

Year group	Step	Text Coverage	Writing Genres & Coverage	Spelling	Grammar and Punctuation
SfA Phonics Step 1 to 24					
Reception 20%-40% i (Autumn)	1	<p>Shared Story: Tap Tap Tap</p> <p>Star Story: Are you my Mother?</p> <p>Reading Skills:</p> <ul style="list-style-type: none"> To identify the problem in a story. To identify how the problem in a story was solved. Read words consistent with their phonic knowledge by sound-blending. Blend and Segment CVC words Read words consistent with their phonic knowledge by sound-blending <p>Comprehension Skills:</p> <ul style="list-style-type: none"> To recall the beginning, middle and end of a story. To give my opinion about a story. 	<p>Writing Skills:</p> <ul style="list-style-type: none"> To put words together to write sentences about animals who are not the mother. To put words together to write sentences about the baby bird. To put words together to write sentences about an animal. Write recognisable letters, most of which are correctly formed 	<p>Spellings:</p> <p>Kim Cat Dog on cod cot not</p> <p>GPC Focus: s, a, t, p, i, n, m, d</p> <p>Common Exception Words:</p>	<p>Grammar and Punctuation:</p> <ul style="list-style-type: none"> Compose sentence orally Sound spelling
	2	<p>Shared Story: Kim Cat</p> <p>Star Story: The Gigantic Turnip</p> <p>Reading Skills:</p> <ul style="list-style-type: none"> To identify the main events in a story. To identify how a character's feelings change in a story. Read words consistent with their phonic knowledge by sound-blending. Blend and Segment CVC words Read words consistent with their phonic knowledge by sound-blending <p>Comprehension Skills:</p> <ul style="list-style-type: none"> To recall events from the story. To give my opinion about a story. 	<p>Writing Skills:</p> <ul style="list-style-type: none"> To put words together to write sentences about the old man. To put together words to write sentences about growing vegetables. To re-enact and rewrite the story of the Gigantic Turnip. Write recognisable letters, most of which are correctly formed. 	<p>Spellings:</p> <p>tap Pip and Sam sip dip nap sit</p> <p>GPC Focus: g, o, c, k</p> <p>Common Exception Words:</p>	<p>Grammar and Punctuation:</p> <ul style="list-style-type: none"> Compose sentence orally Sound spelling

*These words may be tricky depending on regional accent.

<p>3</p>	<p>Shared Story: Sam and Ted</p> <p>Star Story: The Black Dog</p> <p>Reading Skills:</p> <ul style="list-style-type: none"> To identify the problem and solution in a story. To give my opinion about a story. Read words consistent with their phonic knowledge by sound-blending. Blend and Segment CVC words Read words consistent with their phonic knowledge by sound-blending <p>Comprehension Skills:</p> <ul style="list-style-type: none"> To recall events from the story. To give my opinion about a story. 	<p>Writing Skills:</p> <ul style="list-style-type: none"> To write sentences to describe the black dog. To write sentences about what the black dog does in the story. To write sentences that describe the inside and outside of the house. Write recognisable letters, most of which are correctly formed. 	<p>Spellings:</p> <p>Ted dug mud set rug sock rock tug rip um pick up pack run</p> <p>GPC Focus: ck, e, u, r</p> <p>Common Exception Words:</p>	<p>Grammar and Punctuation:</p> <ul style="list-style-type: none"> Compose sentence orally Sound spelling
<p>4</p>	<p>Shared Story: Pip Can Kick</p> <p>Star Story: The Black Dog</p> <p>Reading Skills:</p> <ul style="list-style-type: none"> To identify how a character's feelings change in a story. Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words. Read Common Exception Words Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words. <p>Comprehension Skills:</p> <ul style="list-style-type: none"> To recall events from the story. To make reference to characters. 	<p>Writing Skills:</p> <ul style="list-style-type: none"> To write sentences to say what dogs like to do. To write sentences about Biff. To write sentences about unusual activities an animal might like to do. Write recognisable letters, most of which are correctly formed. 	<p>Spellings:</p> <p>tick tock get up tuck Red Rat cup pick pack run duck kick peck</p> <p>GPC Focus: ck, e, u, r</p> <p>Common Exception Words: the l</p>	<p>Grammar and Punctuation:</p> <ul style="list-style-type: none"> Say-Spell-Say Sound Spelling

*These words may be tricky depending on regional accent.

