



Introduce, then on-going

Word Reading Objectives

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

Revisit 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)

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

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

Revisit LO6 To be able to read words containing taught GPCs and -ing endings.

Revisit LO7 To be able to read words containing taught GPCs and -ed endings.

Revisit LO8 To be able to read words containing taught GPCs and -er and -est endings.

Revisit 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.

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

Word Reading Objectives

Revisit LO1 To be able to continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent.

Revisit LO2 To be able to read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes.

Revisit LO3 To be able to read accurately words of two or more syllables that contain the taught graphemes.

Revisit LO4 To be able to read words containing common suffixes.

Revisit LO5 To be able to read further common exception words, noting unusual correspondences between spelling and sound where these occur in the word.

Revisit LO6 To be able to read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered.

Revisit LO7 To be able to read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation.

Revisit LO8 To be able to re-read books to build up their fluency and confidence in word reading.

Reading Comprehension Objectives

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

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

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

Revisit LO22 To be able to check that the text makes sense to them as they read and correct inaccurate reading.

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

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

Reading Comprehension Objectives

Revisit LO9 To be able to develop pleasure in reading, motivation to read, vocabulary and understanding.

Revisit LO18 To be able to understand both the books that they can already read accurately and fluently and those that they listen to.

Revisit LO20 To be able to check that the text makes sense to them as they read and correct inaccurate reading.

Revisit LO19 To be able to draw on what they already know or on background information and vocabulary provided by the teacher.

Revisit LO24 To be able to participate in discussion about books, poems and other words that are read to them and those that they can read for themselves, taking turns and listening to what others say.

Revisit LO25 To be able to explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves.

ALL FOLLOW YEAR 1 OBJECTIVES FOR SPELLING

Spelling Objectives

L.O.1 To be able to spell common exception words. *said, so, have, like, some, come, were, there, little, once, do, when, out, what (phase 4) treasure, ob, their,*

L.O.3 To be able to spell words containing each of the 40+ phonemes already taught.

L.O.4 To be able to know vowel digraphs which have been taught and the sounds which they represent. (phase 5)

L.O.6 To be able to know adjacent consonants which have been taught and the sounds which they represent

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.

L.O. 11 To be able to name the letters of the alphabet in order.

L.O.12 To be able to know that usually the letter 'e' needs adding at the end of a word following a 'v'. *have, live, give*

L.O.13 To be able to spell words ending in 'y'.

L.O.14 To be able to know split digraphs which have been taught and the sounds which they represent.

L.O.15 To be able to use -ing, -ed, -er and -est where no change is needed in the spelling of root words e.g. helping, helped, helper, eating, quicker, quickest.

hunting, hunted, hunter
buzzing, buzzed, buzzer
jumping, jumped, jumper
grander, grandest,
fresher, freshest
quicker, quickest

Week/ Genre	Reading	Comprehension	Writing	Talk for Writing Process	VGP	Spelling
Week 1 Non Fiction <i>Non chronological report</i>	Little Wandle Sounds: Week 1: ee ea e ue u u-e ay a a-e ie i i-e y ir aw ew ow w wh o oa TFW Lessons 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. TFW lessons Revisit LO13 To be able to be introduced to non-fiction books that are structured in different ways.	TFW Model text London Non-Chronological Report Comprehension 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. LO15 To be able to discuss and clarify the meanings of words, linking new meanings to known vocabulary. Revisit LO15 To be able to discuss and clarify the meanings of words, linking new meanings to known vocabulary.	Revisit L.O.6 Write sentences by saying out loud what they are going to write about. Revisit L.O. 8 To be able to write for different purposes.	TFW: Imitation Phase Hook (What has Paddington got in his suitcase? - things about London); identify the audience and purpose of writing; read and internalise the model text (Teacher non-chronological report); pictorial map and actions; analyse features.	Revisit L.O.6 To be able to use a capital letter for names of people. Revisit L.O.8 To be able to begin to punctuate sentences using a question mark. TFW Model text Revisit L.O. 4. To be able to learn how to use both familiar and new punctuation correctly, including full stops. Revisit L.O. 5 To be able to learn how to use both familiar and new punctuation correctly, including capital letters.	Ongoing 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. L.O.1 To be able to spell common exception words. Said, so, have, like L.O.3 To be able to spell words containing each of the 40+ phonemes already taught happy (LW) L.O.4 To be able to know vowel digraphs which have been taught and the sounds which they represent. (phase 5) wheel (LW)
Week 2 Non Fiction <i>Non chronological report</i>	Little Wandle Sounds: Week 2: igh ie i i-e e y ea wh oe ou oa o j f g ph ow	Comprehension Text: Twinkl/Headstart Retrieval focus LO15 To be able to discuss and clarify the meanings of words, linking new meanings to known vocabulary.	Revisit L.O.6 Write sentences by saying out loud what they are going to write about. Revisit L.O.7 Write sentences by composing a sentence orally before writing it.	TFW: Innovation Phase Shared Writing - innovate on the model by adapting text.	L.O.9 To join words and join clauses using "and" CONSOLIDATE: YEAR 1 L.O. 1 To learn To learn how the prefix un- changes the meaning of verbs and adjectives (for example, unkind, or undoing, untie the boat) L.O. 3 To be able to use the suffixes -er, -est in adjectives and	L.O.11 To be able to name the letters of the alphabet in order. L.O.1 To be able to spell common exception words some, come, were, there L.O.3 To be able to spell words containing each of the 40+ phonemes already taught (LW)

