

## Coverage to support Planning process

Year group	Step	Text Coverage	Writing Genres & Coverage	Spelling	Grammar and Punctuation
<b>SfA Phonics Step 1 to 24</b>					
Year 1 20%-40% 1i (Autumn)	33	<p><b>Shared Story:</b> On the Train to Troon</p> <p><b>Star Story:</b> The Highway Rat</p> <p><b>Reading Skills:</b></p> <ul style="list-style-type: none"> <li>To discuss the main themes in a story.</li> <li>To record the key events in a story in sequence.</li> <li>Understand books by drawing on what they already know or on background information and vocabulary provided by the teacher.</li> <li>Read CCCVCC words and sentences including Yr1 CEWs</li> </ul> <p><b>Comprehension Skills:</b></p> <ul style="list-style-type: none"> <li>To recall the beginning, middle and end of a story.</li> <li>To give my opinion about a story.</li> </ul>	<p><b>Writing Skills:</b></p> <ul style="list-style-type: none"> <li>To write sentences about the Highway Rat.</li> <li>To write questions to ask the Highway Rat about what he did.</li> <li>To write about what the Highway Rat did on several days of the week.</li> <li>Use a capital letter for names of people, places, the days of the week and the personal pronoun 'I'</li> </ul>	<p><b>Spellings:</b> flower summer observe perhaps person runner under</p> <p><b>GPC Focus:</b> er</p> <p><b>Common Exception Words:</b> the out ones they she asked* what liked you some my where were he go to his says friend there as we is here little was are said so</p>	<p><b>Grammar and Punctuation:</b></p> <ul style="list-style-type: none"> <li>Exclamation mark</li> <li>Using '-est'</li> <li>Question mark</li> <li>Question words- who/what/where/when/why</li> <li>Capital letter for names and days of the week</li> </ul>
	34	<p><b>Shared Story:</b> Kim Cat</p> <p><b>Star Story:</b> It's ok to make mistakes.</p> <p><b>Reading Skills:</b></p> <ul style="list-style-type: none"> <li>To discuss the main themes in a story.</li> <li>To record the key events in a story in sequence.</li> <li>Read words with prefix un-</li> <li>Read nonsense words</li> <li>Understand books by drawing on what they already know or on background information and vocabulary provided by the teacher</li> </ul> <p><b>Comprehension Skills:</b></p> <ul style="list-style-type: none"> <li>To discuss the main events of a story.</li> <li>To explain how a character is feeling using evidence from the text.</li> </ul>	<p><b>Writing Skills:</b></p> <ul style="list-style-type: none"> <li>To write about making a mistake.</li> <li>Use a capital letter for names of people, places, the days of the week and the personal pronoun 'I'</li> </ul>	<p><b>Spellings:</b> Sunday hurray play way lays spray away stays rays sways hay day tray yay may pay paper acorns</p> <p><b>GPC Focus:</b> ay, a</p> <p><b>Common Exception Words:</b> last* their oh again</p>	<p><b>Grammar and Punctuation:</b></p> <ul style="list-style-type: none"> <li>Exclamation mark</li> <li>Using '-est'</li> <li>Question mark</li> <li>Question words- who/what/where/when/why</li> <li>Capital letter for names and days of the week</li> </ul>

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	<p><b>35</b></p> <p><b>Shared Story:</b> An Outing to the Woods</p> <p><b>Star Story:</b> John Patrick Norman Hennessy- The Boy who was always late</p> <p><b>Reading Skills:</b></p> <ul style="list-style-type: none"> <li>To discuss the key events in a story in sequence.</li> <li>To identify how characters felt at different times during a story.</li> <li>Read words consistent with their phonic knowledge by sound-blending.</li> <li>Read and spell words with ou / ow</li> <li>Understand books by drawing on what they already know or on background information and vocabulary provided by the teacher.</li> </ul> <p><b>Comprehension Skills:</b></p> <ul style="list-style-type: none"> <li>To recall events from the story.</li> <li>To give my opinion about a story.</li> </ul>	<p><b>Writing Skills:</b></p> <ul style="list-style-type: none"> <li>To write sentences about John Patrick Norman Mc Hennessy's excuses.</li> <li>To write questions to ask John Patrick Norman Mc Hennessy about his excuses.</li> <li>To write sentences to imagine other excuses John Patrick Norman Mc Hennessy could have made.</li> <li>Use a capital letter for names of people, places, the days of the week and the personal pronoun 'I'</li> </ul>	<p><b>Spellings:</b></p> <p>outing sound around ground found mound loud out about prickles mistle hazels rustling bristles glistening listened</p> <p><b>GPC Focus:</b> ou, ie, el, st</p> <p><b>Common Exception Words:</b> should thought poor money</p>	<p><b>Grammar and Punctuation:</b></p> <ul style="list-style-type: none"> <li>Conjunction 'because'</li> <li>Exclamation mark</li> <li>Question words- who/what/where/when/why</li> <li>Question mark</li> <li>Capital letter for days of the week</li> <li>adjectives</li> </ul>
	<p><b>36</b></p> <p><b>Shared Story:</b> Let's Sort it Out</p> <p><b>Star Story:</b> Big Blue Whale</p> <p><b>Reading Skills:</b></p> <ul style="list-style-type: none"> <li>To locate and explain important information in a text using some features of a non-fiction text.</li> <li>Read and spell words with ie / igh.</li> <li>Check that the text makes sense to them as they read and correct inaccurate reading</li> </ul> <p><b>Comprehension Skills:</b></p> <ul style="list-style-type: none"> <li>To recall events from the story.</li> <li>To make reference to characters.</li> </ul>	<p><b>Writing Skills:</b></p> <ul style="list-style-type: none"> <li>To write descriptive sentences about blue whales.</li> <li>To write descriptive sentences about how blue whales communicate.</li> <li>To write an information leaflet about blue whales.</li> <li>Begin to punctuate sentences using an exclamation mark</li> </ul>	<p><b>Spellings:</b></p> <p>Magpie tried skies tie minerals normal fossils</p> <p><b>GPC Focus:</b> ie, al, il</p> <p><b>Common Exception Words:</b> Mr Mrs work class*</p>	<p><b>Grammar and Punctuation:</b></p> <ul style="list-style-type: none"> <li>Adjectives</li> <li>Re-read and check</li> </ul>

