

Year 1

Autumn Term Overview

<p>Autumn 1 Fiction: Traditional Tales Purpose: To entertain Audience: KS1 Children Form: Narrative</p>	<p>Autumn 1 Non-Fiction: Recount Purpose: To inform Audience: Children and their teacher Form: Recount</p>	<p>Autumn 2 Fiction: Character Description Purpose: To entertain Audience: Children Form: Character Description</p>	<p>Autumn 2 Non-Fiction: Non-Chronological Report Purpose: To inform Audience: People learning about castles Form: Fact-file</p>
<p>Objectives to teach: Composition:</p> <ul style="list-style-type: none"> • I can write sentences by saying out loud what I am going to write about. • I can write down a sentence I have practised. • I can write sentences on my own. • I can join my sentences together to make a story. • I can read my sentence and check that it makes sense. • I can talk about my writing with my teacher or children in my class. • I can read my sentence out loud so that children in my class can hear and understand me. 	<p>Objectives to teach: Composition:</p> <ul style="list-style-type: none"> • I can write sentences by saying out loud what I am going to write about. • I can write down a sentence I have practised. • I can write sentences on my own. • I can join my sentences together to make a story. • I can read my sentence and check that it makes sense. • I can talk about my writing with my teacher or children in my class. • I can read my sentence out loud so that children in my class can hear and understand me. 	<p>Objectives to teach: Composition:</p> <ul style="list-style-type: none"> • I can write sentences by saying out loud what I am going to write about. • I can write down a sentence I have practised. • I can write sentences on my own. • I can join my sentences together to make a story. • I can read my sentence and check that it makes sense. • I can talk about my writing with my teacher or children in my class. • I can read my sentence out loud so that children in my class can hear and understand me. 	<p>Objectives to teach: Composition:</p> <ul style="list-style-type: none"> • I can write sentences by saying out loud what I am going to write about. • I can write down a sentence I have practised. • I can write sentences on my own. • I can join my sentences together to make a story. • I can read my sentence and check that it makes sense. • I can talk about my writing with my teacher or children in my class. • I can read my sentence out loud so that children in my class can hear and understand me.

<p>Vocabulary, Punctuation & Grammar:</p> <ul style="list-style-type: none"> • I can use spaces between words. • I can use capital letters and full stops. • I can put words together to make sentences. • I can add s or es to words to make them plurals e.g. dog, dogs; wish, wishes. • I can add -ing and -er to the end of a word to make a new word e.g. helping, helper. • I can show you how un- added to the beginning of a word can change its meaning. • I can explain what these words mean: letter, capital letter, word, singular, plural, sentence, punctuation, full stop, question mark, exclamation mark. 	<p>Vocabulary, Punctuation & Grammar:</p> <ul style="list-style-type: none"> • I can use spaces between words. • I can use capital letters and full stops. • I can put words together to make sentences. • I can add s or es to words to make them plurals e.g. dog, dogs; wish, wishes. • I can add -ing and -er to the end of a word to make a new word e.g. helping, helper. • I can show you how un- added to the beginning of a word can change its meaning. • I can use capital letters for names, places, the days of the week and the word 'I'. • I can explain what these words mean: letter, capital letter, word, singular, plural, sentence, punctuation, full stop, question mark, exclamation mark. 	<p>Vocabulary, Punctuation & Grammar:</p> <ul style="list-style-type: none"> • I can use spaces between words. • I can use capital letters and full stops. • I can put words together to make sentences. • I can add s or es to words to make them plurals e.g. dog, dogs; wish, wishes. • I can add -ing and -er to the end of a word to make a new word e.g. helping, helper. • I can show you how un- added to the beginning of a word can change its meaning. • I can use capital letters for names, places, the days of the week and the word 'I'. • I can use joining words like 'and'. • I can explain what these words mean: letter, capital letter, word, singular, plural, sentence, punctuation, full stop, question mark, exclamation mark. 	<p>Vocabulary, Punctuation & Grammar:</p> <ul style="list-style-type: none"> • I can use spaces between words. • I can use capital letters and full stops. • I can put words together to make sentences. • I can add s or es to words to make them plurals e.g. dog, dogs; wish, wishes. • I can add -ing and -er to the end of a word to make a new word e.g. helping, helper. • I can show you how un- added to the beginning of a word can change its meaning. • I can use capital letters for names, places, the days of the week and the word 'I'. • I can use joining words like 'and'. • I can use question marks and exclamation marks. • I can explain what these words mean: letter, capital letter, word, singular, plural, sentence, punctuation, full stop, question mark, exclamation mark.
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Spring Term Overview