		Revisit LO15 To be able to discuss and clarify the meanings of words, linking new meanings to known vocabulary.	Revisit L.O.8 Write sentences by sequencing sentences to form short narrative Revisit L.O. 10 To be able to write down ideas and/or key words, including new vocabulary. Revisit L.O. 9 To be able to plan or say out loud what they are going to write about.		the use of <u>-ly in Standard English to turn adjectives into adverbs.</u> L.O. 16 (Adverb, suffix)	L.O.4 To be able to know vowel digraphs which have been taught and the sounds which they represent. (phase 5) yellow magic (LW)
Week 3 Non Fiction <i>Non chronological report</i>	Little Wandle Sounds: Week 3: ve c ph g y ea wh ow oe ou le l al	Comprehension Text: Twinkl/Headstart Retrieval focus Revisit LO20 To be able to understand both the books that they can already read accurately and fluently and those that they listen to. Revisit LO22 To be able to answer and ask questions.	Revisit L.O.9 Write sentences by re-reading what they have written to check that it makes sense. Revisit L.O.10 Discuss what they have written with the teacher or other pupils. Revisit L.O.11 Read their writing aloud clearly enough to be heard by their peers and the teacher. Revisit L.O. 14 To be able to proofread to check for errors in spelling, grammar and punctuation (for example, ends of sentences punctuated correctly).	TFW: Independent Application Phase Create own Non-chronological report about London.	Sentences- Revisit L.O.3, L.O.4 L.O.5 Revisit L.O.9 To join words and join clauses using "and" L.O. 3 To be able to use the suffixes <u>-er, -est in adjectives</u> and the use of <u>-ly in Standard English to turn adjectives into adverbs.</u>	L.O.1 To be able to spell common exception words little, once, do, when L.O.4 To be able to know vowel digraphs which have been taught and the sounds which they represent. (phase 5) bubble (LW) L.O.14 to be able to know split digraphs which have been taught and the sounds which they represent solve, petal(LW)
Week 4 Non Fiction Recount	Little Wandle Sounds: Week 4: y ea wh ow oe ou le al ve ph z s sc ea e e-e ie y ee ey o-e o ou se ce	TFW Model text Recount of Trip Sequencing focus Revisit LO15 To be able to link what they read or hear read to their own experiences.	Revisit L.O.7 Write sentences by composing a sentence orally before writing it.	TFW: Imitation Phase Hook (Fire Station visit); identify the audience and purpose of writing; read and internalise the model text (Teacher recount); pictorial map and actions; analyse features.	L.O.13 To use suffixes that can be added to verbs where no change is needed in the spelling of root words (for example, helping, helped, helper) TFW Model text L.O. 14 To be able to learn how to use <u>subordination (using when, if, that, or because)</u> and	L.O.1 To be able to spell common exception words out, what, treasure, oh, their L.O.3 To be able to spell words containing each of the 40+ phonemes already taught cheese (LW) L.O.4 To be able to know vowel digraphs which have been taught