Coverage to support Planning process

	<p>5</p> <p>Shared Story: Big Red Bus</p> <p>Star Story: Happy Birthday Winnie</p> <p>Reading Skills:</p> <ul style="list-style-type: none"> To recall the main events in a story. Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words. Read CVC words with -s ending /s/ sound Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words. <p>Comprehension Skills:</p> <ul style="list-style-type: none"> To recall events from the story. To make reference to characters. 	<p>Writing Skills:</p> <ul style="list-style-type: none"> To write sentences about why Winnie loves birthdays. To write sentences about how Winnie felt. To write sentences about what we would like to have at our birthday. Write recognisable letters, most of which are correctly formed. 	<p>Spellings:</p> <p>bus hop off bag fit hat fan hug big fat bun fun</p> <p>GPC Focus: h, b, f, ff</p> <p>Common Exception Words: he she is</p>	<p>Grammar and Punctuation:</p> <ul style="list-style-type: none"> Capital Letter and full stop Say-Spell-Say
	<p>6</p> <p>Shared Story: Big Red Bus</p> <p>Star Story: Birds</p> <p>Reading Skills:</p> <ul style="list-style-type: none"> To identify important information in a text Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words. Read CVC words with -s ending /s/ sound Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words. <p>Comprehension Skills:</p> <ul style="list-style-type: none"> To recall events from the story. To make reference to characters. 	<p>Writing Skills:</p> <ul style="list-style-type: none"> To write sentences about why Winnie loves birthdays. To write sentences about how Winnie felt. To write sentences about what we would like to have at our birthday. Write recognisable letters, most of which are correctly formed. 	<p>Spellings:</p> <p>mess fell tell leg toss lot fuss kiss less</p> <p>GPC Focus: l, ll, ss</p> <p>Common Exception Words: to go of as</p>	<p>Grammar and Punctuation:</p> <ul style="list-style-type: none"> Capital Letter and full stop Say-Spell-Say

*These words may be tricky depending on regional accent.

<p>7</p>	<p>Shared Story: Jim and the Vet</p> <p>Star Story: We are all Equal - P crumble</p> <p>Reading Skills:</p> <ul style="list-style-type: none"> To identify important information in a text. Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words. Read CVC words with -s ending /z/ sound Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words. <p>Comprehension Skills:</p> <ul style="list-style-type: none"> To recall events from the story. To make reference to characters. 	<p>Writing Skills:</p> <ul style="list-style-type: none"> To write sentences about a bird's wings. To write sentences about what we would like to observe birds doing. To write sentences using facts about birds. Write recognisable letters, most of which are correctly formed. 	<p>Spellings:</p> <p>well Jim wet vet jigs van vat jogs jab will</p> <p>GPC Focus: j, v, w</p> <p>Common Exception Words: we are you into</p>	<p>Grammar and Punctuation:</p> <ul style="list-style-type: none"> Capital Letter and full stop Say-Spell-Say
<p>8</p>	<p>Shared Story: Mud on the Van</p> <p>Star Story: Tasty Poems</p> <p>Reading Skills:</p> <ul style="list-style-type: none"> To understand how a poem differs from a story. To begin to recognise rhyming words Read CVC words with -s ending /z/ sound Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words. <p>Comprehension Skills:</p> <ul style="list-style-type: none"> To give my opinion about the poem and explain why. To discuss the main events of the poem. 	<p>Writing Skills:</p> <ul style="list-style-type: none"> To write sentences about what we like eating. To write sentences using rhyming words. To write rhyming sentences. Write recognisable letters, most of which are correctly formed. 	<p>Spellings:</p> <p>fox zig zag yuck yells Yig zap yet wax box yes zip</p> <p>GPC Focus: x, y, z</p> <p>Common Exception Words: the to</p>	<p>Grammar and Punctuation:</p> <ul style="list-style-type: none"> Finger spaces Capital Letter and full stop

*These words may be tricky depending on regional accent.