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	<p><b>37</b></p> <p><b>Shared Story:</b> Little Peach</p> <p><b>Star Story:</b> Fantastically Great Women Who Changed the World</p> <p><b>Reading Skills:</b></p> <ul style="list-style-type: none"> <li>To locate and explain important information in a text using some features of a non-fiction text</li> <li>Read and spell words with ea / ee / e.</li> <li>Check that the text makes sense to them as they read and correct inaccurate reading.</li> </ul> <p><b>Comprehension Skills:</b></p> <ul style="list-style-type: none"> <li>To recall events from the story.</li> <li>To make reference to characters.</li> </ul>	<p><b>Writing Skills:</b></p> <ul style="list-style-type: none"> <li>To write sentences about the women in the text.</li> <li>Join words and clauses using the conjunction 'and'</li> </ul>	<p><b>Spellings:</b>  <b>peach east</b>  <b>leaves beats</b>  <b>leans beneath</b>  <b>stream sea</b>  <b>beach treat</b>  <b>reach feast</b>  <b>eats heat</b>  <b>dreams he</b></p> <p><b>GPC Focus:</b>  <b>ea, e</b></p> <p><b>Common Exception Words:</b>  <b>climb pass* fast*</b>  <b>path*</b></p>	<p><b>Grammar and Punctuation:</b></p> <ul style="list-style-type: none"> <li>Adjectives</li> <li>Re-read and check</li> </ul>
	<p><b>38</b></p> <p><b>Shared Story:</b> Oysters Ahoy</p> <p><b>Star Story:</b> Three Billy Goats Gruff</p> <p><b>Reading Skills:</b></p> <ul style="list-style-type: none"> <li>To recall and explain the main events in a story.</li> <li>To discuss the setting in a story and how it affects the characters.</li> <li>Read and spell words with oy / oi.</li> <li>Discuss the significance of the title and events</li> </ul> <p><b>Comprehension Skills:</b></p> <ul style="list-style-type: none"> <li>To recall events from the story.</li> <li>To make reference to characters.</li> </ul>	<p><b>Writing Skills:</b></p> <ul style="list-style-type: none"> <li>To write comparative sentences about the Three Billy Goats Gruff.</li> <li>To write sentences to compare different activities you enjoy.</li> <li>To write a different ending to the story.</li> <li>Begin to punctuate sentences using a question mark.</li> </ul>	<p><b>Spellings:</b>  <b>oysters ahoy</b>  <b>enjoy joy toy</b>  <b>annoy soy loyal</b>  <b>soya deploys</b>  <b>boy hi I mind</b>  <b>find grind quiet</b>  <b>silent</b></p> <p><b>GPC Focus:</b>  <b>oy, i</b></p> <p><b>Common Exception Words:</b>  <b>great don't</b>  <b>people break</b>  <b>after*</b></p>	<p><b>Grammar and Punctuation:</b></p> <ul style="list-style-type: none"> <li>'more' and 'most' for comparison</li> <li>Conjunction 'but'</li> <li>'-er' and '-est' and 'more' and 'most' for comparison</li> <li>Conjunction 'but'</li> </ul>

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	<p><b>39</b></p> <p><b>Shared Story:</b> Hunt the Specs</p> <p><b>Star Story:</b> Shark in the Dark</p> <p><b>Reading Skills:</b></p> <ul style="list-style-type: none"> <li>To show my understanding using evidence from the text.</li> <li>To discuss the main events of a story.</li> <li>Read and spell words with oy / oi.</li> <li>Discuss the significance of the title and events.</li> </ul> <p><b>Comprehension Skills:</b></p> <ul style="list-style-type: none"> <li>To recall events from the story.</li> <li>To make reference to characters.</li> </ul>	<p><b>Writing Skills:</b></p> <ul style="list-style-type: none"> <li>To write comparative sentences about the Three Billy Goats Gruff.</li> <li>To write sentences to compare different activities you enjoy.</li> <li>To write a different ending to the story.</li> <li>Identify nouns and verbs in a sentence and use them accurately in writing</li> </ul>	<p><b>Spellings:</b>  <b>Troy enjoys</b>  <b>convoy toy coy</b>  <b>boy annoying</b>  <b>soya quiet wild</b>  <b>find behind kind</b>  <b>l</b></p> <p><b>GPC Focus:</b>  <b>oy, i</b></p> <p><b>Common Exception Words:</b>  <b>Oh don't again</b></p>	<p><b>Grammar and Punctuation:</b></p> <ul style="list-style-type: none"> <li>Expanded Noun phrase</li> <li>Reinforce a previously taught skill</li> </ul>
	<p><b>40</b></p> <p><b>Shared Story:</b> Highland Summer</p> <p><b>Star Story:</b> It's ok to be different</p> <p><b>Reading Skills:</b></p> <ul style="list-style-type: none"> <li>To show my understanding using evidence from the text.</li> <li>To discuss the main events of a story.</li> <li>Read and spell words with ir / ur / er.</li> <li>Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</li> </ul> <p><b>Comprehension Skills:</b></p> <ul style="list-style-type: none"> <li>To discuss the main events of a story.</li> <li>To explain how a character is feeling using evidence from the text.</li> </ul>	<p><b>Writing Skills:</b></p> <ul style="list-style-type: none"> <li>To write comparative sentences.</li> <li>Write recognisable letters, most of which are correctly formed.</li> <li>Identify nouns and verbs in a sentence and use them accurately in writing</li> </ul>	<p><b>Spellings:</b>  <b>first thirst bird</b>  <b>chirps birch fir</b>  <b>girl birthday</b>  <b>Kirstin skirt swirls</b>  <b>firm could twirls</b>  <b>which when whirl</b>  <b>whirr</b></p> <p><b>GPC Focus:</b>  <b>ir, wh</b></p> <p><b>Common Exception Words:</b>  <b>any could many</b>  <b>who</b></p>	<p><b>Grammar and Punctuation:</b></p> <ul style="list-style-type: none"> <li>Expanded Noun phrase</li> <li>Reinforce a previously taught skill</li> </ul>

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	<p>41</p>	<p><b>Shared Story:</b> What's For Lunch?</p> <p><b>Star Story:</b> DK First Facts- Seasons</p> <p><b>Reading Skills:</b></p> <ul style="list-style-type: none"> <li>To locate and explain important information in a text using some features of a non-fiction text.</li> <li>To give and justify an opinion of a text.</li> <li>Read and spell words with ue /oo</li> <li>Discuss the significance of the title and events</li> </ul> <p><b>Comprehension Skills:</b></p> <ul style="list-style-type: none"> <li>To discuss the main events of a story.</li> <li>To explain how a character is feeling using evidence from the text.</li> </ul>	<p><b>Writing Skills:</b></p> <ul style="list-style-type: none"> <li>To write descriptive sentences about the seasons using the conjunctions 'and' and 'because'.</li> <li>To write descriptive sentences about your favourite season using the conjunctions 'and' and 'because'.</li> <li>To write a detailed description of your least favourite season.</li> <li>Use adjectives to describe nouns.</li> </ul>	<p><b>Spellings:</b>  <b>true issue due</b>  <b>overdue blue</b>  <b>glue fondue go</b>  <b>old bingo hello</b>  <b>so fold</b></p> <p><b>GPC Focus:</b>  <b>ue, o</b></p> <p><b>Common Exception Words:</b>  <b>bath* can't*</b>  <b>water because</b>  <b>past*</b></p>	<p><b>Grammar and Punctuation:</b></p> <ul style="list-style-type: none"> <li>Conjunctions 'and' and 'because'</li> <li>Re-read and check</li> <li>Conjunctions 'and' and 'because'</li> <li>Apostrophe for contracted form</li> </ul>
	<p>42</p>	<p><b>Shared Story:</b> A Garland for the Door</p> <p><b>Star Story:</b> The Gingerbread Man</p> <p><b>Reading Skills:</b></p> <ul style="list-style-type: none"> <li>To identify the main characters and the order in which they appear in the story.</li> <li>To identify the sequence of events in a story.</li> <li>Read and spell words with aw / or / ore /au</li> <li>Make inferences on the basis of what is being said and done</li> </ul> <p><b>Comprehension Skills:</b></p> <ul style="list-style-type: none"> <li>To explain the key events of a story and why they happened.</li> <li>To retell the main events of a story through performance.</li> </ul>	<p><b>Writing Skills:</b></p> <ul style="list-style-type: none"> <li>To write sentences to command people to eat certain foods, giving a reason why.</li> <li>To write sentences to command people not to eat certain foods, giving a reason why.</li> <li>To write a recipe for a Gingerbread Man.</li> <li>Use '-ing' for verbs where no change in spelling is needed in root words</li> </ul>	<p><b>Spellings:</b>  <b>crawling lawn</b>  <b>paw claws yawn</b>  <b>shaws straw</b>  <b>haws dawdled</b>  <b>jaunt sauntered</b>  <b>staunch baubles</b></p> <p><b>GPC Focus:</b>  <b>aw, au</b></p> <p><b>Common Exception Words:</b>  <b>door two different</b>  <b>hour</b></p>	<p><b>Grammar and Punctuation:</b></p> <ul style="list-style-type: none"> <li>Commands</li> <li>Adjectives</li> <li>Apostrophe for contracted form</li> <li>Commas for list</li> </ul>

