



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.

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

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, oh, 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 nest
- 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
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<p>Week 1</p> <p>Narrative <i>Traditional tales/ Changing the story</i></p>	<p>Little Wandle Sounds ear air ur er oo oo ai ee ay ea e</p> <p>TFW lessons Revisit LO14 To be able to listen to and discuss a wide range of <i>poems</i>, stories and non-fiction at a level beyond that at which they can read independently.</p> <p>Revisit LO17 To be able to recognise and join in with predictable phrases.</p> <p>Revisit LO25 To be able to predict what might happen on the basis of what has been read so far.</p>	<p>TFW Model text Peter Pan Model Text Comprehension - teacher written</p> <p>Revisit LO20 To be able to understand both the books that they can already read accurately and fluently and those that they listen to.</p>	<p>Revisit L.O.7 Write sentences by composing a sentence orally before writing it.</p>	<p>TFW: Imitation Phase Hook (Peter Pan);treasure map to box of objet 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>TFW Model text Punctuation focus Revisit L.O. 4. To be able to learn how to use both familiar and new punctuation correctly, including full stops.</p> <ul style="list-style-type: none"> • Revisit L.O. 5 capital letters. • Revisit L.O. 6 exclamation marks. • Revisit L.O. 7 question marks. 	<p>L.O.1 To be able to spell common exception words. <i>water, where, who</i></p>
<p>Week 2</p> <p>Narrative <i>Traditional tales/ Changing the story</i></p>	<p>Little Wandle Sounds ai ay a-e ee ea e igh i ie i-e oa o o-e</p>	<p>Twinkl/Headstart Text Retrieval focus Revisit LO26 To be able to participate in discussion about what is read to them, taking turns and listening to what others say</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.10 Discuss what they have written with the teacher or other pupils.</p>	<p>TFW: Innovation Phase Shared Writing - innovate on the model by boxing it up (focus on elements changing in the story).</p>	<p>L.O.17 To be able to divide words into syllables. <i>pocket, rabbit, carrot, thunder, sunset</i></p>	<p>L.O.1 To be able to spell common exception words. <i>again, thought, through,</i></p>
<p>Week 3</p> <p>Narrative <i>Traditional tales/ Changing the story</i></p>	<p>Little Wandle Sounds igh ie i-e ee ea e oa o o-e oo ue ew or u-e aw</p>	<p>Twinkl/Headstart Text Inference focus Revisit LO24 To be able to make inferences on the basis of what is being said and done.</p>	<p>Revisit L.O.8 Write sentences by sequencing sentences to form short narratives.</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 version of story - beginning, build up, complication, resolution and ending.</p>	<p>Revisit L.O.6 To be able to use a capital letter for names of people.</p>	<p>L.O.21 To be able to know that usually the 'tch' sound comes straight after a single vowel letter. <i>catch, fetch, kitchen, notch, butch</i></p>

<p>Week 4</p> <p>Narrative Fables/Traditional tales</p>	<p>Little Wandle Sounds oa o o-e oo oo ue ew u-e or aw ur er ou oi ow ea th ir oy ay sh i-e</p> <p>TFW lessons Revisit LO14 To be able to listen to and discuss a wide range of <i>poems</i>, stories and non-fiction at a level beyond that at which they can read independently.</p> <p>Revisit LO17 To be able to recognise and join in with predictable phrases.</p> <p>Revisit LO19 To be able to discuss word meanings, linking new meanings to those already known.</p>	<p>TFW Model Text - Hare and the Tortoise - teacher written Revisit LO24 To be able to make inferences on the basis of what is being said and done.</p>		<p>TFW: Imitation Phase Hook (Hare and the Tortoise); Tommy the tortoise to visit KS1. 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>TFW Model text Grammar focus</p> <p>L.O.17 To be able to divide words into syllables. <i>pocket, rabbit, carrot, thunder, sunse</i></p>	<p>L.O.16 To be able to spell the days of the week. Monday, Tuesday, Wednesday, Thursday, Friday, Saturday, Sunday</p>
<p>Week 5</p> <p>Narrative Fables/Traditional tales</p>	<p>Little Wandle Sounds i igh i-e ie ar oy ir th ch ai a a-e or ee ow oa o-e oe sh er ng u</p>	<p>Fables - The Hare and the Tortoise The Town Mouse and the Country Mouse</p> <p>Revisit LO21 To be able to draw on what they already know or on background information and vocabulary provided by the teacher.</p>	<p>Revisit 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 - boxing up?</p>	<p>Revisit L.O.9 To join words and join clauses using "and"</p>	<p>L.O.21 To be able to divide words into syllables. <i>pocket, rabbit, carrot, thunder, sunset</i></p> <p>L.O.20 To be able to use the letter names to distinguish between alternative spellings of the same sound.</p>
<p>Week 6</p> <p>Narrative Fables/Traditional tales</p>	<p>Little Wandle Sounds Review of GPCs</p>	<p>Fables - Why does a Giraffe have a Long Neck? Why Does a Bat Like to Hang Upside Down?</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 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>TFW: Independent Application Phase Create own version of story - beginning, build up, complication, resolution and ending.</p>	<p>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, <i>helping, helped, helper</i>)</p>	<p>L.O.18 To be able to spell compound words. <i>rainbow, fireman, greenhouse, notebook</i></p>