Coverage to support Planning process

	9	<p>Shared Story: A Trip on the Tram</p> <p>Star Story: Six Dinner Sid</p> <p>Reading Skills:</p> <ul style="list-style-type: none"> To recall the main events in a story. To give my opinion about a story. Read CVC words with -s ending /z/ sound Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words. <p>Comprehension Skills:</p> <ul style="list-style-type: none"> To discuss the main themes in a story. To record the key events in a story in sequence. 	<p>Writing Skills:</p> <ul style="list-style-type: none"> To write sentences about what cats love to do. To write sentences about what Sid loves to do. To write informative sentences about cats. Spell words by identifying sounds in them and representing the sounds with a letter or letters. 	<p>Spellings:</p> <p>Yig Zeb Max yet box mix yum</p> <p>GPC Focus: x, y, z</p> <p>Common Exception Words: his be me</p>	<p>Grammar and Punctuation:</p> <ul style="list-style-type: none"> Finger spaces Capital Letter and full stop
Reception 41%-60% ii (Spring)	10	<p>Shared Story: Jazz in the Sun</p> <p>Star Story: Not all Princesses dress in pink</p> <p>Reading Skills:</p> <ul style="list-style-type: none"> To recall the main events in a story. To give my opinion about a story. Read CCVC and two-syllable words. Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words. <p>Comprehension Skills:</p> <ul style="list-style-type: none"> To discuss the main themes in a story. To record the key events in a story in sequence. 	<p>Writing Skills:</p> <ul style="list-style-type: none"> To write sentences about what I like to wear. To write sentences about my hobbies. To write sentences about being a prince or princess. Spell words by identifying sounds in them and representing the sounds with a letter or letters. 	<p>Spellings:</p> <p>jazz fizz chat chill buzz fuzz chips checks chip chicks chop quick quack</p> <p>GPC Focus: zz, qu, ch</p> <p>Common Exception Words: has no so</p>	<p>Grammar and Punctuation:</p> <ul style="list-style-type: none"> Finger spaces Capital Letter and full stop

*These words may be tricky depending on regional accent.

	<p>11</p>	<p>Shared Story: Ben gets to Bed</p> <p>Star Story: The Great Sheep Shenanigans</p> <p>Reading Skills:</p> <ul style="list-style-type: none"> To recall the main events in a story. Read CVC and double-consonant words with -ing endings. Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words. <p>Comprehension Skills:</p> <ul style="list-style-type: none"> To discuss the main themes in a story. To record the key events in a story in sequence. 	<p>Writing Skills:</p> <ul style="list-style-type: none"> To write sentences about life on a farm. To write sentences about why I like farms and towns. To write a new ending to the story. Spell words by identifying sounds in them and representing the sounds with a letter or letters. 	<p>Spellings: bang bash smash this thin that thick dipping long then rush dash thud crash hush shall sing with song</p> <p>GPC Focus: sh, th, ng</p> <p>Common Exception Words: his of to I is he the yo</p>	<p>Grammar and Punctuation:</p> <ul style="list-style-type: none"> Capital letter for 'I' Finger spaces
	<p>12</p>	<p>Shared Story: Sock Shopping</p> <p>Star Story: I'll Take you to Mrs Cole</p> <p>Reading Skills:</p> <ul style="list-style-type: none"> To identify the setting in a story. To recall the main events in a story. Read CVC words with -s ending /z/ sound Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words. <p>Comprehension Skills:</p> <ul style="list-style-type: none"> To recall and explain the main events in a story. To discuss the setting in a story and how it affects the characters. 	<p>Writing Skills:</p> <ul style="list-style-type: none"> To write sentences about Mrs Cole's house. To draw and label Mrs Cole's house. To write about a house using the words from yesterday. Spell words by identifying sounds in them and representing the sounds with a letter or letters. 	<p>Spellings: shall this with shopping singing humming song shop then that sings along ring ding dong think</p> <p>GPC Focus: sh, th, ng</p> <p>Common Exception Words: no go the is are I we to</p>	<p>Grammar and Punctuation:</p> <ul style="list-style-type: none"> Capital letter for names Capital letter for 'I'

*These words may be tricky depending on regional accent.

	<p>13</p>	<p>Shared Story: At Dusk</p> <p>Star Story: The Sandwich Swap</p> <p>Reading Skills:</p> <ul style="list-style-type: none"> To give my opinion about a story. To recall the main events in a story. Read CVCC words and sentences including Yr1 CEWs. Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words. <p>Comprehension Skills:</p> <ul style="list-style-type: none"> To recall and explain the main events in a story. To discuss the setting in a story and how it affects the characters. 	<p>Writing Skills:</p> <ul style="list-style-type: none"> To write sentences about your best friend. To write sentences about what you like to eat for lunch. To be decided by school. Spell words by identifying sounds in them and representing the sounds with a letter or letters. 	<p>Spellings:</p> <p>rain wait trail wail pain faint</p> <p>GPC Focus:</p> <p>ai</p> <p>Common Exception Words:</p> <p>her do</p>	<p>Grammar and Punctuation:</p> <ul style="list-style-type: none"> Capital letter for 'I' Finger spaces
	<p>14</p>	<p>Shared Story: At Dusk</p> <p>Star Story: Stanley's Stick</p> <p>Reading Skills:</p> <ul style="list-style-type: none"> To give my opinion about a story. To recall the main events in a story. Read CVCC words and sentences including Yr1 CEWs. Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words. <p>Comprehension Skills:</p> <ul style="list-style-type: none"> To recall and explain the main events in a story. To discuss the setting in a story and how it affects the characters. 	<p>Writing Skills:</p> <ul style="list-style-type: none"> To write sentences about possible uses for Stanley's Stick. To write sentences about what you can find at the beach. To write a diary entry about a visit to the beach. Spell words by identifying sounds in them and representing the sounds with a letter or letters. 	<p>Spellings:</p> <p>need peeks see keen green sweet sheep reeds trees sleeping</p> <p>GPC Focus:</p> <p>ee</p> <p>Common Exception Words:</p> <p>my by</p>	<p>Grammar and Punctuation:</p> <ul style="list-style-type: none"> Identify nouns Reinforce previously taught skill