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	<p><b>43</b></p> <p><b>Shared Story:</b> Just the One Moon</p> <p><b>Star Story:</b> Josephine Wants To Dance</p> <p><b>Reading Skills:</b></p> <ul style="list-style-type: none"> <li>To identify the main characters and the order in which they appear in the story.</li> <li>To identify the sequence of events in a story.</li> <li>Read and spell words with ew / ue / oo.</li> <li>Make inferences on the basis of what is being said and done</li> </ul> <p><b>Comprehension Skills:</b></p> <ul style="list-style-type: none"> <li>To discuss the main events of a story.</li> <li>To explain how a character is feeling using evidence from the text.</li> </ul>	<p><b>Writing Skills:</b></p> <ul style="list-style-type: none"> <li>Retell the story.</li> <li>Use '-est' where no change in spelling is needed in root words</li> </ul>	<p><b>Spellings:</b>  <b>drew grew</b>  <b>brewed stew</b>  <b>yew flew threw</b>  <b>chewed two new</b>  <b>jewels</b></p> <p><b>GPC Focus:</b>  <b>ew</b></p> <p><b>Common Exception Words:</b>  <b>would Christmas</b>  <b>beautiful through</b></p>	<p><b>Grammar and Punctuation:</b></p> <ul style="list-style-type: none"> <li>Re-read and check</li> <li>Conjunctions 'and' and 'because'</li> <li>Apostrophe for contracted form</li> </ul>
	<p><b>44</b></p> <p><b>Shared Story:</b> The Night Before Christmas</p> <p><b>Star Story:</b> Mrs Armitage on Wheels</p> <p><b>Reading Skills:</b></p> <ul style="list-style-type: none"> <li>To recall the main events of a story.</li> <li>To discuss why the author chose the order of the sequence of events in a story.</li> <li>Read and spell words with ew / ue / oo.</li> <li>Make inferences on the basis of what is being said and done</li> </ul> <p><b>Comprehension Skills:</b></p> <ul style="list-style-type: none"> <li>To discuss the main events of a story.</li> <li>To explain how a character is feeling using evidence from the text.</li> </ul>	<p><b>Writing Skills:</b></p> <ul style="list-style-type: none"> <li>To write sentences to say why you think Mrs Armitage added certain features to her bike.</li> <li>To write sentences about where you would like to go if you had a bike and what you would do there.</li> <li>To write from the viewpoint of Break spear to explain how he felt.</li> <li>Use adjectives to describe nouns</li> </ul>	<p><b>Spellings:</b>  <b>drew grew</b>  <b>brewed stew</b>  <b>yew flew threw</b>  <b>chewed two new</b>  <b>jewels</b></p> <p><b>GPC Focus:</b>  <b>ew</b></p> <p><b>Common Exception Words:</b>  <b>would Christmas</b>  <b>through</b></p>	<p><b>Grammar and Punctuation:</b></p> <ul style="list-style-type: none"> <li>Noun phrase ('the' + adjective + noun)</li> <li>Reinforce a previously taught skill</li> <li>Expanded Noun phrase ('the' / 'his' / 'hers' / 'my' / 'yours' / 'theirs' + adjective + noun)</li> <li>Reinforce a previously taught skill</li> </ul>

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<p>Term 2 Year 1 41%-60% 1ii (Spring)</p>	<p>45</p>	<p><b>Shared Story:</b> The Turning of the Year</p> <p><b>Star Story:</b> This Moose Belongs to Me</p> <p><b>Reading Skills:</b></p> <ul style="list-style-type: none"> <li>To give my opinion based on evidence from the text.</li> <li>To show my understanding using evidence from the text.</li> <li>Read endings on split digraph words</li> <li>Read and spell words with a_e / ay / ai / a / ey / ei / eigh.</li> <li>Predict what might happen on the basis of what has been read so far</li> </ul> <p><b>Comprehension Skills:</b></p> <ul style="list-style-type: none"> <li>To discuss the main events of a story.</li> <li>To explain how a character is feeling using evidence from the text.</li> </ul>	<p><b>Writing Skills:</b></p> <ul style="list-style-type: none"> <li>To write about why the moose (or another animal) would make a good pet.</li> <li>To write about why the moose (or another animal) wouldn't make a good pet.</li> <li>Write a list of rules for pets.</li> <li>Join words and clauses using the conjunction 'because'</li> </ul>	<p><b>Spellings:</b> came safe lane case lame wade gave gate pale they grey reins veins veil neigh</p> <p><b>GPC Focus:</b> a-e, ey, ei, eigh</p> <p><b>Common Exception Words:</b> floor plant*</p>	<p><b>Grammar and Punctuation:</b></p> <ul style="list-style-type: none"> <li>Adjectives</li> <li>Re-read and check</li> <li>Apostrophe for contractions</li> <li>Reinforce a previously taught skill.</li> </ul>
	<p>46</p>	<p><b>Shared Story:</b> Every Good Thing</p> <p><b>Star Story:</b> The huge bags of worries</p> <p><b>Reading Skills:</b></p> <ul style="list-style-type: none"> <li>To give my opinion based on evidence from the text.</li> <li>To show my understanding using evidence from the text.</li> <li>Read endings on split digraph words</li> <li>Read and spell words with e_e / ea / ee / e / ie.</li> <li>Predict what might happen on the basis of what has been read so far</li> </ul> <p><b>Comprehension Skills:</b></p> <ul style="list-style-type: none"> <li>To discuss the main events of a story.</li> <li>To explain how a character is feeling using evidence from the text.</li> </ul>	<p><b>Writing Skills:</b></p> <ul style="list-style-type: none"> <li>Write about a time I have had a worry (recount)</li> <li>Join words and clauses using the conjunction 'because'</li> </ul>	<p><b>Spellings:</b> complete delete serene concrete extreme theme swede replete shriek believe grief relieve cookies pasties pastries</p> <p><b>GPC Focus:</b> e-e, ie</p> <p><b>Common Exception Words:</b> whole every</p>	<p><b>Grammar and Punctuation:</b></p> <ul style="list-style-type: none"> <li>Adjectives</li> <li>Re-read and check</li> <li>Apostrophe for contractions</li> <li>Reinforce a previously taught skill.</li> </ul>

