

St Bernadette's Catholic Primary Voluntary Academy
English Medium Term Planning Year 1 Advent Term Cycle A



Introduce then ongoing

Word reading objectives

LO1 To be able to apply phonic knowledge and skills as the route to decode words. (all)

LO2 To be able to respond speedily with the correct sound to graphemes (letter or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes. (all)

LO3 To be able to read accurately by blending sounds in unfamiliar words containing GPCs that have been taught. (all)

LO4 To be able to read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word. (all)

LO11 To be able to 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.

LO12 To be able to re-read books to build up their fluency and confidence in word reading.

Introduce then ongoing

Reading comprehension objectives

LO13 To be able to develop pleasure in reading, motivation to read, vocabulary and understanding.

LO15 To be able to discuss and clarify the meanings of words, linking new meanings to known vocabulary.

LO20 To be able to understand both the books that they can already read accurately and fluently and those that they listen to.

LO21 To be able to draw on what they already know or on background information and vocabulary provided by the teacher.

LO22 To be able to answer and ask questions.

LO23 To be able to discuss the significance of the title and events.

LO26 To be able to participate in discussion about what is read to them, taking turns and listening to what others say.

LO27 To be able to explain clearly their understanding of what is read to them.

Week/Genre	Reading	Comprehension	Writing	Talk for Writing Process	VGP	Spelling
<p>Week 1</p> <p>Basic sentence writing</p>	<p>Little Wandle sounds:</p> <p>Week 1:</p> <p>ai ee igh oa oo oo ar or ur ow oi ear air er nk</p> <p>Week 2:</p> <p>ai ee igh oa ow ear air er sh zz ss qu th nk ng ck ch or</p>		<p>Introduce then on-going</p> <p>L.O.1 Sit correctly at a table, holding a pencil comfortably and correctly.</p> <p>L.O.2 Begin to form lower-case letters in the correct direction, starting and finishing in the right place</p> <p>L.O.3 Form capital letters</p> <p>L.O.4 Form digits 0-9</p> <p>L.O.5 Understand which letters belong to which handwriting 'families' (ie letters that are formed in similar ways) and to practise these.</p>	<p>Cold Task (Sample of Writing)</p>	<p>LO1 To learn how words can combine to make sentences</p> <p>LO2 To be able to use a capital letter for the personal pronoun 'I'.</p> <p>LO3 To leave spaces between words</p>	<p>Ongoing</p> <p>L.O.7 To be able to write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far.</p> <p>L.O.1 To be able to spell common exception words. <i>it, in, if</i></p> <p>L.O.4 To be able to know vowel digraphs which have been taught and the sounds which they represent. (phase 3) - hard (LW)</p> <p>L.O.5 To be able to know trigraphs which have been taught and the sounds which they represents. - right hear (LW)</p>

<p>Week 2</p> <p>Basic sentence writing</p>					<p>L.O4 To be able to begin to punctuate sentences using a full stop.</p>	<p>L.O.1 To be able to spell common exception words. <i>at, and to</i></p> <p>L.O.4 To be able to know vowel digraphs which have been taught and the sounds which they represent. (phase 3) - march sharp (LW)</p> <p>L.O.5 To be able to know trigraphs which have been taught and the sounds which they represents. - hair (LW)</p>
<p>Week 3</p> <p>Non-Fiction <i>Fact file</i></p>	<p>Little Wandle sounds: ai ee igh oa ear air er sh ch qu ar or ur ow oi ear th ng ck</p> <p>TFW lessons Y1 RLO10 To be able to listen to, discuss and express views about a wide range of contemporary and classic poetry, stories and <i>non-fiction</i> at a level beyond that at which they can read independently.</p>	<p>Comprehension Model Text: Miss Hanly Fact file Tick box and true/false focus</p> <p>LO22 To be able to answer and ask questions.</p>	<p>L.O.6 Write sentences by saying out loud what they are going to write about.</p>	<p>TFW: Imitation Phase Hook (Mystery box); identify the audience and purpose of writing; read and internalise the model text (Teacher Fact File); pictorial map and actions; analyse features.</p>	<p>LO5 To be able to begin to punctuate sentences using a capital letter.</p>	<p>L.O.1 To be able to spell common exception words.<i>the no go</i></p> <p>L.O.4 To be able to know vowel digraphs which have been taught and the sounds which they represent. (phase 3) - green train (LW)</p> <p>L.O.6 To be able to know adjacent consonants which have been taught and the sounds which they represent. - drum (LW)</p>
<p>Week 4</p> <p>Non-Fiction <i>Fact file</i></p>	<p>Little Wandle sounds:</p> <p>Week 4: ai ear air er oo oo ee ea igh oy ay oi ow ou</p> <p>Week 5: ar oo oo ai ee igh ay ou oy ee ea ear air</p>	<p>Comprehension Text: Twinkl/Headstart Tick box and true/false focus</p> <p>LO22 To be able to answer and ask questions.</p>	<p>L.O.6 Write sentences by saying out loud what they are going to write about.</p> <p>L.O.7 Write sentences by composing a sentence orally before writing it.</p> <p>L.O.8 Write sentences by sequencing sentences to form short narratives.</p>	<p>TFW: Innovation Phase Shared Writing - innovate on the model by adapting text-post it notes (Walt Disney).</p>	<p>LO6 To be able to use a capital letter for names of people.</p>	<p>L.O1 To be able to spell common exception words. <i>I be she</i></p> <p>L.O.4 To be able to know vowel digraphs which have been taught and the sounds which they represent. - play joy treat (LW)</p>