*These words may be tricky depending on regional accent.

	<p>15</p>	<p>Shared Story: Up the Tree</p> <p>Star Story: The Way Back Home</p> <p>Reading Skills:</p> <ul style="list-style-type: none"> To give my opinion about a story. To recall the main events in a story. Read CVCC words and sentences including Yr1 CEWs. Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words. <p>Comprehension Skills:</p> <ul style="list-style-type: none"> To recall events from the story. To make reference to characters. 	<p>Writing Skills:</p> <ul style="list-style-type: none"> To write sentences about a trip I took. To write sentences about the Martian travelling to an imaginary place. To write a story about going to The Moon. Spell words by identifying sounds in them and representing the sounds with a letter or letters. 	<p>Spellings:</p> <p>sighs night light might sights right tight high</p> <p>GPC Focus:</p> <p>lgh</p> <p>Common Exception Words:</p> <p>ask* our</p>	<p>Grammar and Punctuation:</p> <ul style="list-style-type: none"> Identify nouns Capital letter for names of people and places
	<p>16</p>	<p>Shared Story: Toad in the Rain</p> <p>Star Story: We are all Wonders</p> <p>Reading Skills:</p> <ul style="list-style-type: none"> To give my opinion about a story. To recall the main events in a story. Read CVCC words and sentences including Yr1 CEWs. Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words. <p>Comprehension Skills:</p> <ul style="list-style-type: none"> To recall and explain the main events in a story. To discuss the setting in a story and how it affects the characters. 	<p>Writing Skills:</p> <ul style="list-style-type: none"> To write sentences about the character's feelings. To write sentences about being a wonder. To write sentences about being kind to others about their difference. Spell words by identifying sounds in them and representing the sounds with a letter or letters. 	<p>Spellings:</p> <p>toad toadflax soaks oak goat foal coat road coax bloats throat croak foams loaf oat</p> <p>GPC Focus:</p> <p>oa</p> <p>Common Exception Words:</p> <p>says they</p>	<p>Grammar and Punctuation:</p> <ul style="list-style-type: none"> Identify nouns Capital letter for names of people and places

*These words may be tricky depending on regional accent.

	<p>17</p>	<p>Shared Story: Goal!</p> <p>Star Story: Q Pootle 5</p> <p>Reading Skills:</p> <ul style="list-style-type: none"> To give my opinion about a story. To recall the main events in a story. Read CVCC words and sentences including Yr1 CEWs. Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words. <p>Comprehension Skills:</p> <ul style="list-style-type: none"> To recall and explain the main events in a story. To discuss the setting in a story and how it affects the characters. 	<p>Writing Skills:</p> <ul style="list-style-type: none"> To write sentences about Q Pootle's problem. To write sentences about how Q Pootle solved his problem. To write about helping a special person. Spell words by identifying sounds in them and representing the sounds with a letter or letters. 	<p>Spellings:</p> <p>mooch food goop drools scoops poop stoops zoom shoots loops pool too soon cool boot boom smoosh swoops hoots</p> <p>GPC Focus:</p> <p>oo</p> <p>Common Exception Words:</p> <p>said was</p>	<p>Grammar and Punctuation:</p> <ul style="list-style-type: none"> Re-read and check Capital letter for names of people and places
	<p>18</p>	<p>Shared Story: The Egg Moon</p> <p>Star Story: Mud Puddle</p> <p>Reading Skills:</p> <ul style="list-style-type: none"> To give my opinion about a story. To show our understanding of the story through role play. Read CVCC words and sentences including Yr1 CEWs. Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words. <p>Comprehension Skills:</p> <ul style="list-style-type: none"> To recall events from the story. To make reference to characters. 	<p>Writing Skills:</p> <ul style="list-style-type: none"> To write sentences to describe how Jule Ann feels. To write sentences that describe our feelings. To retell the story of Mud Puddle. Spell words by identifying sounds in them and representing the sounds with a letter or letters. 	<p>Spellings:</p> <p>wool book stood cooking shook good took wooden look brook rooks foot</p> <p>GPC Focus:</p> <p>oo</p> <p>Common Exception Words:</p> <p>put all were</p>	<p>Grammar and Punctuation:</p> <ul style="list-style-type: none"> Re-read and check Reinforce a previously taught skill

*These words may be tricky depending on regional accent.