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	<p><b>47</b></p> <p><b>Shared Story:</b> I am a Caver</p> <p><b>Star Story:</b> The Emperor's Egg</p> <p><b>Reading Skills:</b></p> <ul style="list-style-type: none"> <li>To locate and explain important information in a text using some features of a non-fiction text.</li> <li>To ask questions about a non-fiction text and explore how and where to find answers.</li> <li>Read and spell words with i_e / ie / igh / i</li> <li>Participate in discussion about what is read to them, taking turns and listening to what others say.</li> </ul> <p><b>Comprehension Skills:</b></p> <ul style="list-style-type: none"> <li>To discuss the main events of a story.</li> <li>To explain how a character is feeling using evidence from the text.</li> </ul>	<p><b>Writing Skills:</b></p> <ul style="list-style-type: none"> <li>To write factual sentences about the emperor penguin.</li> <li>To write sentences to compare an emperor penguin's life to your own life.</li> <li>To write a webpage about emperor penguins and their young.</li> <li>Use a definite article (the), an adjective and a noun to write an expanded noun phrase.</li> </ul>	<p><b>Spellings:</b>  <b>invited hiked</b>  <b>hillside inside</b>  <b>describe while</b>  <b>stalactites</b>  <b>stalagmites walls</b>  <b>hall called small</b>  <b>talk always walk</b></p> <p><b>GPC Focus:</b>  <b>i-e, a, al</b></p> <p><b>Common Exception Words:</b>  <b>only move</b></p>	<p><b>Grammar and Punctuation:</b></p> <ul style="list-style-type: none"> <li>Expanded Noun phrase ('the' + adjective + noun)</li> <li>Reinforce a previously taught skill</li> <li>'-er' and '-est' for comparison</li> <li>Commas for list</li> <li>Expanded Noun phrase ('the'/'his'/'her'/'my'/'your'/'their' + adjective + noun)</li> <li>Reinforce a previously taught skill</li> </ul>
	<p><b>48</b></p> <p><b>Shared Story:</b> Yig's Trombone</p> <p><b>Star Story:</b> Winnie in Winter</p> <p><b>Reading Skills:</b></p> <ul style="list-style-type: none"> <li>To describe the characters in a story.</li> <li>To give my opinion based on evidence from the text.</li> <li>Read and spell words with o_e / oa / o /ou</li> <li>Participate in discussion about what is read to them, taking turns and listening to what others say.</li> </ul> <p><b>Comprehension Skills:</b></p> <ul style="list-style-type: none"> <li>To discuss the main events of a story.</li> <li>To explain how a character is feeling using evidence from the text.</li> </ul>	<p><b>Writing Skills:</b></p> <ul style="list-style-type: none"> <li>To write sentences to describe what it is like in winter.</li> <li>To write sentences to explain why summer is special.</li> <li>To write a presentation to explain which season you would like to change and how you would change it.</li> <li>Use an indefinite article (a), an adjective and a noun to write an expanded noun phrase</li> </ul>	<p><b>Spellings:</b>  <b>trombone Spode</b>  <b>home joke poke</b>  <b>globe tone note</b>  <b>close drone</b>  <b>choked shoulder</b>  <b>soul</b></p> <p><b>GPC Focus:</b>  <b>o-e, ou</b></p> <p><b>Common Exception Words:</b>  <b>father grass*</b></p>	<p><b>Grammar and Punctuation:</b></p> <ul style="list-style-type: none"> <li>Adverbs</li> <li>Reinforce a previously taught skill</li> </ul>

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## Coverage to support Planning process

	<p><b>49</b></p>	<p><b>Shared Story:</b> The Music of the Sea</p> <p><b>Star Story:</b> In my Mosque</p> <p><b>Reading Skills:</b></p> <ul style="list-style-type: none"> <li>To describe setting in a story.</li> <li>To give my opinion based on evidence from the text.</li> <li>Read and spell words with u_e / ew / ue / oo / ui / ou</li> <li>Explain clearly their understanding of what is read to them.</li> </ul> <p><b>Comprehension Skills:</b></p> <ul style="list-style-type: none"> <li>To discuss the main events of a story.</li> <li>To explain how a character is feeling using evidence from the text.</li> </ul>	<p><b>Writing Skills:</b></p> <ul style="list-style-type: none"> <li>To write sentences to describe the setting.</li> <li>Use the spelling rule of adding the 's' marker for plurals</li> </ul>	<p><b>Spellings:</b>  dunes amuse  minute miniscule  prune swimsuit  bruises wound  group cucumber  students music</p> <p><b>GPC Focus:</b>  u-e, ui, ou, u</p> <p><b>Common Exception Words:</b>  eye</p>	<p><b>Grammar and Punctuation:</b></p> <ul style="list-style-type: none"> <li>Expanded Noun phrase ('the' + adjective + noun)</li> <li>Reinforce a previously taught skill</li> <li>'-er' and '-est' for comparison</li> <li>Commas for list</li> <li>Expanded Noun phrase ('the'/'his'/'her'/'my'/'your'/'their' + adjective + noun)</li> <li>Reinforce a previously taught skill</li> </ul>
	<p><b>50</b></p>	<p><b>Shared Story:</b> The Sock Dispute</p> <p><b>Star Story:</b> Stuck</p> <p><b>Reading Skills:</b></p> <ul style="list-style-type: none"> <li>To identify the sequence of events in a story.</li> <li>To discuss why the author has sequenced the story events in this order.</li> <li>Read and spell words with u_e / ew / ue / oo / ui / ou</li> <li>Explain clearly their understanding of what is read to them.</li> </ul> <p><b>Comprehension Skills:</b></p> <ul style="list-style-type: none"> <li>To discuss the main events of a story.</li> <li>To explain how a character is feeling using evidence from the text.</li> </ul>	<p><b>Writing Skills:</b></p> <ul style="list-style-type: none"> <li>To write about something I lost and when I lost it.</li> <li>To write about how I felt when I lost something.</li> <li>To write a poster to describe a lost item</li> <li>Use the spelling rule of adding the 's' marker for plurals</li> </ul>	<p><b>Spellings:</b>  cube used  refused rude  acute confused  rule excuse  disputes suited  pursuit cruised  you regular  unite</p> <p><b>GPC Focus:</b>  u-e, ui, ou, u</p> <p><b>Common Exception Words:</b>  path* their  thought move  eye door poor</p>	<p><b>Grammar and Punctuation:</b></p> <ul style="list-style-type: none"> <li>Reinforce a previously taught skill</li> <li>Conjunction 'when'</li> <li>Expanded Noun phrase ('the'/'his'/'her'/'my'/'your'/'their' + adjective + noun)</li> <li>Expanded Noun phrase ('the'/'his'/'her'/'my'/'your'/'their' + adjective + noun)</li> </ul>

\*These words may be tricky depending on regional accent.

	<p>51</p>	<p><b>Shared Story:</b> Pets</p> <p><b>Star Story:</b> Tuesday</p> <p><b>Reading Skills:</b></p> <ul style="list-style-type: none"> <li>To give my opinion based on evidence from the text.</li> <li>To explain the importance of question words to understand a story.</li> <li>Read and spell words with -y / e_e / ea / ee / ie / e / ey</li> <li>Explain clearly their understanding of what is read to them.</li> </ul> <p><b>Comprehension Skills:</b></p> <ul style="list-style-type: none"> <li>To discuss the main events of a story.</li> <li>To explain how a character is feeling using evidence from the text.</li> </ul>	<p><b>Writing Skills:</b></p> <ul style="list-style-type: none"> <li>To write questions about events in the story 'Tuesday'.</li> <li>To use role play to perform and show my understanding of the main events in 'Tuesday'.</li> <li>To write a story about what happened to the pigs.</li> <li>Use '-y' endings to create adjectives from nouns</li> </ul>	<p><b>Spellings:</b>  <b>merry lively</b>  <b>Hammy sleepy</b>  <b>widely softly</b>  <b>happily very</b>  <b>dainty Monty</b>  <b>puppy velvety</b>  <b>hairy turkeys</b>  <b>donkeys</b></p> <p><b>GPC Focus:</b>  <b>y, ey</b></p> <p><b>Common Exception Words:</b>  <b>busy pretty</b></p>	<p><b>Grammar and Punctuation:</b></p> <ul style="list-style-type: none"> <li>Question words and question mark</li> <li>'s' and 'es' for more than one noun (plurals)</li> <li>'First', 'Next', 'Then'</li> <li>Exclamation mark</li> </ul>
	<p>52</p>	<p><b>Shared Story:</b> An Extra Pudding</p> <p><b>Star Story:</b> Malala's Magic Pencil</p> <p><b>Reading Skills:</b></p> <ul style="list-style-type: none"> <li>To give my opinion based on evidence from the text.</li> <li>To explain the importance of question words to understand a story.</li> <li>Read and spell words with -y / i_e / ie / igh / i</li> <li>Discuss word meanings, linking new meanings to those already known.</li> </ul> <p><b>Comprehension Skills:</b></p> <ul style="list-style-type: none"> <li>To discuss the main events of a story.</li> <li>To explain how a character is feeling using evidence from the text.</li> </ul>	<p><b>Writing Skills:</b></p> <ul style="list-style-type: none"> <li>Write a story about what you would do with a magic pencil.</li> <li>Use the suffix '-ed' for the past tense of verbs</li> </ul>	<p><b>Spellings:</b>  <b>fly cry sky why</b>  <b>shy supply spy</b>  <b>dry hopefully</b>  <b>pudding full</b>  <b>could should</b></p> <p><b>GPC Focus:</b>  <b>y, u, oul</b></p> <p><b>Common Exception Words:</b>  <b>half</b></p>	<p><b>Grammar and Punctuation:</b></p> <ul style="list-style-type: none"> <li>Conjunction 'because'</li> <li>Interesting adjectives to describe emotions</li> </ul>