	<p>TFW Lessons Revisit LO15 To be able to link what they read or hear read to their own experiences. TFW lessons Revisit LO11 To be able to discuss the sequence of events in books and how items of information are related</p>	<p>Revisit LO22 To be able to answer and ask questions.</p>			<p>co-ordination (using or, and, or but).</p>	<p>and the sounds which they represent. (phase 5) monkey (LW)</p>
<p>Week 5 Non Fiction <i>Recount</i></p>	<p>Little Wandle Sounds: Week 5: oo u ew ue u-e ou oo ea e e-e ie ey y ee c se ce s zz ss ow oe o-e o oa ve c al le ph g wh</p>	<p>Comprehension Text: Twinkl/Headstart Inference focus</p> <p>Revisit LO19 To be able to discuss word meanings, linking new meanings to those already known.</p> <p>Revisit LO11 To be able to discuss the sequence of events in books and how items of information are related.</p>	<p>Revisit L.O.6 Write sentences by saying out loud what they are going to write about.</p> <p>Revisit L.O.7 Write sentences by composing a sentence orally before writing it.</p> <p>Revisit L.O.8 Write sentences by sequencing sentences to form short narratives</p> <p>Revisit L.O 11 To be able to encapsulate what they want to say, sentence by sentence.</p> <p>Revisit L.O. 5 To be able to write narratives about personal experiences and those of others (real and fictional).</p>	<p>TFW: Innovation Phase Shared Writing - innovate on the model by adapting text.</p>	<p>L.O.11 To be able to use a capital letter for the days of the week.</p>	<p>L.O.1 To be able to spell common exception words water. your</p> <p>L.O.12 To be able to know that usually the letter ‘e’ needs adding at the end of a word following a ‘v’. have, live, give, move</p> <p>fruit, puzzle, noise</p>
<p>Week 6 Non Fiction <i>Recount</i></p>	<p>Little Wandle sounds: Week 6: Revisit all learnt sounds</p>	<p>Comprehension Text: Twinkl/Headstart Inference focus</p> <p>Revisit LO21 To be able to draw on what they already know or on background information</p>	<p>Revisit L.O.9 Write sentences by re-reading what they have written to check that it makes sense.</p> <p>Revisit L.O.10 Discuss what they have written with the teacher or other pupils.</p>	<p>TFW: Independent Application Phase Create own recount of school trip to the fire station</p>	<p>L.O.2 To be able to use a capital letter for the personal pronoun ‘I’.</p>	<p>To be able to spell words ending in ‘y’. by, cry, fly, shy</p> <p>L.O.14 to be able to know split digraphs which have been taught and the sounds which they represent Kite, cake (LW)</p> <p>world</p>

		and vocabulary provided by the teacher. Revisit LO22 To be able to answer and ask questions.	Revisit L.O.11 Read their writing aloud clearly enough to be heard by their peers and the teacher. L.O. 6 To be able to write about real events. Revisit L.O. 13 To be able to reread to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form.			
Week 7	TEST WEEK					L.O.1 To be able to spell common exception words. People, Mr, Mrs, looked L.O.14 to be able to know split digraphs which have been taught and the sounds which they represent slide (LW) fetch, nasty
Week 8 Poetry <i>Pattern and Rhyming Poetry</i>	Little Wandle Sounds: Week 7: ir ur ea oe ow ey ui oo or ce o-e o aw ay air igh ear a-e u oul er TFW Lessons LO17 To be able to recognise and join in with predictable phrases. Revisit LO18 To be able to appreciate rhymes and poems, and to recite some by heart.	TFW model text Animal Movement Poem Matching focus LO19 To be able to discuss word meanings, linking new meanings to those already known. Revisit LO15 To be able to discuss and clarify the meanings of words, linking new meanings to known vocabulary.	Revisit L.O.8 Write sentences by sequencing sentences to form short narratives Revisit L.O. 9 To be able to plan or say out loud what they are going to write about.	TFW: Imitation Phase Hook (Act out animals and movement - children move around the animal stations in the hall); identify the audience and purpose of writing; read and internalise the model text (learn and perform poem; analyse features - rhyme and grammar	Revisit L.O.9 To join words and join clauses using "and" TFW Model text Revisit L.O. 16 To be able to use and understand the grammatical terminology in English appendix 2 - <u>noun, verb</u>	L.O.1 To be able to spell common exception words. Called, asked, there, where L.O.3 To be able to spell words containing each of the 40+ phonemes already taught again, pear L.O.6 To be able to know adjacent consonants which have been taught and the sounds which they represent, small