	<p>19</p> <p>Shared Story: Jam Tarts in the Dark</p> <p>Star Story: This is how we do it</p> <p>Reading Skills:</p> <ul style="list-style-type: none"> To give my opinion about a story. To show our understanding of the story through role play. Read CVCC words and sentences including Yr1 CEWs. Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words. <p>Comprehension Skills:</p> <ul style="list-style-type: none"> To recall and explain the main events in a story. To discuss the setting in a story and how it affects the characters. 	<p>Writing Skills:</p> <ul style="list-style-type: none"> To write sentences about how we play. To write sentences about how we live. To write sentences about how we eat. Spell words by identifying sounds in them and representing the sounds with a letter or letters. 	<p>Spellings:</p> <p>arm barking arch harm jar tarts started star chart Mars dark garden mark</p> <p>GPC Focus:</p> <p>ar</p> <p>Common Exception Words:</p> <p>there like</p>	<p>Grammar and Punctuation:</p> <ul style="list-style-type: none"> Identify verbs Re-read and check
	<p>20</p> <p>Shared Story: Let's Do Art!</p> <p>Star Story: Cockatoos</p> <p>Reading Skills:</p> <ul style="list-style-type: none"> To give my opinion about a story. To give my opinion about a story and say why. Read CVCC words and sentences including Yr1 CEWs. Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words. <p>Comprehension Skills:</p> <ul style="list-style-type: none"> To recall and explain the main events in a story. To discuss the setting in a story and how it affects the characters. 	<p>Writing Skills:</p> <ul style="list-style-type: none"> To write sentences about how we could hide from someone. To write sentences about activities we like to do. To write sentences describing what the birds did. Spell words by identifying sounds in them and representing the sounds with a letter or letters. 	<p>Spellings:</p> <p>art starts card yarn jar stars part sharp dart larch hard marks</p> <p>GPC Focus:</p> <p>ar</p> <p>Common Exception Words:</p> <p>we to you do her has asks* they no the there she is are be says of I</p>	<p>Grammar and Punctuation:</p> <ul style="list-style-type: none"> Identify verbs Re-read and check

*These words may be tricky depending on regional accent.

Coverage to support Planning process

Reception 61%- 80%+ iii (Summer)	21	<p>Shared Story: Jim and the Corn</p> <p>Star Story: Farmer Duck</p> <p>Reading Skills:</p> <ul style="list-style-type: none"> To recall the beginning, middle and end of a story. To give my opinion about a story. Read CVCC words and sentences including Yr1 CEWs. Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. <p>Comprehension Skills:</p> <ul style="list-style-type: none"> To recall events from the story. To make reference to characters. 	<p>Writing Skills:</p> <ul style="list-style-type: none"> To write sentences using 'and' to describe the jobs Farmer Duck has to do on the farm. To write sentences using 'and' to describe how Farmer Duck feels about the jobs she does. To write a thank you letter to Farmer Duck from the farmer. Write simple phrases and sentences that can be read by others 	<p>Spellings:</p> <p>sort for snort corn thorn torn short shore sore more horse gorse</p> <p>GPC Focus: or, ore, se</p> <p>Common Exception Words: where here</p>	<p>Grammar and Punctuation:</p> <ul style="list-style-type: none"> Conjunction 'and' Re-read and check
	22	<p>Shared Story: Bells and Buds</p> <p>Star Story: The Smeds and the Smoos</p> <p>Reading Skills:</p> <ul style="list-style-type: none"> To recall the beginning, middle and end of a story. To give my opinion about a story. Read CVC words with -es endings. Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. <p>Comprehension Skills:</p> <ul style="list-style-type: none"> To recall and explain the main events in a story. To discuss the setting in a story and how it affects the characters. 	<p>Writing Skills:</p> <ul style="list-style-type: none"> To write sentences on your opinion of a story. Spell words by identifying sounds in them and representing the sounds with a letter or letters. Write simple phrases and sentences that can be read by others 	<p>Spellings:</p> <p>yogurt curd slurp burp turn curb church bursting turf unfurl burn curls lurches</p> <p>GPC Focus: ur</p> <p>Common Exception Words: today when what</p>	<p>Grammar and Punctuation:</p> <ul style="list-style-type: none"> Conjunction 'and' Re-read and check

*These words may be tricky depending on regional accent.

