

Teacher/s:		Year Group(s)	Year: Y1	Term 2
<p><b>Fiction and poetry:</b> traditional stories and rhymes; fairy stories; stories and poems with familiar, predictable and patterned language from a range of cultures, including playground chants, action verses and rhymes; plays.</p> <p><b>Non-Fiction:</b> information books, including non-chronological reports, simple dictionaries.</p>				
Titles:	Teaching Objectives: Text Level	Sentence Level		Word Level
Week 1 Once There Were Giants	<p><b>T14:</b> to represent outlines of story plots using, e.g. captions, pictures, arrows to record main incidents in order, e.g. to make a class book, wall story, own version;</p> <p><b>T16:</b> to use some of the elements of known stories to structure own writing;</p>	<p><b>S1:</b> to expect written text to make sense and check if it does not;</p> <p><b>S6:</b> to use the term <i>sentence</i> appropriately to identify sentences in text,</p> <p>Curricular target: to re-read writing to check for sense.</p>		<p>Progression in Phonics step 5, learning objective 1: to hear phonemes within consonant clusters. <b>W6:</b> to read on sight and write high frequency words;</p> <p>Curricular target: to spell "is" "me" "once" "there" "were"</p>
Week 2 Change	<p><b>T17:</b> to use terms 'fiction' and 'non-fiction', noting some of their differing features; <b>T18:</b> to read non-fiction books and understand that the reader doesn't need to go from start to finish; <b>T22:</b> to write labels for drawings and diagrams;</p>	<p><b>S5:</b> to continue demarcating sentences in writing, ending a sentence with a full stop;</p> <p><b>S6:</b> to use the term sentence appropriately to identify sentences in text.</p> <p>Curricular target: to know that a line of writing is not necessarily the same as a sentence;</p>		↓
Week 3 The Bravest Ever Bear	<p><b>T5:</b> to identify and record some key features of story language from a range of stories, and to practise reading and using them, e.g. in oral re-tellings; <b>T10:</b> to identify and compare basic story elements, e.g. beginnings and endings in different stories;</p>	<p><b>S7:</b> to use capital letters for the personal pronoun 'I', for names and for the start of a sentence.</p>		<p>Progression in Phonics step 5: Learning objective 3 &amp; 4 - to segment to spell and blend to read words containing consonant clusters in initial and final position</p>
Week 4 & 5 The Three Billy Goats Gruff	<p><b>T4:</b> to re-tell stories, giving the main points in sequence and to notice differences between written and spoken forms in re-telling;</p> <p><b>T7:</b> to discuss reasons for, or causes of, incidents in stories; <b>T9:</b> to become aware of character and dialogue, e.g. by role-playing parts when reading aloud stories or plays with others;</p> <p>Curricular target: to write a known story with a beginning, middle and end.</p>	<p><b>S4:</b> to recognise full stops and capital letters when reading and understand how they affect the way a passage is read;</p> <p>Curricular target: to demarcate simple sentences with a capital letter and full stop.</p>		↓
Week 6 Cinderella Unit 6 Developing Early Writing (NLS)	<p><b>T14:</b> to represent outlines of story plots using, e.g. captions, pictures, arrows to record main incidents in order, e.g. to make a class book, wall story, own version;</p> <p><b>T16:</b> to use some of the elements of known stories to structure own writing;</p> <p>Curricular target: to write a known story with a beginning, middle and end.</p>	<p><b>S1:</b> to expect written text to make sense and check if it does not;</p> <p><b>S5:</b> to continue demarcating sentences in writing, ending a sentence with a full stop;</p> <p><b>S7:</b> to use capital letters for the personal pronoun 'I', for names and for the start of a sentence.</p> <p>Curricular target: to demarcate simple sentences with a capital letter and full stop.</p>		<p><b>W9:</b> to spell common irregular words from Appendix List 1;</p> <p>Curricular target: to spell "two" "to" "too"</p>