\*These words may be tricky depending on regional accent.

## Coverage to support Planning process

	<p><b>53</b></p> <p><b>Shared Story:</b> Clever Crows</p> <p><b>Star Story:</b> Camille and the Sunflowers</p> <p><b>Reading Skills:</b></p> <ul style="list-style-type: none"> <li>To recall the main events in a story.</li> <li>To give my opinion based on evidence from the text.</li> <li>Read and spell words with ow / o_e / oa / ou / o</li> <li>Discuss word meanings, linking new meanings to those already known.</li> </ul> <p><b>Comprehension Skills:</b></p> <ul style="list-style-type: none"> <li>To discuss the main events of a story.</li> <li>To explain how a character is feeling using evidence from the text.</li> </ul>	<p><b>Writing Skills:</b></p> <ul style="list-style-type: none"> <li>To explain how you think Vincent felt and why he felt that way.</li> <li>To explain how Vincent's paintings make me feel and why.</li> <li>To write a diary entry</li> <li>Use the words who/what/where/when/why/how to ask questions</li> </ul>	<p><b>Spellings:</b>          crows sow willow          throw grow          shallow          overflowing          furrows wrestled          wrist outdoors          indoors course          pour four</p> <p><b>GPC Focus:</b>          ow, wr, oor, our</p> <p><b>Common Exception Words:</b>          parent          everybody</p>	<p><b>Grammar and Punctuation:</b></p> <ul style="list-style-type: none"> <li>Conjunction 'because' for own opinion</li> <li>Interesting adjectives to describe emotions</li> </ul>
	<p><b>54</b></p> <p><b>Shared Story:</b> Brock Makes Art</p> <p><b>Star Story:</b> Collins children's atlas.</p> <p><b>Reading Skills:</b></p> <ul style="list-style-type: none"> <li>To recognise the features of a non-fiction text.</li> <li>To use and show my understanding of the features of a non-fiction text.</li> <li>Read words with suffix -ly</li> <li>Read and spell words with c / s / sc / ce</li> <li>Being encouraged to link what they read or hear read to their own experiences</li> </ul> <p><b>Comprehension Skills:</b></p> <ul style="list-style-type: none"> <li>To discuss the main events of a story.</li> <li>To explain how a character is feeling using evidence from the text.</li> </ul>	<p><b>Writing Skills:</b></p> <ul style="list-style-type: none"> <li>To write sentences about the Arctic using STaR words.</li> <li>To write about the features of the area in which you live.</li> <li>To write an information leaflet about the features in different parts of the world.</li> <li>Use '-ly' suffix to form adverbs</li> </ul>	<p><b>Spellings:</b>          spruce          concerned          precisely traces          saucer excellent          pouncing          bouncing mice          accepted scilla          scent muscles          choice piece</p> <p><b>GPC Focus:</b>          c, sc, ce</p> <p><b>Common Exception Words:</b>          sugar</p>	<p><b>Grammar and Punctuation:</b></p> <ul style="list-style-type: none"> <li>Expanded Noun phrase ('the'/'his'/'her'/'my'/'your'/'their' + adjective + noun)</li> <li>Reinforce previously taught skill</li> </ul>

\*These words may be tricky depending on regional accent.

## Coverage to support Planning process

	<p>55</p>	<p><b>Shared Story:</b> In the Attic</p> <p><b>Star Story:</b> Coming to England</p> <p><b>Reading Skills:</b></p> <ul style="list-style-type: none"> <li>To recognise the features of a non-fiction text.</li> <li>To use and show my understanding of the features of a non-fiction text.</li> <li>Read and spell words with g / ge / dge / j</li> <li>Being encouraged to link what they read or hear read to their own experiences</li> </ul> <p><b>Comprehension Skills:</b></p> <ul style="list-style-type: none"> <li>To discuss the main events of a story.</li> <li>To explain how a character is feeling using evidence from the text.</li> </ul>	<p><b>Writing Skills:</b></p> <ul style="list-style-type: none"> <li>Write a diary entry from a character's perspective</li> <li>Use an apostrophe for 'it's' as a contraction of 'it is'</li> </ul>	<p><b>Spellings:</b> gingerly gently magic pages fragile surgery huge edges emerged manage privilege weather heavy instead health</p> <p><b>GPC Focus:</b> g, dge, ge, ea</p> <p><b>Common Exception Words:</b> improves proves</p>	<p><b>Grammar and Punctuation:</b></p> <ul style="list-style-type: none"> <li>Adverbs</li> <li>Reinforce previously taught skill</li> </ul>
	<p>56</p>	<p><b>Shared Story:</b> Playground Games</p> <p><b>Star Story:</b> Usborne The frog prince</p> <p><b>Reading Skills:</b></p> <ul style="list-style-type: none"> <li>To recognise the features of a fairy story.</li> <li>To recognise the features of a fairy story in the order in which they occur.</li> <li>Read and spell words with g / ge / dge / j</li> <li>Being encouraged to link what they read or hear read to their own experiences</li> </ul> <p><b>Comprehension Skills:</b></p> <ul style="list-style-type: none"> <li>To discuss the main events of a story.</li> <li>To explain how a character is feeling using evidence from the text.</li> </ul>	<p><b>Writing Skills:</b></p> <ul style="list-style-type: none"> <li>To write sentences about the story 'The Frog Prince' using STaR words.</li> <li>To write an apology to the Prince from the Princess.</li> <li>To re-write the ending of 'The Frog Prince' so the frog doesn't change into a Prince at the end.</li> <li>Use the suffix '-er' and the words 'more' or 'most' for comparison</li> </ul>	<p><b>Spellings:</b> energy rigid hedge large charged surged changed leapt leant ready steady breath meadow feather</p> <p><b>GPC Focus:</b> g, dge, ge, ea</p> <p><b>Common Exception Words:</b> two fast* again</p>	<p><b>Grammar and Punctuation:</b></p> <ul style="list-style-type: none"> <li>Adverbs</li> <li>Reinforce previously taught skill</li> <li>Apostrophe for 'I'm'</li> </ul>

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## Coverage to support Planning process