	<p>23</p>	<p>Shared Story: Not on the Beds!</p> <p>Star Story: Bug Alert or Insect Detectives</p> <p>Reading Skills:</p> <ul style="list-style-type: none"> To locate and explain important information in a text. To explain important information in a text and ask questions. Read CVC words with -ed endings. Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. <p>Comprehension Skills:</p> <ul style="list-style-type: none"> To recall and explain the main events in a story. To discuss the setting in a story and how it affects the characters. 	<p>Writing Skills:</p> <ul style="list-style-type: none"> To write factual sentences about insects. To write sentences about insects to include two special attributes. To write a facts sheet about insects. Write simple phrases and sentences that can be read by others 	<p>Spellings:</p> <p>wow now how jowls down allowed frowned scowled turned curled hurled licked looked drooped romped</p> <p>GPC Focus: ow ed</p> <p>Common Exception Words: some come</p>	<p>Grammar and Punctuation:</p> <ul style="list-style-type: none"> Conjunction 'and' Reinforce previously taught skill
	<p>24</p>	<p>Shared Story: Too Much Noise!</p> <p>Star Story: Courtney</p> <p>Reading Skills:</p> <ul style="list-style-type: none"> To give my opinion about a story and explain why. To discuss the main events of a story. Read sentences with contraction words. Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. <p>Comprehension Skills:</p> <ul style="list-style-type: none"> To recall events from the story. To make reference to characters. 	<p>Writing Skills:</p> <ul style="list-style-type: none"> To write sentences about Courtney's different activities. To write sentences about animals that don't make good pets. To sequence sentences about a pet I own or would like to have. Write simple phrases and sentences that can be read by others 	<p>Spellings:</p> <p>noise joined point avoided poised soil spoiled hoick moist join toiled squeeze</p> <p>GPC Focus: oi se ze</p> <p>Common Exception Words: pull push</p>	<p>Grammar and Punctuation:</p> <ul style="list-style-type: none"> Exclamation mark Reinforce previously taught skill

*These words may be tricky depending on regional accent.

	<p>25</p>	<p>Shared Story: Dad's Shearing Shop</p> <p>Star Story: Island Born</p> <p>Reading Skills:</p> <ul style="list-style-type: none"> To give my opinion about a story and explain why. To discuss the main events of a story. Read sentences with contraction words. Anticipate – where appropriate – key events in stories <p>Comprehension Skills:</p> <ul style="list-style-type: none"> To recall events from the story. To make reference to characters. 	<p>Writing Skills:</p> <ul style="list-style-type: none"> Write sentences about each characters memory of the island. To write a sentence about a hurricane. Write sentences about each characters memory of the island. Write simple phrases and sentences that can be read by others 	<p>Spellings:</p> <p>smears sears hear shear clear beard ear near gearing tears rear fear</p> <p>GPC Focus: ear</p> <p>Common Exception Words: out school friend</p>	<p>Grammar and Punctuation:</p> <ul style="list-style-type: none"> Exclamation mark Reinforce previously taught skill
	<p>26</p>	<p>Shared Story: Dad's Shearing Shop</p> <p>Star Story: Pet Poems</p> <p>Reading Skills:</p> <ul style="list-style-type: none"> To listen to and discuss a wide range of poems. To show my understanding of poems read to me. Read sentences with contraction words. Anticipate – where appropriate – key events in stories <p>Comprehension Skills:</p> <ul style="list-style-type: none"> To give my opinion about the poem and explain why. To discuss the main events of the poem. 	<p>Writing Skills:</p> <ul style="list-style-type: none"> To write a poem about an animal I would like to have as a pet. To write a poem about a pet to which something surprising happened. To write a poem about an animal you love. Write simple phrases and sentences that can be read by others 	<p>Spellings:</p> <p>hears near gear fear ears dear year</p> <p>GPC Focus: ear</p> <p>Common Exception Words: my the there friend he are says put out she her of has come is some here push to no so we you they go his do</p>	<p>Grammar and Punctuation:</p> <ul style="list-style-type: none"> Exclamation mark Reinforce previously taught skill

*These words may be tricky depending on regional accent.