<p>Spring 1 Fiction: Adventure Stories Purpose: To entertain Audience: KS1 Children Form: Narrative</p>	<p>Spring 1 Non-Fiction: Non-Chronological Report Purpose: To inform Audience: People learning about toys Form: Leaflet</p>	<p>Spring 2 Fiction: Fantasy stories Purpose: To entertain Audience: Children Form: Narrative</p>	<p>Spring 2 Non-Fiction: Instructions Purpose: To inform Audience: People interested in puppet making Form: Instructions</p>
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Summer Term Overview

<p>Summer 1 Fiction: Action Stories Purpose: To entertain Audience: KS1 Children Form: Narrative</p>	<p>Summer 1 Non-Fiction: Informal letter Purpose: To inform Audience: Parents Form: Informal letter</p>	<p>Summer 2 Fiction: Animal Stories Purpose: To entertain Audience: KS1 Children Form: Narrative</p>	<p>Summer 2 Fiction: Non-Chronological report (webpage) Purpose: To inform Audience: People wanting to learn about plants Form: Informative web page</p>
<p>Objectives to teach: Composition:</p> <ul style="list-style-type: none"> • I can write sentences by saying out loud what I am going to write about. • I can write down a sentence I have practised. • I can write sentences on my own. • I can join my sentences together to make a story. • I can read my sentence and check that it makes sense. • I can talk about my writing with my teacher or children in my class. • I can read my sentence out loud so that children in my class can hear and understand me. 	<p>Objectives to teach: Composition:</p> <ul style="list-style-type: none"> • I can write sentences by saying out loud what I am going to write about. • I can write down a sentence I have practised. • I can write sentences on my own. • I can join my sentences together to make a story. • I can read my sentence and check that it makes sense. • I can talk about my writing with my teacher or children in my class. • I can read my sentence out loud so that children in my class can hear and understand me. 	<p>Objectives to teach: Composition:</p> <ul style="list-style-type: none"> • I can write sentences by saying out loud what I am going to write about. • I can write down a sentence I have practised. • I can write sentences on my own. • I can join my sentences together to make a story. • I can read my sentence and check that it makes sense. • I can talk about my writing with my teacher or children in my class. • I can read my sentence out loud so that children in my class can hear and understand me. 	<p>Objectives to teach: Composition:</p> <ul style="list-style-type: none"> • I can write sentences by saying out loud what I am going to write about. • I can write down a sentence I have practised. • I can write sentences on my own. • I can join my sentences together to make a story. • I can read my sentence and check that it makes sense. • I can talk about my writing with my teacher or children in my class. • I can read my sentence out loud so that children in my class can hear and understand me.

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- I can spell most common exception words accurately and make phonetically plausible attempts at spelling unfamiliar words.
- I can use capital letters for names, places, the days of the week and the word 'I'.
- I can use joining words like 'and' 'but' 'because'
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<ul style="list-style-type: none"> I can write effectively and coherently for different purposes. 	<ul style="list-style-type: none"> I can write effectively and coherently for different purposes 	<ul style="list-style-type: none"> I can write effectively and coherently for different purposes 	<ul style="list-style-type: none"> I can write effectively and coherently for different purposes
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<p>Handwriting:</p> <ul style="list-style-type: none"> I can sit correctly at a table, holding a pencil comfortably and correctly. I can write most lower-case letters correctly. I can write lower-case letters in the correct direction, starting and finishing in the right place. I can write capital letters. I can write numbers 0-9. I can see which letters belong to which handwriting 'families'. <p>Grammar:</p> <ul style="list-style-type: none"> I can explain what these words mean: letter, capital letter, word, singular, plural, sentence, punctuation, full stop, question mark, exclamation mark. <p>Objectives highlighted in blue are those of Greater Depth Standard.</p>		<p>Spelling:</p> <ul style="list-style-type: none"> I can break down spoken words into their sounds and spell some correctly. I can spell words containing each of the letter sounds I have been taught. I can point out or write the 40 or more letters or groups of letters I have been taught when I hear them. I can spell a few common exception words. I can spell most Y1 common exception words. I can spell some high frequency words. I can spell the days of the week. I can name the letters of the alphabet in order. I can name the letters of the alphabet using letter names to distinguish between alternative spellings of the same sound. I know the plural rule and can use -s and -es in the right place. I can add un- to the start of a word to make a different word. I can add -ing, -ed, -er and -est to the end of a word to make a new word e.g. helping, helped, helper, eating, quicker, quickest. I can use simple spelling rules. I can write the correct spellings in simple sentences I hear my teacher say. I can spell words by picking out the sounds. 	