<p>Week 5</p> <p>Non-Fiction <i>Fact file</i></p>		<p>Comprehension Text: Twinkl/Headstart Retrieval focus</p> <p>LO22 To be able to answer and ask questions.</p>	<p>L.O.9 Write sentences by re-reading what they have written to check that it makes sense.</p> <p>L.O.10 Discuss what they have written with the teacher or other pupils.</p> <p>L.O.11 Read their writing aloud clearly enough to be heard by their peers and the teacher.</p>	<p>TFW: Independent Application Phase Create own fact file based on themselves</p>	<p>L.O8 To be able to begin to punctuate sentences using a question mark.</p>	<p>L.O.1 To be able to spell common exception words <i>we me be</i></p> <p>L.O.4 To be able to know vowel digraphs which have been taught and the sounds which they represent. <i>- spray proud (LW)</i></p> <p>L.O.18 to be able to spell compound words <i>-popcorn (LW)</i></p>
<p>Week 6</p> <p>Narrative <i>Traditional Tale/ Changing the story</i></p>	<p>Little Wandle sounds:</p> <p>ar oo oo ai ee igh ay ou oy ee ea ear Air</p> <p>TFW lessons</p> <p>Y1 R LO13 To be able to develop pleasure in reading, motivation to read, vocabulary and understanding.</p> <p>Y1 R LO14 To be able to listen to and discuss a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently.</p>	<p>Comprehension Model Text: Aladdin Sequencing focus</p> <p>Y1 R LO16 To be able to become familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics.</p>	<p>L.O.6 Write sentences by saying out loud what they are going to write about.</p>	<p>TFW: Imitation Phase Hook (Golden lamp, Aladdin clip); identify the audience and purpose of writing; read and internalise the model text (learn and perform story map; analyse features and sequence sections on story mountain.</p>	<p>LO7 To be able to begin to punctuate sentences using an exclamation mark.</p>	<p>L.O.2 To know that sounds are usually spelt as (ff, ll, ss) if they come straight after a single vowel letter in short words. <i>off, well, miss</i></p> <p>L.O.4 To be able to know vowel digraphs which have been taught and the sounds which they represent. <i>- car look (LW)</i></p> <p>L.O.3 To be able to spell words containing each of the 40+ phonemes already taught. <i>-magnet (LW)</i></p>
<p>Week 7</p> <p>Narrative <i>Traditional Tale/ Changing the story</i></p>	<p>Little Wandle sounds:</p> <p>Week 7: u oi oy ee ea ur ir igh ie oo u</p> <p>Week 8: a o igh i ai a ee ea e ir ie oo oo u</p>	<p>Comprehension Text: Twinkl/Headstart Inference focus</p> <p>Y1 R LO24 To be able to make inferences on the basis of what is being said and done.</p> <p>Y1 R LO25 To be able to predict what might happen on the basis of what has been read so far.</p>	<p>L.O.6 Write sentences by saying out loud what they are going to write about.</p> <p>L.O.7 Write sentences by composing a sentence orally before writing it.</p> <p>L.O.8 Write sentences by sequencing sentences to form short narratives.</p>	<p>TFW: Innovation Phase Shared Writing - innovate on the model by boxing it up (focus on elements changing in the story).</p>	<p>LO10 To sequence sentences to form short narratives</p>	<p>L.O.2 To know that sounds are usually spelt as (zz and ck) if they come straight after a single vowel letter in short words. <i>buzz, back, quack</i></p> <p>L.O.4 To be able to know vowel digraphs which have been taught and the sounds which they represent. <i>- pie girl (LW)</i></p> <p>L.O.3 To be able to spell words containing each of the 40+ phonemes already taught.</p>