<p>Term 3 Year 1 61%- 80%+ 1iii (Summer)</p>	57	<p><b>Shared Story:</b> In the Spring Sunshine</p> <p><b>Star Story:</b> Degas and the little dancer</p> <p><b>Reading Skills:</b></p> <ul style="list-style-type: none"> <li>To retell the story in the correct sequence.</li> <li>To give my opinion based on evidence from the text.</li> <li>Read and spell words with ire</li> <li>Draw on what they already know or on background information and vocabulary provided by the teacher.</li> </ul> <p><b>Comprehension Skills:</b></p> <ul style="list-style-type: none"> <li>To discuss the main events of a story.</li> <li>To explain how a character is feeling using evidence from the text.</li> </ul>	<p><b>Writing Skills:</b></p> <ul style="list-style-type: none"> <li>To write sentences about what you would do if you were famous using STaR words.</li> <li>To write about your own hopes and dreams.</li> <li>To write a non-chronological report about Degas.</li> <li>Use an apostrophe to show possession</li> </ul>	<p><b>Spellings:</b> fired spire entire mire shires inspired veered deer peering sheer here early earth pearls heard</p> <p><b>GPC Focus:</b> ire, eer, ere, ear</p> <p><b>Common Exception Words:</b> after* eye great climb their any through again people</p>	<p><b>Grammar and Punctuation:</b></p> <ul style="list-style-type: none"> <li>Preposition 'if'</li> <li>Reinforce previously taught skill</li> <li>'-ed' for past tense</li> </ul>
	58	<p><b>Shared Story:</b> In the Spring Sunshine</p> <p><b>Star Story:</b> Marmalade</p> <p><b>Reading Skills:</b></p> <ul style="list-style-type: none"> <li>To retell the story in the correct sequence.</li> <li>To give my opinion based on evidence from the text.</li> <li>Read and spell words with are / air /ear / Ere</li> <li>Make inferences on the basis of what is being said and done</li> </ul> <p><b>Comprehension Skills:</b></p> <ul style="list-style-type: none"> <li>To explain the key events of a story and why they happened.</li> <li>To retell the main events of a story through performance.</li> </ul>	<p><b>Writing Skills:</b></p> <ul style="list-style-type: none"> <li>To write a new adventure for Marmalade.</li> <li>Use an apostrophe for 'I'm' as a contraction of 'I am'</li> </ul>	<p><b>Spellings:</b> square nightmare scared prepared welfare pear bear there warm towards wondered honey months some done</p> <p><b>GPC Focus:</b> are, ear, ere, ar, o, me, ne</p> <p><b>Common Exception Words:</b> two everywhere who eyes people</p>	<p><b>Grammar and Punctuation:</b></p> <ul style="list-style-type: none"> <li>Apostrophe for 'I'm'</li> <li>Reinforce previously taught skill</li> <li>Adverbs</li> </ul>

\*These words may be tricky depending on regional accent.

	<p><b>59</b></p> <p><b>Shared Story:</b> Butterflies</p> <p><b>Star Story:</b> The Day the Rains Fell</p> <p><b>Reading Skills:</b></p> <ul style="list-style-type: none"> <li>To show my understanding using evidence from the text.</li> <li>Read words with suffix -less</li> <li>Read and spell words with tch / ch / t</li> <li>Check that the text makes sense to them as they read and correcting inaccurate reading</li> </ul> <p><b>Comprehension Skills:</b></p> <ul style="list-style-type: none"> <li>To explain the key events of a story and why they happened.</li> <li>To retell the main events of a story through performance.</li> </ul>	<p><b>Writing Skills:</b></p> <ul style="list-style-type: none"> <li>To write sentences about how the animals felt about the drought using STaR words.</li> <li>To write sentences about the problem the drought caused the animals.</li> <li>To write paragraphs about why it is important to protect nature and animals.</li> <li>Write sentences using the suffix 'less'</li> </ul>	<p><b>Spellings:</b>  <b>stretch vetch</b>  <b>hatches</b>  <b>scratched itchy</b>  <b>watch wadded</b>  <b>want chemicals</b>  <b>chrysalis</b>  <b>cylindrical</b>  <b>oxygen world</b>  <b>word worth</b></p> <p><b>GPC Focus:</b>  <b>tch, a, ch, y, or</b></p> <p><b>Common Exception Words:</b>  <b>plant* who their</b></p>	<p><b>Grammar and Punctuation:</b></p> <ul style="list-style-type: none"> <li>Suffix '-ful' for adjectives</li> <li>Reinforce previously taught skill</li> <li>Preposition 'if'</li> </ul>
	<p><b>60</b></p> <p><b>Shared Story:</b> Nan's Bright Idea</p> <p><b>Star Story:</b> The Magic Paintbrush</p> <p><b>Reading Skills:</b></p> <ul style="list-style-type: none"> <li>To retell the story in the correct sequence.</li> <li>To give my opinion based on evidence from the text.</li> <li>Read and spell words with oe / o_e / ow / oa / ou / o</li> <li>Discuss the significance of the title and events</li> </ul> <p><b>Comprehension Skills:</b></p> <ul style="list-style-type: none"> <li>To explain the key events of a story and why they happened.</li> <li>To retell the main events of a story through performance.</li> </ul>	<p><b>Writing Skills:</b></p> <ul style="list-style-type: none"> <li>To write sentences about 'The Magic Paintbrush' using STaR words and an apostrophe for possession.</li> <li>Write sentences about Shen's paintbrush saying what it is and what it does.</li> <li>To write a poem about objects owned by our classmates, family and friends, pretending they are magical.</li> <li>Write expanded noun phrases using the words my/his/her/their, an adjective and a noun.</li> </ul>	<p><b>Spellings:</b>  <b>tiptoed heroes</b>  <b>toes sloes</b>  <b>potatoes</b>  <b>parachute</b>  <b>relaxation</b>  <b>impatience</b>  <b>artificial delicious</b>  <b>great their</b>  <b>discussion</b>  <b>possession</b>  <b>nervous precious</b>  <b>country</b></p> <p><b>GPC Focus:</b>  <b>oe, ch, ti, ci, ssi, ou</b></p> <p><b>Common Exception Words:</b>  <b>tomatoes</b></p>	<p><b>Grammar and Punctuation:</b></p> <ul style="list-style-type: none"> <li>Apostrophe for possession</li> <li>Reinforce previously taught skill</li> </ul>

\*These words may be tricky depending on regional accent.

