Rf9 Retell stories, with some appropriate use of story language		
		retell and reinvent story ideas in a		1Rf10 Talk about significant aspects of a story's language e.g. repetitive		
		time sequence with a beginning, middle		refrain, rhyme, patterned language		
		and end.		1Rf11 Enjoy a range of books, discussing preferences		
				1Rf12 Make links to own experiences		
			Non-fiction	1RNF4 Read and talk about own writing		
			Writing	1Wf1 Write simple storybooks with sentences to caption pictures		
			Fiction	1Wf2 Write a sequence of sentences retelling a familiar story or recounting an		
			T ICCIOIT	experience		
				1Wf5 Use relevant vocabulary		
			Presentation	1WP1 Develop a comfortable and efficient pencil grip		
				1WP2 Form letters correctly		
			Speaking and	15&L1 Speak clearly and choose words carefully to express feelings and ideas		
			Listening	when speaking of matters of immediate interest		
				1S&L2 Converse audibly with friends, teachers and other adults		
				1S&L4 Answer questions and explain further when asked		
				•		
				1S&L5 Speak confidently to a group to share an experience		
				1S&L5 Speak confidently to a group to share an experience 1S&L7 Listen to others and respond appropriately		
				1S&L5 Speak confidently to a group to share an experience 1S&L7 Listen to others and respond appropriately 1S&L8 Listen carefully to questions and instructions		
				1S&L5 Speak confidently to a group to share an experience 1S&L7 Listen to others and respond appropriately 1S&L8 Listen carefully to questions and instructions 1S&L9 Engage in imaginative play, enacting simple characters or situations		
				1S&L5 Speak confidently to a group to share an experience 1S&L7 Listen to others and respond appropriately 1S&L8 Listen carefully to questions and instructions		
			END OF	1S&L5 Speak confidently to a group to share an experience 1S&L7 Listen to others and respond appropriately 1S&L8 Listen carefully to questions and instructions 1S&L9 Engage in imaginative play, enacting simple characters or situations		
				1S&L5 Speak confidently to a group to share an experience 1S&L7 Listen to others and respond appropriately 1S&L8 Listen carefully to questions and instructions 1S&L9 Engage in imaginative play, enacting simple characters or situations ASSESSMENT		
Т3	4 20	Unit 3B: Simple Recounts		1S&L5 Speak confidently to a group to share an experience 1S&L7 Listen to others and respond appropriately 1S&L8 Listen carefully to questions and instructions 1S&L9 Engage in imaginative play, enacting simple characters or situations ASSESSMENT UNIT REVIEW DUE BY 7 TH MAY 2020	A range of texts	Information texts are introduced
T3 //5/20	4 20		UNIT 31	1S&L5 Speak confidently to a group to share an experience 1S&L7 Listen to others and respond appropriately 1S&L8 Listen carefully to questions and instructions 1S&L9 Engage in imaginative play, enacting simple characters or situations ASSESSMENT UNIT REVIEW DUE BY 7 TH MAY 2020 B: SIMPLE RECOUNTS (NON-FICTION) 1PSV1 Hear, read and write initial letter sounds 1PSV2 Know the name and most common sound associated with every letter	featuring non-fiction	to explore the notion of recount:
/5/20 -	4 20	Unit 3B: Simple Recounts Learners will be able to:	UNIT 3I	1S&L5 Speak confidently to a group to share an experience 1S&L7 Listen to others and respond appropriately 1S&L8 Listen carefully to questions and instructions 1S&L9 Engage in imaginative play, enacting simple characters or situations ASSESSMENT UNIT REVIEW DUE BY 7 TH MAY 2020 B: SIMPLE RECOUNTS (NON-FICTION) 1PSV1 Hear, read and write initial letter sounds 1PSV2 Know the name and most common sound associated with every letter in the English alphabet	featuring non-fiction recounts: these can	to explore the notion of recount: telling about things that have
/5/20 -	4 20	Learners will be able to:	UNIT 31 Phonics Spelling and	1S&L5 Speak confidently to a group to share an experience 1S&L7 Listen to others and respond appropriately 1S&L8 Listen carefully to questions and instructions 1S&L9 Engage in imaginative play, enacting simple characters or situations ASSESSMENT UNIT REVIEW DUE BY 7 TH MAY 2020 B: SIMPLE RECOUNTS (NON-FICTION) 1PSV1 Hear, read and write initial letter sounds 1PSV2 Know the name and most common sound associated with every letter in the English alphabet 1PSV3 Identify separate sounds (phonemes) within words, which may be	featuring non-fiction recounts: these can include large print	to explore the notion of recount:
	4 20	Learners will be able to: • differentiate between fiction, non-	UNIT 31 Phonics Spelling and	1S&L5 Speak confidently to a group to share an experience 1S&L7 Listen to others and respond appropriately 1S&L8 Listen carefully to questions and instructions 1S&L9 Engage in imaginative play, enacting simple characters or situations ASSESSMENT UNIT REVIEW DUE BY 7 TH MAY 2020 B: SIMPLE RECOUNTS (NON-FICTION) 1PSV1 Hear, read and write initial letter sounds 1PSV2 Know the name and most common sound associated with every letter in the English alphabet 1PSV3 Identify separate sounds (phonemes) within words, which may be presented by more than one letter	featuring non-fiction recounts: these can include large print books with pictures	to explore the notion of recount: telling about things that have happened in time order.