	<p>27</p>	<p>Shared Story: It's Fun at the Fair</p> <p>Star Story: Leon and Bob</p> <p>Reading Skills:</p> <ul style="list-style-type: none"> To discuss the main events of a story. To explain how a character is feeling using evidence from the text. Read sentences with contraction words. Anticipate – where appropriate – key events in stories <p>Comprehension Skills:</p> <ul style="list-style-type: none"> To recall and explain the main events in a story. To discuss the setting in a story and how it affects the characters. 	<p>Writing Skills:</p> <ul style="list-style-type: none"> To write sentences about a friend using words ending in '-est'. To write sentences about my favourite toys using words ending in '-est'. To write sentences about what we might do on different days of the week. Write simple phrases and sentences that can be read by others 	<p>Spellings:</p> <p>pair funfair fair stairs air flair hairbrush chair</p> <p>GPC Focus:</p> <p>air</p> <p>Common Exception Words:</p> <p>once one</p>	<p>Grammar and Punctuation:</p> <ul style="list-style-type: none"> '-est' as word ending Re-read and check
	<p>28</p>	<p>Shared Story: It's Cool in the Pool.</p> <p>Star Story: Under my Hijab.</p> <p>Reading Skills:</p> <ul style="list-style-type: none"> To discuss the main events of a story. To explain how a character is feeling using evidence from the text. Read sentences with contraction words. Anticipate – where appropriate – key events in stories <p>Comprehension Skills:</p> <ul style="list-style-type: none"> To recall and explain the main events in a story. To discuss the setting in a story and how it affects the characters. 	<p>Writing Skills:</p> <ul style="list-style-type: none"> Write sentences to describe the characters. Spell words by identifying sounds in them and representing the sounds with a letter or letters. Write simple phrases and sentences that can be read by others 	<p>Spellings:</p> <p>cure pure azure sure secure give have</p> <p>GPC Focus:</p> <p>ure ve</p> <p>Common Exception Words:</p> <p>your love</p>	<p>Grammar and Punctuation:</p> <ul style="list-style-type: none"> '- Using '-ing' with verbs Reinforce a previously taught skill

	<p>29</p> <p>Shared Story: Jim's Gift to the Garden</p> <p>Star Story: Can't You Sleep Little Bear</p> <p>Reading Skills:</p> <ul style="list-style-type: none"> To explain the key events of a story and why they happened. To retell the main events of a story through performance. Read nouns and adjectives with -er ending Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play. <p>Comprehension Skills:</p> <ul style="list-style-type: none"> To recall and explain the main events in a story. To discuss the setting in a story and how it affects the characters. 	<p>Writing Skills:</p> <ul style="list-style-type: none"> To write sentences about how Big Bear helped Little Bear to go to sleep. To write sentences about what Little Bear saw when he left the cave and went outside. To write descriptive sentences either as Big Bear or Little Bear. Write simple phrases and sentences that can be read by others 	<p>Spellings:</p> <p>summer flowers winter herbs ferns perks bigger brighter stronger perhaps ever</p> <p>GPC Focus:</p> <p>er</p> <p>Common Exception Words:</p> <p>little house full</p>	<p>Grammar and Punctuation:</p> <ul style="list-style-type: none"> '- Using '-ing' with verbs Reinforce a previously taught skill
	<p>30</p> <p>Shared Story: Picnic on the Common</p> <p>Star Story: The Great Race</p> <p>Reading Skills:</p> <ul style="list-style-type: none"> To discuss the main theme of a story. To retell the story from a character's viewpoint using role-play. Read CCVCC words and sentences including Yr1 CEWs Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play. <p>Comprehension Skills:</p> <ul style="list-style-type: none"> To recall and explain the main events in a story. To discuss the setting in a story and how it affects the characters. 	<p>Writing Skills:</p> <ul style="list-style-type: none"> To write sentences to describe an animal in the book. To write sentences as the hare to describe the tortoise. To write a letter of apology from the hare to the tortoise. Write simple phrases and sentences that can be read by others 	<p>Spellings:</p> <p>gather cooler under copper her Ersheen Erbic Peppers summer supper higher</p> <p>GPC Focus:</p> <p>er</p> <p>Common Exception Words:</p> <p>friend so his are they as to where all the come go has out by put of</p>	<p>Grammar and Punctuation:</p> <ul style="list-style-type: none"> Adjectives Using '-ing' with verbs

