READING

Term	Autumn	Spring	Summer
Book Band	Yellow/Blue	Blue/Green	Green
Phonics Phase	4/5	5	5
Word Reading	Read aloud accurately books that are consistent with their developing phonic knowledge (Phase 4/5)	Read aloud accurately books that are consistent with their developing phonic knowledge (Phase 5)	Read aloud accurately books that are consistent with their developing phonic knowledge (Phase 5)
	Apply phonic knowledge and skills as the route to decode words.	Apply phonic knowledge and skills as the route to decode words.	Apply phonic knowledge and skills as the route to decode words.
	Respond speedily with the correct sound to grapheme for the 44 phonemes.	Respond speedily with the correct sound to grapheme for the 44 phonemes.	Respond speedily with the correct sound to grapheme for the 44 phonemes.
	Recognise and use the different ways of pronouncing the same grapheme; e.g. ea in *bread* and *seat*; o in *post* and *slot*; a in *hat* and *was*; ow in *snow* and *cow*.	Recognise and use the different ways of pronouncing the same grapheme; *e.g.* i in *fin* and *mind*; er in *farmer* and *her*; g in *giant* and *grand;* ear in *pearl* and *hearing.*	Recognise and use the different ways of pronouncing the same grapheme; e.g. c in *ice* and *cream*; ch in *chef, school* and *church;* ou in *could, found, you* and *shoulder.*
	Read accurately by blending sounds in unfamiliar words.	Read accurately by blending sounds in unfamiliar words.	Read accurately by blending sounds in unfamiliar words.
	Read common exception words, noting tricky parts (see Year 1 list below).	Read common exception words, noting tricky parts (see Year 1 list below).	Read common exception words, noting tricky parts (see Year 1 list below).
	Read words containing *–s, -es* endings.	Read words containing *-ing, -ed* endings.	Read words containing *–s, -es, -ing, - ed, -er, -est* endings.
	Split two syllable words into the separate syllables to support blending for reading, e.g. *jumping, pocket, longer, boxes*.	Split two syllable words, including compound words, into the separate syllables to support blending for reading, e.g. *picnic, sticker, dinner; haircut, something, flipchart.*	Split two and three syllable words into the separate syllables to support blending for reading, e.g. *farmyard, playground, September, Saturday, internet, animal, Africa.*
	Read the contraction *I'm.*	Read words with contractions e.g. *I'm, I'll, we'll*.	Read words with contractions e.g. *I'm, I'll, we'll* and understand that the apostrophe represents the omitted letter.
	Develop fluency, accuracy and confidence by re-reading books.	Develop fluency, accuracy and confidence by re-reading books.	Develop fluency, accuracy and confidence by re-reading books.

		Read more challenging texts using phonics and common exception word recognition.	Read more challenging texts using phonics and common exception word recognition.
Developing pleasure in reading and motivation to read	When prompted through questioning, relates texts to own experiences, e.g. *Have you ever been to the beach?*	Relate texts to own experiences.	Relate texts to own experiences and describe with some detail.
	Recognise and join in with language patterns and repetition during class story times.	Recognise and join in with language patterns and repetition in stories, e.g. *fairy stories, traditional tales and stories by well-known authors.*	Use patterns and repetition to orally retell familiar stories in a range of contexts, e.g. *small world, role play, storytelling.*
	Orally retell stories using props and pictures.	Orally retell familiar stories in a range of contexts, e.g. *small world, role play, storytelling.*	Use patterns and repetition to orally retell familiar stories in a range of contexts, e.g. small world, role play, storytelling.
	Enjoy and recite simple rhymes and poems.	Enjoy and recite rhymes and poems including traditional verse.	Enjoy and recite rhymes and poems and express preferences.
	Make personal reading choices, e.g. from the class library.	Make personal reading choices and give simple reasons for their selection.	Make personal reading choices and give more detailed reasons for their selection.
Understanding books which they can read themselves and those which are read to them	Discuss key vocabulary, linking meanings of new words to those already known.	Discuss key vocabulary, linking meanings of new words to those already known.	Discuss key vocabulary, linking meanings of new words to those already known.
	Activate prior knowledge e.g. *what do you know about minibeasts?*	Activate prior knowledge e.g. *what do you know about minibeasts?*	Activate prior knowledge of the subject e.g. *what do you know about minibeasts?*
	Recognise when a text does not make sense while reading.	Recognise when a text does not make sense while reading and, with prompting, can correct.	Check that texts make sense while reading and self-correct.
	Discuss key vocabulary, linking meanings of new words to those already known.	Discuss key vocabulary, linking meanings of new words to those already known.	Discuss key vocabulary, linking meanings of new words to those already known.
	Develop and demonstrate their understanding of characters through role play and drama.	Develop and demonstrate their understanding of characters and events through role play and drama.	Develop and demonstrate their understanding of characters and events through role play and drama, drawing on language from the text.
	Give opinions about books, stories and poems.	Give opinions and, when prompted, support with reasons.	Give opinions and support with reasons e.g. *I like the Little Red Hen because she…*