/5/20 -	4 20	Learners will be able to: • differentiate between fiction, non-fiction and poetry books	UNIT 31 Phonics Spelling and	1S&L5 Speak confidently to a group to share an experience 1S&L7 Listen to others and respond appropriately 1S&L8 Listen carefully to questions and instructions 1S&L9 Engage in imaginative play, enacting simple characters or situations ASSESSMENT UNIT REVIEW DUE BY 7 TH MAY 2020 B: SIMPLE RECOUNTS (NON-FICTION) 1PSV1 Hear, read and write initial letter sounds 1PSV2 Know the name and most common sound associated with every letter in the English alphabet 1PSV3 Identify separate sounds (phonemes) within words, which may be presented by more than one letter 1PSV6 Begin to learn common spellings of long vowel phonemes (e.g. 'ee', 'ai'	featuring non-fiction recounts: these can include large print books with pictures and posters (you	to explore the notion of recount: telling about things that have happened in time order. Learners are encouraged to speak
/5/20 -	4 20	Learners will be able to: • differentiate between fiction, non-fiction and poetry books • identify features of non-chronological	UNIT 31 Phonics Spelling and	1S&L5 Speak confidently to a group to share an experience 1S&L7 Listen to others and respond appropriately 1S&L8 Listen carefully to questions and instructions 1S&L9 Engage in imaginative play, enacting simple characters or situations ASSESSMENT UNIT REVIEW DUE BY 7 TH MAY 2020 B: SIMPLE RECOUNTS (NON-FICTION) 1PSV1 Hear, read and write initial letter sounds 1PSV2 Know the name and most common sound associated with every letter in the English alphabet 1PSV3 Identify separate sounds (phonemes) within words, which may be presented by more than one letter 1PSV6 Begin to learn common spellings of long vowel phonemes (e.g. 'ee', 'ai' 'oo')	featuring non-fiction recounts: these can include large print books with pictures and posters (you may wish to make	to explore the notion of recount: telling about things that have happened in time order. Learners are encouraged to speak in the style of a recount before
/5/20 -	4 20	Learners will be able to: • differentiate between fiction, non-fiction and poetry books • identify features of non-chronological report texts including contents page,	UNIT 31 Phonics Spelling and	1S&L5 Speak confidently to a group to share an experience 1S&L7 Listen to others and respond appropriately 1S&L8 Listen carefully to questions and instructions 1S&L9 Engage in imaginative play, enacting simple characters or situations ASSESSMENT UNIT REVIEW DUE BY 7 TH MAY 2020 B: SIMPLE RECOUNTS (NON-FICTION) 1PSV1 Hear, read and write initial letter sounds 1PSV2 Know the name and most common sound associated with every letter in the English alphabet 1PSV3 Identify separate sounds (phonemes) within words, which may be presented by more than one letter 1PSV6 Begin to learn common spellings of long vowel phonemes (e.g. 'ee', 'ai' 'oo') 1PSV8 Spell familiar common words accurately, drawing on sight vocabulary	featuring non-fiction recounts: these can include large print books with pictures and posters (you may wish to make your own texts, or	to explore the notion of recount: telling about things that have happened in time order. Learners are encouraged to speak in the style of a recount before attempting to write their own.
/5/20 -	4 20	Learners will be able to: • differentiate between fiction, non-fiction and poetry books • identify features of non-chronological	UNIT 31 Phonics Spelling and	1S&L5 Speak confidently to a group to share an experience 1S&L7 Listen to others and respond appropriately 1S&L8 Listen carefully to questions and instructions 1S&L9 Engage in imaginative play, enacting simple characters or situations ASSESSMENT UNIT REVIEW DUE BY 7 TH MAY 2020 B: SIMPLE RECOUNTS (NON-FICTION) 1PSV1 Hear, read and write initial letter sounds 1PSV2 Know the name and most common sound associated with every letter in the English alphabet 1PSV3 Identify separate sounds (phonemes) within words, which may be presented by more than one letter 1PSV6 Begin to learn common spellings of long vowel phonemes (e.g. 'ee', 'ai' 'oo')	featuring non-fiction recounts: these can include large print books with pictures and posters (you may wish to make	to explore the notion of recount: telling about things that have happened in time order. Learners are encouraged to speak in the style of a recount before

inclutext • de	uding index, dictionary and a fiction organised alphabetically welop an understanding of the cose and organisation of such texts	Reading Vriting Reading	1GPr1 Pause at full stops when reading 1GPr2 Identify sentences in a text 1GPw1 Mark some sentence endings with a full stop 1GPw2 Write sentence-like structures which may be joined by 'and'		understanding of how to recognise recounts in reading and use them in writing.