						-unit (LW)
<p>Week 8</p> <p>Narrative <i>Traditional Tale/ Changing the story</i></p>		<p>Comprehension Text: Twinkl/Headstart Retrieval focus</p> <p>LO19 To be able to discuss word meanings, linking new meanings to those already known.</p>	<p>L.O.9 Write sentences by re-reading what they have written to check that it makes sense.</p> <p>L.O.10 Discuss what they have written with the teacher or other pupils.</p> <p>L.O.11 Read their writing aloud clearly enough to be heard by their peers and the teacher.</p>	<p>TFW: Independent Application Phase Create own 3 wishes story - beginning, build up, complication, resolution and ending.</p>	<p>Focus on any common VGP misconceptions</p>	<p>L.O.1 To be able to spell common exception words <i>was, my, you, they</i></p> <p>L.O.3 To be able to spell words containing each of the 40+ phonemes already taught. <i>-kind me (LW)</i></p>
<p>Week 9</p> <p>Poetry (Performance Poetry)</p>	<p>Little Wandle sounds:</p> <p>y a a-e</p> <p>ie i i-e o</p> <p>o-e u-e</p> <p>u ue</p> <p>TFW lessons</p> <p>LO17 To be able to recognise and join in with predictable phrases.</p> <p>LO18 To be able to appreciate rhymes and poems, and to recite some by heart.</p>	<p>Comprehension <i>Model Text: Disney Poem</i> Retrieval focus</p> <p>Y1 R Revisit LO22 To be able to answer and ask questions.</p>	<p>L.O.6 Write sentences by saying out loud what they are going to write about.</p> <p>L.O.7 Write sentences by composing a sentence orally before writing it.</p> <p>L.O.8 Write sentences by sequencing sentences to form short narratives.</p>	<p>TFW: Imitation Phase Hook (Disney character hunt); identify the audience and purpose of writing; read and internalise the model text (learn and perform poem; analyse features.</p>	<p>Revisit LO.1 To learn how words can combine to make sentences</p>	<p>L.O.1 To be able to spell common exception words <i>Her, all, a, is</i></p> <p>L.O.14 to be able to know split digraphs which have been taught and the sounds which they represent <i>-take home time (LW)</i></p>
<p>Week 10</p>	Test and revision week					<p>L.O.1 To be able to spell common exception words <i>His, has, of, one</i></p> <p>L.O.4 To be able to know vowel digraphs which have been taught and the sounds which they represent. <i>- draw chew (LW)</i></p>
<p>Week 11</p> <p>Poetry (Performance Poetry)</p>	<p>Little Wandle sounds:</p> <p>e ew ue ie</p> <p>ee ea e-e</p> <p>aw ay a a-e</p>	<p>Comprehension Poetry: Twinkl/headstart</p> <p>Y1 R Revisit LO22 To be able to answer and ask questions.</p>	<p>L.O.6 Write sentences by saying out loud what they are going to write about.</p>	<p>TFW: Innovation Phase Shared Writing - innovate on the model by post it notes (focus on elements being changed).</p> <p>TFW: Independent Application Phase</p>	<p>L.O.14 To learn how the prefix un- changes the meaning of verbs and adjectives (for example, unkind, or undoing, untie the boat)</p>	<p>L.O.1 To be able to spell common exception words <i>ask, by, here, put</i></p> <p>L.O.3 To be able to spell words containing each of the 40+ phonemes already taught. <i>-tie spider (LW)</i></p>

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Week 12 Non-Fiction (Instructions)	Little Wandle sounds: ie i i-e igh ee ea e ow oa er ay a a-e ai ch o o-e e e-e ue u ew u-e TFW Lessons Revisit LO10 To be able to listen to, discuss and express views about a wide range of contemporary and classic poetry, stories and <i>non-fiction</i> at a level beyond that at which they can read independently.	Comprehension Model Text: Toy puppet instructions Retrieval focus Y1 R Revisit LO22 To be able to answer and ask questions.	L.O.6 Write sentences by saying out loud what they are going to write about. L.O.7 Write sentences by composing a sentence orally before writing it. L.O.8 Write sentences by sequencing sentences to form short narratives.	TFW: Imitation Phase Hook (Making a paper snowflake); identify the audience and purpose of writing; read and internalise the model text (learn and perform poem; analyse features	L.O.12 To use regular plural noun suffixes –s or –es (for example, dog, dogs; wish, wishes), including the effects of these suffixes on the meaning of the noun	L.O.1 To be able to spell common exception words Push , pull , full , ask L.O.4 To be able to know vowel digraphs which have been taught and the sounds which they represent. - toad street (LW)
Week 13 Non-Fiction (Instructions)	Revisit LO14 To be able to listen to and discuss a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently. Revisit LO15 To be able to discuss and clarify the meanings of words, linking new meanings to known vocabulary. Revisit LO19 To be able to discuss word meanings, linking new meanings to those already known.	Comprehension Text: Twinkl/Headstart Write one word/phrase-meaning of words Y1 R Revisit LO22 To be able to answer and ask questions.	L.O.9 Write sentences by re-reading what they have written to check that it makes sense. L.O.10 Discuss what they have written with the teacher or other pupils. L.O.11 Read their writing aloud clearly enough to be heard by their peers and the teacher.	TFW: Innovation Phase Shared Writing - innovate on the model by (boxing up).	Revisit L.0.5 To be able to begin to punctuate sentences using a capital letter.	L.O.8 To know that sounds are spelt n before k bank , think , honk , sunk L.O.3 To be able to spell words containing each of the 40+ phonemes already taught. -cute want (LW)
Week 14		Comprehension Text: Twinkl/Headstart Mix of questions covered this term. Y1 R Revisit LO22 To be able to answer and ask questions.		TFW: Innovation Phase Shared Writing - innovate on the model by (boxing up).	Revisit any common misconceptions	L.O.10 To be able to spell words beginning with the prefix ‘un’ where a change of spelling is not needed. untie , unhappy , unwell , undo