	Demonstrate understanding of texts by answering questions related to who, what, where and when.	Demonstrate understanding of texts by answering questions related to who, what, where, when, why, how.	Demonstrate understanding of texts by asking and answering questions related to who, what, where, when, why, how.
	Discuss the main events in stories.	Identify and discuss the main events in stories using words like *first, next, after that, later on, at the end.*	Identify, discuss and sequence the main events in stories. Record simply, e.g. *story map.*
	Make predictions based on what has been read so far.	Make predictions based on what has been read so far and give simple reasons.	Make predictions based on what has been read so far and give reasons.
	Identify the main characters in stories.	Identify and describe the main characters in stories. Capture simply in writing, *e.g. character profile, role on the wall.*	Identify, describe and discuss the main characters in stories. Capture simply in writing, e.g. *wanted poster, character profile.*
		Discuss the title and predict what the story might be about.	Discuss the title of books they read themselves and those which are read to them. Suggest how titles relate to the events in the whole story e.g. *The Runaway Train; Not Now Bernard!*
		Answer 'why' questions requiring basic inference, e.g. *Why do you think he said…? Why do you think he did that?*	Answer 'why' questions requiring basic inference, e.g. *Why do you think he said…? Why do you think he did that?*
Understanding non-fiction books which they can read themselves and those which are read to them	Recall information from non-fiction texts, e.g. *by saying something they have found out.*	Recall specific information from non-fiction texts by answering simple oral questions.	Recall specific information from non-fiction texts.
	Locate parts of text by naming or labelling e.g. *titles, contents page and labelled diagram.*	Locate parts of text that give particular information, e.g. *titles, contents page and labelled diagram.*	Use parts of text to find information, e.g. *titles, contents page and labelled diagram.*
Participating in discussion	In discussions about books, listen to what others say, responding by nodding or maintaining eye contact.	In discussions about books, listen to what others say and take turns to speak as directed by the teacher.	In discussions about texts, listen to what others say and take turns to speak.

Year 1 Common Exception Words					
the	a	do	to	today	of
said	says	are	were	was	is
his	i	you	your	they	be
he	me	she	we	no	go
so	by	my	here	there	where
love	come	some	one	once	ask
friend	school	put	push	pull	full
house	our				

WRITING

Term	Autumn	Spring	Summer
Vocabulary, Grammar and Punctuation	Repeat a simple sentence modelled, e.g. spoken by an adult or puppet. Replicate in writing so that it can be read by themselves and others.	Say, and hold in memory whilst writing, sentences that can be read by themselves and others.	Say, and hold in memory whilst writing, sentences that can be read by themselves and others, including those with the joining word 'and.
	With adult prompting, separate words with spaces, *e.g. using a finger or lollipop stick as a spacer.*	Separate words with spaces.	Separate words with spaces of a roughly consistent size.
	Use full stops to demarcate simple sentences.	Use capital letters and full stops to demarcate simple sentences.	Use capital letters and full stops to demarcate simple sentences in independent writing.
	Recognise and write from memory capital letters. Use capital letter for the personal pronoun I.	Use capital letters for names of people, places and days of the week.	Use capital letters for names of people, places, days of the week and the personal pronoun I, *e.g. editing and improving independent writing with support.*
	Identify and use question marks.	Identify and use exclamation marks.	Identify and use question marks and exclamation marks in independent writing.
	Use the joining word and to link words in sentences, e.g. Henry had a duck and a dog. Penguins can slip and slide.	Use the joining word and to link clauses, *e.g. They all pulled the turnip and it came out of the ground. Peel the banana and slice it into pieces.*	Use the joining word and to link words and clauses in independent writing.
		Use the joining word but to link words (I have two sisters but no brothers.) and clauses (Cinderella wanted to go to the ball but she didn't have a dress).	Use the joining word or to link words (I could sleep in the tent or the caravan.) and clauses (The Little Robot could stay in the forest or he could ride on the train).
Composition: Planning	Orally plan and sequence ideas in narrative, e.g. with adult support, create a story using small world props or pictures and orally rehearse. Orally rehearse ideas linked to non- fiction, e.g. pass a 'microphone' around the group, into which each child can speak their sentence.	Sequence ideas and events in narrative, e.g. creating a story map and using it to orally rehearse ideas.	Use familiar plots for structuring the opening, middle and end of their stories, *e.g. innovating on a known story and orally rehearse.*
		Sequence events in non-fiction recounts, e.g. use pictures and props to create a simple timeline, adding sequencing vocabulary such as 'first', 'next', 'after 'that' and 'finally'. Use	Sequence ideas and events in different non-fiction texts, *e.g. decide on information or events to put on each page in a simple non-fiction book.*

		these to orally rehearse.	
Composition: Drafting and Writing	Orally compose every sentence before writing, *e.g. say the sentence three times to fix it in working memory.*	Orally compose every sentence before writing, including compound sentences using the joining words 'and' and 'but'.	Orally compose every sentence before writing including compound sentences using the joining words 'and', 'but' and 'or'.
	With adult support, reread every sentence to check it makes sense.	Re-read every sentence to check it makes sense.	Independently re-read every sentence to check it makes sense but focusing particularly on those which use joining words.
	Orally compose and write sentences to form short narratives.	Orally compose and sequence their own sentences to write short narratives.	Orally compose and sequence their own sentences, including some which use joining words, to write short narratives.
	Orally compose simple sentences to write short non-fiction texts*, e.g. Information text, postcard, instructions.*	Orally compose and sequence their own sentences to write short nonfiction texts, e.g. recounts, instructions.	Orally compose and sequence their own sentences to write short non- fiction texts, *e.g. recounts, information texts.*
Composition: Evaluating and Editing	Discuss their writing with adults and peers, giving an opinion, *e.g. I like my story because…*	Discuss their writing with adults, saying what they like about it, *e.g. my favourite word is…*	Discuss their writing with adults and peers, e.g. using speaking frames such as 'The best word I have used is…'; 'My handwriting is good because…'; 'I am proud of my writing because…'
Performing	Read their writing to an adult.	Read their writing audibly to a small group.	Read aloud their writing audibly to adults and peers, e.g. larger group or whole class.