

Teacher/s:		Year Group(s)	Year: Y1	Term 1
<b>Range: Fiction and poetry:</b> stories with familiar settings; stories and rhymes with predictable and repetitive patterns. <b>Non-Fiction:</b> signs, labels, captions, lists, instructions.				
Titles:	Teaching Objectives: Text Level	Sentence Level	Word Level	
Week 1 This Week	T13: to read and follow simple instructions, e.g. for classroom routines, lists for groups in workbooks;	S5: to recognise full stops and capital letters when reading, and name them correctly;	W8: to read on sight other familiar words, e.g. children's names, equipment labels, classroom captions;	
Week 2 Goldilocks & The Three Bears	T7: to re-enact stories in a variety of ways, e.g. through role-play, using dolls or puppets;  Curricular target: to retell narrative outline using language which signals time sequence.	S7: to know that a line of writing is not necessarily the same as a sentence;	W2: To revise from Reception year o reading letter(s) that represent(s) the sound(s): <i>ch, sh, th</i> ; o writing each letter in response to each sound: <i>, ch, sh, th</i> ; Curricular target: to spell the words; <i>chin, shin, thin</i>	
Week 3 – The Little Red Hen	T5: to describe story settings and incidents and relate them to own experience and that of others; Curricular target: to retell an event using language which signals time sequence.	S6: to begin using the term <i>sentence</i> to identify sentences in text;	W9: to read on sight .. high frequency words from Appendix List 1; W4: to discriminate and segment all three phonemes in CVC words Curricular target: to read the words; <i>first, then, next, after.</i>	
Week 4–5: Unit 4 <i>Developing Early Writing (NLS)</i> ; Where's My teddy	T9: to write about events in personal experience linked to a variety of familiar incidents from stories;  Curricular target: to read a sentence, which uses language to signal time sequence.	S4: to write simple sentences, and to re-read, recognising whether or not they make sense; S9: to use a capital letter for the personal pronoun 'I' Curricular target: to write a sentence starting with "I"	W6: to represent in writing the three phonemes in CVC words; W11: to spell common irregular words from Appendix List 1. Curricular target: to spell the words; <i>you, they, are, was.</i>	
Week 6 Pass the Jam Jim	T13: to read and follow simple instructions which follows the format of: Goal / Aim e.g. Title "How to make a...." List of Items needed Sequenced order of steps Evaluation or concluding statement Curricular target: to repeat instructions using language to signal sequence and ordering the steps correctly.	S8: to begin using full stops to demarcate sentences;	W5: to blend phonemes to read CVC words	