	<p><b>61</b></p> <p><b>Shared Story:</b> A Wind Band Workshop</p> <p><b>Star Story:</b> Handa's Surprise</p> <p><b>Reading Skills:</b></p> <ul style="list-style-type: none"> <li>To retell the story in the correct sequence.</li> <li>To give my opinion based on evidence from the text.</li> <li>Read words with suffix –ment</li> <li>Read and spell words with ph / f</li> <li>Predict what might happen on the basis of what has been read so far</li> </ul> <p><b>Comprehension Skills:</b></p> <ul style="list-style-type: none"> <li>To explain the key events of a story and why they happened.</li> <li>To retell the main events of a story through performance.</li> </ul>	<p><b>Writing Skills:</b></p> <ul style="list-style-type: none"> <li>Rewrite Handa's Surprise.</li> <li>Write expanded noun phrases using the words my/his/her/their, an adjective and a noun.</li> </ul>	<p><b>Spellings:</b>  <b>symphony</b>  <b>pamphlets</b>  <b>pharmacy</b>  <b>saxophone</b>  <b>elephants</b>  <b>design kneeling</b>  <b>knuckles climbed</b>  <b>thumbed mosque</b>  <b>pleasure casually</b>  <b>conclusion</b>  <b>explosion</b></p> <p><b>GPC Focus:</b>  <b>ph, gn, kn, mb,</b>  <b>que, s, si</b></p> <p><b>Common Exception Words:</b>  <b>every Mr after*</b>  <b>their who last* oh</b>  <b>two through</b>  <b>again</b></p>	<p><b>Grammar and Punctuation:</b></p> <ul style="list-style-type: none"> <li>Exclamation marks and question marks</li> <li>Reinforce previously taught skill</li> <li>Expanded Noun phrase ('the'/'his'/'her'/'my'/'your'/'their' + adjective + noun)</li> </ul>
	<p><b>62</b></p> <p><b>Shared Story:</b> A Wind Band Workshop</p> <p><b>Star Story:</b> Red Riding Hood</p> <p><b>Reading Skills:</b></p> <ul style="list-style-type: none"> <li>To recognise the features of a fairy story.</li> <li>To find and identify the features of a fairy story.</li> <li>Read words with suffix –ment</li> <li>Read and spell words with ph / f</li> <li>Discuss word meanings, linking new meanings to those already known</li> </ul> <p><b>Comprehension Skills:</b></p> <ul style="list-style-type: none"> <li>To explain the key events of a story and why they happened.</li> <li>To retell the main events of a story through performance.</li> </ul>	<p><b>Writing Skills:</b></p> <ul style="list-style-type: none"> <li>To write newspaper headlines based on the story so far.</li> <li>To write a description of Little Red Riding Hood or the wolf</li> <li>To write a newspaper article reporting the story of Little Red Riding Hood.</li> <li>Write sentences using co-ordinating conjunction 'but' to join clauses.</li> </ul>	<p><b>Spellings:</b>  <b>Alphabet</b>  <b>elephant phonics</b>  <b>Sphere dolphins</b>  <b>Typhoons sign</b>  <b>Knee climbed</b>  <b>Thumb cheque</b>  <b>Treasure</b>  <b>Malaysia</b>  <b>Vision explosions</b></p> <p><b>GPC Focus:</b>  <b>ph, gn, kn, mb,</b>  <b>que, s, si</b></p> <p><b>Common Exception Words:</b>  <b>after* any who</b>  <b>every great</b>  <b>thoughtful</b></p>	<p><b>Grammar and Punctuation:</b></p> <ul style="list-style-type: none"> <li>Exclamation marks and question marks</li> <li>Reinforce previously taught skill</li> <li>Expanded Noun phrase ('the'/'his'/'her'/'my'/'your'/'their' + adjective + noun)</li> </ul>

\*These words may be tricky depending on regional accent.

	<p><b>63</b></p> <p><b>Shared Story:</b> Rights of the Child</p> <p><b>Star Story:</b> Volcanoes</p> <p><b>Reading Skills:</b></p> <ul style="list-style-type: none"> <li>To recognise the features of a non-fiction text.</li> <li>To show my understanding using evidence from the text.</li> <li>Participate in discussion about what they read, taking turns and listening to what others say</li> </ul> <p><b>Comprehension Skills:</b></p> <ul style="list-style-type: none"> <li>To explain the key events of a story and why they happened.</li> <li>To retell the main events of a story through performance.</li> </ul>	<p><b>Writing Skills:</b></p> <ul style="list-style-type: none"> <li>Write sentences about volcanoes using STaR words.</li> <li>To write sentences about lava.</li> <li>To write an information leaflet about volcanoes.</li> <li>Write sentences using subordinating conjunction 'when' to join clauses</li> </ul>	<p><b>Spellings:</b>  <b>assortment</b>  <b>statements</b>  <b>governments</b>  <b>contentment</b>  <b>amusement</b>  <b>surrounding</b>  <b>designing doing</b>  <b>kneeling thinking</b>  <b>working snuffing</b>  <b>making barking</b></p> <p><b>GPC Focus:</b>  <b>-ment, -ing</b></p> <p><b>Common Exception Words:</b>  <b>class* every busy</b>  <b>Mr their Mrs</b>  <b>great movement</b>  <b>whole anything</b>  <b>people because</b>  <b>through</b></p>	<p><b>Grammar and Punctuation:</b></p> <ul style="list-style-type: none"> <li>Adverbs</li> <li>Reinforce previously taught skill</li> </ul>
	<p><b>64</b></p> <p><b>Shared Story:</b> First Light</p> <p><b>Star Story:</b> Black and British</p> <p><b>Reading Skills:</b></p> <ul style="list-style-type: none"> <li>To recognise the features of a non-fiction text.</li> <li>To show my understanding using evidence from the text.</li> <li>Discuss word meanings, linking new meanings to those already known</li> </ul> <p><b>Comprehension Skills:</b></p> <ul style="list-style-type: none"> <li>To explain the key events of a story and why they happened.</li> <li>To retell the main events of a story through performance.</li> </ul>	<p><b>Writing Skills:</b></p> <ul style="list-style-type: none"> <li>Create an information leaflet.</li> <li>Write sentences using subordinating conjunction 'because' to join clauses</li> </ul>	<p><b>Spellings:</b>  <b>shortest longest</b>  <b>lightest biggest</b>  <b>higher whiter</b>  <b>stronger louder</b>  <b>baker properly</b>  <b>steadily</b>  <b>especially</b>  <b>extremely sugary</b></p> <p><b>GPC Focus:</b>  <b>-est, -er, -y</b></p> <p><b>Common Exception Words:</b>  <b>Parents eyes</b>  <b>whole because</b>  <b>half forecast*</b>  <b>grass* sugary</b>  <b>everybody two</b>  <b>their oh</b></p>	<p><b>Grammar and Punctuation:</b></p> <ul style="list-style-type: none"> <li>'-ed' for past tense</li> <li>Reinforce previously taught skill</li> <li>Apostrophe for it's as a contraction of 'it is'</li> </ul>

\*These words may be tricky depending on regional accent.



	<p><b>65</b></p> <p><b>Shared Story:</b> Sports Day</p> <p><b>Star Story:</b> How to live forever</p> <p><b>Reading Skills:</b></p> <ul style="list-style-type: none"> <li>To give my opinion based on evidence from the text.</li> <li>To give my opinion based on evidence from the text.</li> <li>Being encouraged to link what they read or hear read to their own experiences</li> </ul> <p><b>Comprehension Skills:</b></p> <ul style="list-style-type: none"> <li>To explain the key events of a story and why they happened.</li> <li>To retell the main events of a story through performance.</li> </ul>	<p><b>Writing Skills:</b></p> <ul style="list-style-type: none"> <li>To write descriptive sentences about Peter and what he did using STaR words.</li> <li>To write a review of 'How to Live Forever' saying why you do, or you don't like it.</li> <li>To write a diary entry for Peter for the night when he returned home after meeting the Ancient Child and realised he doesn't want to read the book after all.</li> <li>Write sentences using 'and' to join two noun phrases</li> </ul>	<p><b>Spellings:</b>                  Shadeless restless                  endless harmless                  handful gently                  wonderful                  normally stately                  particularly                  especially                  seemingly finally                  bravely</p> <p><b>GPC Focus:</b>                  - less, -ful, -ly</p> <p><b>Common Exception Words:</b>                  half beautiful                  people                  everybody their                  improve because                  parents last*                  different Mrs fast*</p>	<p><b>Grammar and Punctuation:</b></p> <ul style="list-style-type: none"> <li>'-'-ed' for past tense</li> <li>Reinforce previously taught skill</li> <li>Apostrophe for it's as a contraction of 'it is'</li> </ul>
	<p><b>66</b></p> <p><b>Shared Story:</b> The Age of the Dinosaurs</p> <p><b>Star Story:</b> The Jolly Postman</p> <p><b>Reading Skills:</b></p> <ul style="list-style-type: none"> <li>To recall the main events of a story.</li> <li>To recognise and understand the features of different letters.</li> <li>Check that the text makes sense to them as they read and correcting inaccurate reading.</li> </ul> <p><b>Comprehension Skills:</b></p> <ul style="list-style-type: none"> <li>To explain the key events of a story and why they happened.</li> <li>To retell the main events of a story through performance.</li> </ul>	<p><b>Writing Skills:</b></p> <ul style="list-style-type: none"> <li>To write sentences about the Postman and his letters using STaR words.</li> <li>To write recipe for a spell to change the weather.</li> <li>To write a 'Thank you' Letter to the Jolly Postman from one of the characters in the story.</li> <li>Write sentences using 'if' to introduce the first idea</li> </ul>	<p><b>Spellings:</b>                  shortest longest                  lightest biggest                  higher whiter                  stronger louder                  baker properly                  steadily                  especially                  extremely sugary</p> <p><b>GPC Focus:</b>                  -ed, -ing</p> <p><b>Common Exception Words:</b>                  past* move                  different their                  fast* half last*                  because great                  everything eye                  many improve                  people plant*</p>	<p><b>Grammar and Punctuation:</b></p> <ul style="list-style-type: none"> <li>Adverbs</li> <li>Apostrophe for possession</li> <li>Commands</li> <li>Commas for list</li> <li>Adverbs</li> <li>Reinforce previously taught skill</li> </ul>

