

Teacher/s:		Year Group(s)	Year: Y1	Term 1
Range: Fiction and poetry: stories with familiar settings; stories and rhymes with predictable and repetitive patterns. Non-Fiction: signs, labels, captions, lists, instructions.				
Titles:	Teaching Objectives: Text Level	Sentence Level	Word Level	
Week 7 & 8 The Sandwich that Max made.	T2: to use phonological, contextual, grammatical and graphic knowledge to work out, predict and check the meanings of unfamiliar words and to make sense of what they read; T10: to use rhymes and patterned stories as models for their own writing;	S1: to expect written text to make sense and to check for sense if it does not; S5: to recognise full stops and capital letters when reading, and name them correctly; Curricular target: to know that a line of writing is not necessarily the same as a sentence;	Progression in Phonics step 4, learning objectives 3 & 4: to segment to spell CVC words; to blend to read CVC words. W9: to read on sight and write high frequency words; Curricular target: to read and spell the words; the, that, this	
Week 9 & 10 Various versions of known stories e.g. The Gingerbread Man	T3: to notice the difference between spoken and written forms through re-telling known stories; compare oral versions with the written text; T6: to recite stories and rhymes with predictable and repeating patterns, extemporising on patterns orally, extending patterns, inventing patterns and playing with rhyme; Curricular target: to retell, using some story language, a narrative including a beginning, middle and end.	S3: to draw on grammatical awareness, to read with appropriate expression and intonation, e.g. in reading to others, or to dolls, puppets;	Progression in Phonics step 4, Learning objectives 3 & 4: to segment to spell CVC words; to blend to read CVC words.	
Week 11 When I was Little Like You	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.	S4: to write captions and simple sentences, and to re-read, recognising whether or not they make sense, e.g. missing words, wrong word order; Curricular target: to continue a sentence starting " When I was little I.."	Progression in Phonics step 4/5, Learning objectives 3 & 4: to segment to spell CVC words; to blend to read CVC words. Curricular target: to read and spell the words; when, was, little	
Week 12	T11: to make simple picture storybooks with sentences, modelling them on basic text conventions, e.g. cover, author's name, title, layout;	S4: to write simple sentences, and to re-read, recognising whether or not they make sense; Curricular target: to demarcate a sentence using capital letter and full stop.	Progression in Phonics step 4/5, Learning objectives 3 & 4: to segment to spell CVC words; to blend to read CVC words. Curricular target: to blend a CVC word.	