

Year 1		Term 1		Term 2		Term 3		Term 4			Term 5		Term 6			
Genres Covered (Based on each lasting 2 weeks)		Stories with predictable phrasing	Recount – personal experience Captions Description in simple sentences	Traditional tales – Fairy tales	Poetry – Vocabulary building	Non-Chronological reports	Contemporary fiction – stories reflecting children’s own experience	Traditional tales – Fairy tales	Stories with predictable phrasing	Take one poet – poet appreciation	Traditional tales	Poetry – Structure – rhyming couplets	Stories with predictable phrasing	Explanations	Contemporary fiction – stories reflecting children’s own experience	Instructions
Texts currently being used		Brown bear text Sam and a big bug.	Mr Pig A trip to the Zoo.	Goldilocks and the three bears Little Red Riding Hood	Fireworks on Friday in London Wonderful week poem	Tigers Polar Bears	Owl babies Benny’s Big Adventure.	Little Red riding Hood Billy Goats Gruff	The Gingerbread Man Prince Leo and the Enchanted realm The lost map.	Red rocket poem In the Forest	The Tortoise and the Hare The boy who cried Wolf	Monkey poem Fluttering butterfly Stone Soup	The Little Red Hen How to stay healthy How to look after a pet	Rumble in the Jungle Commotion in the ocean	How to grow a beanstalk How to make a jam sandwich	
Composition	Write sentences by:	<ul style="list-style-type: none"> Saying out loud what they are going to write about. Composing a sentence orally before writing it. Sequencing sentences to form short narratives. Re-reading what they have written to check that it makes sense. Discuss what they have written with the teacher or other pupils Read aloud their writing clearly enough to be heard by their peers and the teacher. 														
		<ul style="list-style-type: none"> Can sit correctly at a table, holding a pencil comfortably and correctly. Can begin to write lower case letters and capital letters in the correct direction starting and finishing in the right place. Can form capital letters Can form digits 0-9 Can understand which letters belong to which handwriting ‘families’ and then practise these. 														
VCOP	Vocabulary				I can identify and use adjectives.	I can use prefix ‘un’ and suffixes ‘s’ and ‘es’.	I can identify and use adjectives.			I can use suffix ‘ed’ Adjectives nouns	I can use suffixes ‘est and ‘er’.	I can identify and use adjectives. I can identify nouns. I can use suffixes ‘ing’.				I can use compound words such as beanstalk, outside and daylight.
	Conjunctions		Joining words and joining clauses using and .			Joining words and joining clauses using and , so and or .								Joining words and joining clauses using and . I can use that, or, so that, when, where to add more information.		
	Openers		I can use first, next, last, then, after that and finally. Too hard for now? Move to later on?	I can use once upon a time, one day, early one morning.			I can use after that, at that moment, because, by the next morning, in the end, if, now.	I can use how and what for exclamation.	I can use soon, as soon as, suddenly, to his amazement, immediately.		I can use after that, at that moment, because, by the next morning, in the end, if, now.		I can use soon, as soon as, suddenly, to his amazement, immediately.			

							This one is fine, but are there any others that might fit in this column?								
	Punctuation	Leaves spaces between words. Beginning to punctuate sentences using a capital letter and a full stop.	Using a capital letter for names of people, places, the days for the week, and the personal pronoun 'I'.	Leaves spaces between words. Beginning to punctuate sentences using a capital letter and a full stop.	Using a capital letter for names of people, places, the days for the week, and the personal pronoun 'I'.			Beginning to punctuate sentences using a question mark or exclamation.	Punctuate sentences using a capital letter and a full stop. Use a capital letter for names of people, places, the days for the week.				Punctuate sentences using a question mark or exclamation.		Using a capital letter for names of people, places, the days for the week, and the personal pronoun 'I'.