<p>Week 7</p> <p>Poetry <i>Acrostic Poem</i></p>	<p>Little Wandle Sounds n aw i ow oa ee se ey ai ay a-e a m are le g aigh eigh ea kn ow ear /ur/ ere wh eer mb ph</p> <p>TFW lessons Revisit LO14 To be able to listen to and discuss a wide range of <i>poems</i>, stories and non-fiction at a level beyond that at which they can read independently.</p> <p>Revisit LO17 To be able to recognise and join in with predictable phrases.</p> <p>Revisit LO18 To be able to appreciate rhymes and poems, and to recite some by heart.</p>	<p>TFW Model Text Acrostic Poem - Teacher written</p> <p>Revisit LO23 To be able to discuss the significance of the title and events.</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>TFW: Imitation Phase Hook (Olympics theme); identify the audience and purpose of writing; read and internalise the model text (learn and perform poem; analyse features - grammar and structure</p>	<p>TFW Model text Description, word choices focus</p>	<p>L.O.19 To be able to use the spelling rule for adding –s or –es as the plural marker for nouns and the third person singular marker for verbs. <i>cats, spends, catches, benches</i></p>
<p>Week 8</p> <p>Poetry <i>Acrostic Poem</i></p>	<p>Little Wandle Sounds are ui aigh eer le ea u j su ture a i oul dge y wr si oul ar wh</p>	<p>Summer themed acrostic (Summer and Flowers) Teacher written</p> <p>Revisit LO21 To be able to draw on what they already know or on background information and vocabulary provided by the teacher.</p>	<p>Revisit L.O.8 Write sentences by sequencing sentences to form short narratives.</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>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.22 To be able to know that a ‘k’ not a ‘c’ follows an e, i and y when spelling words.</p>

Week 9	TEST WEEK					L.O.1 To be able to spell common exception words. <i>Work, mouse, many</i>
Week 10 Non-Fiction <i>Informal Letter</i>	<p>Little Wandle Sounds: sh ch ti le i-e a si (zh) aur au or ssi si ci</p> <p>TFW lessons Revisit LO14 To be able to listen to and discuss a wide range of <i>poems</i>, stories and non-fiction at a level beyond that at which they can read independently.</p> <p>Revisit LO19 To be able to discuss word meanings, linking new meanings to those already known.</p>	<p>TFW Model Text Letter - teacher written 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>TFW: Imitation Phase Hook (sporting heroes theme); identify the audience and purpose of writing; read and internalise the model text (Teacher letter); pictorial map and actions; analyse features.</p>	<p>TFW Model text Punctuation and types of sentence focus Revisit L.O.8 To be able to begin to punctuate sentences using a question mark.</p>	L.O.1 To be able to spell common exception words. <i>Laughed, because, different</i>
Week 11 Non-Fiction <i>Informal Letter</i>	<p>Little Wandle Sounds or au a al aw aur oor augh our oar ore Review all GPCs</p>	<p>Goldilocks/Wolf Apology letter Revisit LO15 To be able to discuss and clarify the meanings of words, linking new meanings to known vocabulary.</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>Innovation Phase Shared Writing - innovate on the model by adapting text.</p>	<p>Revisit L.O.9 To join words and join clauses using "and"</p>	L.O.1 To be able to spell common exception words. <i>Any, eyes, friends</i>
Week 12 Non-Fiction <i>Informal Letter</i>	<p>Little Wandle Sounds Review all GPCs</p>	<p>Hospital letter Revisit LO15 To be able to discuss and clarify the meanings of words, linking new meanings to known vocabulary.</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</p>	<p>TFW: Independent Application Phase Create own letter to hero.</p>	<p>Revisit L.O.10 To sequence sentences to form short narratives</p>	L.O.1 To be able to spell common exception words. <i>once, please</i>

Revisit L.O.22 To be able to ask and answer questions.

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. 6 To be able to write about real events.

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).