Lear • kno • be notice • be third • be conr • ret arou	ow the days of the week egin to understand and use the on of sequencing and time order egin to understand and use first and d person egin to understand and use simple enecting words tell, record and organise ideas and an event. cognise common words ending ed.	Vriting	 1Rf1 Join in with reading familiar and simple stories and poems, and relate words said and read with 1-1 correspondence 1Rf3 Read a range of common words on sight 1Rf4 Use phonic knowledge to read decodable words and to attempt to sound out some elements of unfamiliar words 1Rf5 Read aloud from simple books independently 1Rf7 Talk about events in the story and make simple inferences about characters and events to show understanding 1Rf9 Retell stories, with some appropriate use of story language 1Rf10 Talk about significant aspects of a story's language e.g. repetitive refrain, rhyme, patterned language 1Rf12 Make links to own experiences 1RNF3 Show awareness that text for different purposes look different (e.g. use of photographs, diagrams, etc) 1RNF4 Read and talk about own writing 1Wf2 Write a sequence of sentences retelling a familiar story or recounting an 		
	N	Ion-Fiction	 1Wf3 Begin to use some formulaic language (e.g. Once upon a time) 1Wf5 Use relevant vocabulary 1WNF1 Write for a purpose using some basic features of text type 1WNF3 Record answers to questions (e.g. as lists, charts) 		
	S _I	resentation peaking and istening	1WP1 Develop a comfortable and efficient pencil grip 1WP2 Form letters correctly 1S&L1 Speak clearly and choose words carefully to express feelings and ideas when speaking of matters of immediate interest 1S&L2 Converse audibly with friends, teachers and other adults 1S&L4 Answer questions and explain further when asked 1S&L5 Speak confidently to a group to share an experience 1S&L8 Listen carefully to questions and instructions 1S&L9 Engage in imaginative play, enacting simple characters or situations 1S&L10 Note that people speak in different ways for different purposes and meanings		
		END OF	ASSESSMENT UNIT REVIEW DUE BY 4 TH JUNE 2020		
			AND RHYMES ON SIMILAR THEMES (PC	ETRY)	
7/6/20 then	mes S _I	Phonics pelling and Grammar	1PSV1 Hear, read and write initial letter sounds 1PSV2 Know the name and most common sound associated with every letter in the English alphabet 1PSV3 Identify separate sounds (phonemes) within words, which may be presented by more than one letter	Illustrated large print books with rhymes and poems on a chosen theme, e.g.	Learners read mixture of rhyming and non-rhyming poems as well

			T	1	
• recognise poems that describe an		1PSV5 Blend to read, and segment to spell, words with final and initial	animals, feelings,	as those that	
event		adjacent consonants (e.g. b-l, n-d)	festivals, food	describe an	
• recognise poems that describe a		1PSV6 Begin to learn common spellings of long vowel phonemes (e.g. 'ee', 'ai		event and those	
character's response using the sense	S	('00')	Simple puppets	that are more	
• identify rhyming words in poems		1PSV7 Use knowledge of sounds to write simple regular words, and to	(sock puppets will	descriptive	
• identify repetition and language		attempt other words	do) for phonics work	using the	
patterns		1PSV8 Spell familiar common words accurately, drawing on sight vocabulary	and possibly for re-	senses.	
develop an understanding of the			enacting the stories.		
difference between rhyming and no					
rhyming poems	Punctuation	1GPr1 Pause at full stops when reading			
develop an understanding of poet	as Reading				
authors.					
		1Rf1 Join in with reading familiar and simple stories and poems, and relate			
Learners will learn skills to:	Reading	words said and read with 1-1 correspondence			
	Fiction and	1Rf3 Read a range of common words on sight			
• learn weather words	Poetry	1Rf4 Use phonic knowledge to read decodable words and to attempt to sound			
begin to recognise the differences		out some elements of unfamiliar words			
between rhyming and non-rhyming		1Rf5 Read aloud from simple books independently			
poems		1Rf10 Talk about significant aspects of a story's language e.g. repetitive			
begin to recognise the differences		refrain, rhyme, patterned language			
between poems that describe an ev	nt	1Rf11 Enjoy a range of books, discussing preferences			
and those that describe a		1Rf12 Make links to own experiences			
situation using the senses		1Rf13 Learn and recite simple poems			
further develop the notion of		1Rf14 Join in and extend rhymes and refrains, playing with language patterns			
sequencing and time order					
• learn a verb to match each sense		1Wf2 Write a sequence of sentences retelling a familiar story or recounting an			
begin to understand how to join	Writing	experience			
words together for effect.	Fiction	1Wf5 Use relevant vocabulary			
		1WP1 Develop a comfortable and efficient pencil grip			
	Presentation	1WP2 Form letters correctly			
		1S&L1 Speak clearly and choose words carefully to express feelings and ideas			
	Speaking and	when speaking of matters of immediate interest			
	Listening	1S&L2 Converse audibly with friends, teachers and other adults			
		1S&L4 Answer questions and explain further when asked			
		1S&L5 Speak confidently to a group to share an experience			
		1S&L7 Listen to others and respond appropriately			
		1S&L8 Listen carefully to questions and instructions			
		1S&L9 Engage in imaginative play, enacting simple characters or situations			

ASSESSMENT

END OF UNIT REVIEW DUE BY 18th JUNE 2020