31	<p>Shared Story: Jill's Peppers</p> <p>Star Story: Rainbow Fish.</p> <p>Reading Skills:</p> <ul style="list-style-type: none"> To discuss the main theme of a story. To retell the story from a character's viewpoint using role-play. Read CCVCC words and sentences including Yr1 CEWs Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play. <p>Comprehension Skills:</p> <ul style="list-style-type: none"> To recall and explain the main events in a story. To discuss the setting in a story and how it affects the characters. 	<p>Writing Skills:</p> <ul style="list-style-type: none"> Write sentences to describe the rainbow fish. Write sentences to describe how the rainbow fish feels at different points in the story. Write sentences about why we should share. Write simple phrases and sentences that can be read by others 	<p>Spellings: Ersheen peppers offers sweeter better bigger stronger Erbic</p> <p>GPC Focus: er</p> <p>Common Exception Words: house she by you is as so to when we what I go like out into the come says here are was asks they my he love</p>	<p>Grammar and Punctuation:</p> <ul style="list-style-type: none"> Adjectives <p>Using '-ing' with verbs</p>
32	<p>Shared Story: What Can I Do in the Summer?</p> <p>Star Story: How a Tadpole Grows into a Frog</p> <p>Reading Skills:</p> <ul style="list-style-type: none"> To identify and discuss key information in a non-fiction text. To re-tell key information in a non-fiction text. Read CCVCC words and sentences including Yr1 CEWs Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play. <p>Comprehension Skills:</p> <ul style="list-style-type: none"> To recall and explain the main events in a story. To discuss the setting in a story and how it affects the characters. 	<p>Writing Skills:</p> <ul style="list-style-type: none"> To write informative sentences about frogs. To write labels for the life cycle of the frog. To write about the life cycle of the frog. Write simple phrases and sentences that can be read by others 	<p>Spellings: flower summer observe perhaps person runner under</p> <p>GPC Focus: er</p> <p>Common Exception Words: what ask are I one go you little friend our put is to of when be do they out some as the your all</p>	<p>Grammar and Punctuation:</p> <ul style="list-style-type: none"> 's' for plural Adjectives

*These words may be tricky depending on regional accent.

	Reading Coverage Statements for the year	Writing Coverage Statements for the year
<p>Overall Coverage</p>	<p>Reading Coverage:</p> <p>Pupils will be taught to:</p> <ul style="list-style-type: none"> • Apply phonic knowledge and skills as the route to decode words. • respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes • read accurately by blending sounds in unfamiliar words containing GPCs that have been taught • read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word • read words containing taught GPCs and –s, –es, –ing, –ed, –er and –est endings • read other words of more than one syllable that contain taught GPCs • read words with contractions [for example, I’m, I’ll, we’ll], and understand that the apostrophe represents the omitted letter(s) • read aloud accurately books that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words • Re-read these books to build up their fluency and confidence in word reading. • develop pleasure in reading, motivation to read, vocabulary and understanding by: <ul style="list-style-type: none"> ➤ listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently ➤ being encouraged to link what they read or hear read to their own experiences ➤ becoming very familiar with key stories, fairy stories and traditional tales, ➤ retelling them and considering their particular characteristics ➤ recognising and joining in with predictable phrases ➤ learning to appreciate rhymes and poems, and to recite some by heart ➤ discussing word meanings, linking new meanings to those already know 	<p>Writing Milestones:</p> <ul style="list-style-type: none"> • Compose sentences orally before writing, with confidence about where sentence begins and ends. • Write and sequence sentences to form narratives accurately. • Write appropriately to task. • Independently re-read their writing to check it makes sense and make changes. • Read work aloud to peers and teachers with confidence. • Experiment with a range of joining words. • Uses adjectives for description often. • Spell words containing 40+ phonemes and demonstrate confidence with consonant digraphs and vowel digraphs. • Spell all year 1 common exception words (appendix 1). • Name most letters of the alphabet in order with confidence. • Spell using prefixes and suffixes. • Most letters formed correctly. • Capital letters formed accurately. • Appropriate spaces between words. • Letters sit on the line correctly.

*These words may be tricky depending on regional accent.

- | | | |
|--|---|--|
| | <ul style="list-style-type: none">• understand both the books they can already read accurately and fluently and those they listen to by:<ul style="list-style-type: none">➤ drawing on what they already know or on background information and➤ vocabulary provided by the teacher➤ checking that the text makes sense to them as they read and correcting inaccurate reading➤ discussing the significance of the title and events➤ making inferences on the basis of what is being said and done➤ predicting what might happen on the basis of what has been read so far• participate in discussion about what is read to them, taking turns and listening to what others say• Explain clearly their understanding of what is read to them. | |
|--|---|--|