	<p>TFW lessons Revisit LO17 To be able to continue to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear.</p>					
<p>Week 9 Poetry <i>Pattern and Rhyming</i> Poetry</p>	<p>Little Wandle Sounds: Week 8: ch ar ee se oul y tch ea ay a-e are u o tch or al</p>	<p>Comprehension Text: Twinkl/Headstart Retrieval focus</p> <p>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.</p> <p>Revisit LO15 To be able to discuss and clarify the meanings of words, linking new meanings to known vocabulary.</p>	<p>Revisit L.O.6 Write sentences by saying out loud what they are going to write about.</p> <p>Revisit L.O.7 Write sentences by composing a sentence orally before writing it.</p> <p>Revisit L.O. 9 To be able to plan or say out loud what they are going to write about.</p> <p>Revisit L.O. 7 To be able to write poetry.</p>	<p>TFW: Innovation Phase Shared Writing - innovate on the model by adapting text.</p> <p>TFW: Independent Application Phase Create own version of poem.</p>	<p>L.O.7 To be able to begin to punctuate sentences using an exclamation Mark.</p> <p>L.O. 1 To be able to form nouns using suffixes such as –ness, -er and by compounding (for example, whiteboard, superman)</p>	<p>L.O.1 To be able to spell common exception words. today, says, are, your</p> <p>L.O.3 To be able to spell words containing each of the 40+ phonemes already taught, learn, actor</p> <p>L.O.6 To be able to know adjacent consonants which have been taught and the sounds which they represent , wrong.</p>
<p>Week 10 Fiction <i>Stories with different settings</i></p>	<p>Little Wandle Sounds: Week 9: or au oor aur ar al tch ture ay u a o aw a-e i-e er ai air are wh y ear ere</p> <p>TFW Lessons Revisit LO16 To be able to become familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics.</p>	<p>TFW model text Lost and Found Comprehension Inference focus</p> <p>Revisit LO24 To be able to make inferences on the basis of what is being said and do.</p> <p>Revisit LO21 To be able to make inferences on the basis of what is being said and done.</p>	<p>Revisit L.O.6 Write sentences by saying out loud what they are going to write about.</p>	<p>TFW: Imitation Phase Hook (Lost penguin on the playground with a note); identify the audience and purpose of writing; read and internalise the model text (learn and perform poem; analyse features - rhyme and grammar</p>	<p>TFW Model text Revisit L.O.10 To sequence sentences to form short narratives</p> <p>TFW Model text L.O. 6 To be able to learn how to use both familiar and new punctuation correctly, including exclamation marks.</p>	<p>L.O.1 To be able to spell common exception words. love, friend, school, house, our</p> <p>L.O.4 To be able to know vowel digraphs which have been taught and the sounds which they represent. (phase 5) chef freeze (LW)</p>

	<p>TFW lessons Revisit LO23 To be able to predict what might happen on the basis of what has been read so far.</p>					
<p>Week 11 Fiction <i>Stories with different settings</i></p>	<p>Little Wandle Sounds: Week 10: ur ir or air ear are ere y al le i-e r s se ce ee g a ai</p>	<p>Comprehension Text: Twinkl/Headstart Mis of questions</p> <p>Revisit LO16 To be able to become familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics.</p> <p>Revisit LO22 To be able to answer and ask questions.</p>	<p>Revisit L.O.6 Write sentences by saying out loud what they are going to write about.</p> <p>Revisit L.O.7 Write sentences by composing a sentence orally before writing it.</p> <p>Revisit L.O.8 Write sentences by sequencing sentences to form short narratives</p> <p>Revisit L.O. 9 To be able to plan or say out loud what they are going to write about.</p>	<p>TFW: Innovation Phase Shared Writing - innovate on the model by adapting text.</p>	<p>Revisit L.O.6 To be able to use a capital letter for names of people.</p> <p>L.O. 10 To be able to learn how to use sentences with different forms: statement, question, exclamation, command.</p> <p>L.O. 15, 16 (statement, question, exclamation, command)</p>	<p>L.O.15 To be able to use –ing, -ed, -er and –est where no change is needed in the spelling of root words helping, helped, helper, bigger, biggest</p> <p>L.O.3 To be able to spell words containing each of the 40+ phonemes already taught</p> <p>L.O.6 To be able to know adjacent consonants which have been taught and the sounds which they represent, frighten</p> <p>because</p>
<p>Week 12 Fiction <i>Stories with different settings</i></p>	<p>Little Wandle Sounds: Week 11: c sh ce se ze zz ss Review all GPCs</p>	<p>Comprehension Text: Twinkl/Headstart Mix of questions</p> <p>Revisit LO23 To be able to discuss the significance of the title and events.</p> <p>Revisit LO25 To be able to predict what might happen on the basis of what has been read so far.</p> <p>Revisit LO22 To be able to answer and ask questions.</p>	<p>Revisit L.O.9 Write sentences by re-reading what they have written to check that it makes sense.</p> <p>Revisit L.O.10 Discuss what they have written with the teacher or other pupils.</p> <p>Revisit L.O.11 Read their writing aloud clearly enough to be heard by their peers and the teacher.</p> <p>Revisit L.O. 5 To be able to write narratives about personal experiences and those of others (real and</p>	<p>TFW: Independent Application Phase Create own version of story</p>	<p>Sentences- Revisit L.O.3, L.O.4 L.O.5</p>	<p>L.O.15 To be able to use –ing, -ed, -er and –est where no change is needed in the spelling of root words buzzing, buzzed, buzzer</p> <p>L.O.14 to be able to know split digraphs which have been taught and the sounds which they represent mile, smile, shake, woke (LW)</p>

fictional).

Revisit L.O. 15 To be able
to read aloud what they
have written with
appropriate intonation to
make the meaning clear