\*These words may be tricky depending on regional accent.

## Coverage to support Planning process

	<p><b>67</b></p> <p><b>Shared Story:</b> Meet the Pilgrims</p> <p><b>Star Story:</b> One Tiny Turtle</p> <p><b>Reading Skills:</b></p> <ul style="list-style-type: none"> <li>To show my understanding using evidence from the text.</li> <li>To give my opinion based on evidence from the text.</li> <li>Become familiar with key stories and traditional tales, retelling them and considering their particular characteristics.</li> </ul> <p><b>Comprehension Skills:</b></p> <ul style="list-style-type: none"> <li>To explain the key events of a story and why they happened.</li> <li>To retell the main events of a story through performance.</li> </ul>	<p><b>Writing Skills:</b></p> <ul style="list-style-type: none"> <li>To write sentences describing life in the ocean using STaR words.</li> <li>To write a review of 'One Tiny Turtle' saying what you do and don't like about it.</li> <li>To write an informative leaflet about the life of a Loggerhead turtle.</li> <li>Write a sentence using more than one noun phrase.</li> </ul>	<p><b>Spellings:</b>  <b>course more</b>  <b>pause daunted</b>  <b>saucers Chaucer</b>  <b>scrawny warned</b>  <b>passion mission</b>  <b>competition</b></p> <p><b>GPC Focus:</b>          - our, ore, au, aw,          ar, ssi, ti</p> <p><b>Common Exception Words:</b>  <b>people oh eye</b>  <b>two don't Mr who</b>  <b>their</b></p>	<p><b>Grammar and Punctuation:</b></p> <ul style="list-style-type: none"> <li>Apostrophe for it's as a contraction of 'it is'</li> <li>Reinforce previously taught skill</li> <li><b>Not</b> to use an apostrophe for its when used to show possession</li> </ul>
	<p><b>68</b></p> <p><b>Shared Story:</b> The Age of the Dinosaurs</p> <p><b>Star Story:</b> Jim and The Beanstalk</p> <p><b>Reading Skills:</b></p> <ul style="list-style-type: none"> <li>To make a prediction based on evidence from the text.</li> <li>To compare and contrast two stories.</li> <li>Explain clearly their understanding of what is read to them.</li> </ul> <p><b>Comprehension Skills:</b></p> <ul style="list-style-type: none"> <li>To explain the key events of a story and why they happened.</li> <li>To retell the main events of a story through performance.</li> </ul>	<p><b>Writing Skills:</b></p> <ul style="list-style-type: none"> <li>To write sentences about Jim and the Giant using STaR words.</li> <li>To write sentences as Jim to persuade the giant not to eat him.</li> <li>To write paragraphs to compare 'Jim and the Beanstalk' to the more conventional 'Jack and the Beanstalk'.</li> <li>Write a sentence using more than one noun phrase.</li> </ul>	<p><b>Spellings:</b>  <b>excited fancied</b>  <b>decide</b>  <b>magnificent</b>  <b>racing bouncy</b>  <b>extremely</b>  <b>pleased finally</b>  <b>energy patiently</b>  <b>jellybean</b>  <b>generous engine</b>  <b>gentle</b></p> <p><b>GPC Focus:</b>          c, -y, ea, g, j</p> <p><b>Common Exception Words:</b>  <b>everybody two</b>  <b>great anyone</b>  <b>hour thought who</b>  <b>Mr parents busy</b>  <b>everyone don't</b>  <b>people pretty</b>  <b>their many</b></p>	<p><b>Grammar and Punctuation:</b></p> <ul style="list-style-type: none"> <li>Comparatives '-er' and '-est' Reinforce previously taught skill</li> <li>Commands using 'don't' + verb at the start of the sentence</li> <li>Reinforce previously taught skill</li> </ul>

\*These words may be tricky depending on regional accent.

	Reading Coverage Statements for the year	Writing Coverage Statements for the year
<p><b>Overall Coverage</b></p>	<p><b>Reading Coverage:</b></p> <p><b>Pupils will be taught to:</b></p> <ul style="list-style-type: none"> <li>• Apply phonic knowledge and skills as the route to decode words.</li> <li>• respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes</li> <li>• read accurately by blending sounds in unfamiliar words containing GPCs that have been taught</li> <li>• read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word</li> <li>• read words containing taught GPCs and –s, –es, –ing, –ed, –er and –est endings</li> <li>• read other words of more than one syllable that contain taught GPCs</li> <li>• read words with contractions [for example, I’m, I’ll, we’ll], and understand that the apostrophe represents the omitted letter(s)</li> <li>• 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</li> <li>• Re-read these books to build up their fluency and confidence in word reading.</li> <li>• develop pleasure in reading, motivation to read, vocabulary and understanding by:             <ul style="list-style-type: none"> <li>➢ listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently</li> <li>➢ being encouraged to link what they read or hear read to their own experiences</li> <li>➢ becoming very familiar with key stories, fairy stories and traditional tales,</li> <li>➢ retelling them and considering their particular characteristics</li> <li>➢ recognising and joining in with predictable phrases</li> <li>➢ learning to appreciate rhymes and poems, and to recite some by heart</li> </ul> </li> </ul>	<p><b>Writing Milestones:</b></p> <ul style="list-style-type: none"> <li>• Compose sentences orally before writing, with confidence about where sentence begins and ends.</li> <li>• Write and sequence sentences to form narratives accurately.</li> <li>• Write appropriately to task.</li> <li>• Independently re-read their writing to check it makes sense and make changes.</li> <li>• Read work aloud to peers and teachers with confidence.</li> <li>• Experiment with a range of joining words.</li> <li>• Uses adjectives for description often.</li> <li>• Spell words containing 40+ phonemes and demonstrate confidence with consonant digraphs and vowel digraphs.</li> <li>• Spell all year 1 common exception words (appendix 1).</li> <li>• Name most letters of the alphabet in order with confidence.</li> <li>• Spell using prefixes and suffixes.</li> <li>• Most letters formed correctly.</li> <li>• Capital letters formed accurately.</li> <li>• Appropriate spaces between words.</li> <li>• Letters sit on the line correctly.</li> </ul>

**\*These words may be tricky depending on regional accent.**

## Coverage to support Planning process

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