



## **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 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, 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
Week 1  Narrative <i>Traditional tales/ Changing the story</i>	<b>Little Wandle Sounds</b> ear air ur er oo oo ai ee ay ea e  <b>TFW lessons</b> 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.  Revisit LO17 To be able to recognise and join in with predictable phrases.  Revisit LO25 To be able to predict what might happen on the basis of what has been read so far.  Revisit LO12 To be able to become increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales.  Revisit LO14 To be able to recognise simple recurring literary language in <i>stories</i> and poetry.	<b>TFW Model text</b> <b>Peter Pan Model Text</b> <b>Comprehension - teacher written</b>  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 LO11 To be able to discuss the sequence of events in books and how items of information are related.	Revisit L.O. 8 To be able to write for different purposes.	<b>TFW: Imitation Phase</b> Hook ( <b>Peter Pan</b> );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.	<b>TFW Model text Punctuation focus</b> 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 capital letters. • Revisit L.O. 6 exclamation marks. • Revisit L.O. 7 question marks.	L.O.1 To be able to spell common exception words. <i>water, where, who</i>
Week 2  Narrative <i>Traditional tales/ Changing the story</i>	<b>Little Wandle Sounds</b> ai ay a-e ee ea e igh i ie i-e oa o o-e	<b>Twinkl/Headstart Text Retrieval focus</b> Revisit LO26 To be able to participate in discussion about what is read to them, taking turns and	Revisit L.O.6 Write sentences by saying out loud what they are going to write about.  Revisit L.O.7 Write	<b>TFW: Innovation Phase</b> Shared Writing - innovate on the model by boxing it up (focus on elements changing in the story).	L.O.17 To be able to divide words into syllables. <i>pocket, rabbit, carrot, thunder, sunset</i>	L.O.1 To be able to spell common exception words. <i>again, thought, through,</i>

		<p>listening to what others say.</p> <p>Revisit L.O.22 To be able to ask and answer questions.</p>	<p>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>Revisit L.O. 9 To be able to plan or say out loud what they are going to write about</p>			
<p>Week 3</p> <p>Narrative <i>Traditional tales/ Changing the story</i></p>	<p><b>Little Wandle Sounds</b> igh ie i-e ee ea e oa o o-e oo ue ew or u-e aw</p>	<p><b>Twinkl/Headstart Text Inference focus</b> Revisit LO24 To be able to make inferences on the basis of what is being said and done.</p> <p>Revisit L.O.22 To be able to ask and answer questions.</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. 5 To be able to write narratives about personal experiences and those of others (real and fictional).</p> <p>Revisit L.O. 12 To be able to evaluate their writing with the teacher and other pupils.</p>	<p><b>TFW: Independent Application Phase</b> 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>• Revisit L.O. 12 To be able to use the present and past tense correctly and consistently throughout writing.</p> <p>• Revisit L.O. 13 To be able to learn how to use the progressive form of verbs in the present and past tense to mark actions in progress (for example, <i>she is drumming, he was shouting</i>).</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 <i>Fables/ Traditional tales</i></p>	<p><b>Little Wandle Sounds</b> 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><b>TFW lessons</b> Revisit LO14 To be able to listen to and discuss a wide range of <i>poems</i>, stories and non-fiction at a</p>	<p><b>TFW Model Text - Hare and the Tortoise - teacher written</b> Revisit LO24 To be able to make inferences on the basis of what is being said and done.</p> <p>Revisit LO23 To be able to predict what might</p>		<p><b>TFW: Imitation Phase</b> Hook (<b>Hare and the Tortoise</b>); 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><b>TFW Model text Grammar focus</b> Revisit L.O. 15, 16 (verb, noun, adjective, noun phrase, adverb)</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>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>Revisit LO10 To be able to listen to, discuss and express views about a wide range of contemporary and classic poetry, <i>stories</i> and non-fiction at a level beyond that at which they can read independently.</p> <p>Revisit LO12 To be able to become increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales.</p>	<p>happen on the basis of what has been read so far.</p>				
<p>Week 5</p> <p>Narrative</p> <p><i>Fables/Traditional tales</i></p>	<p><b>Little Wandle Sounds</b></p> <p>i gh 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><b>Fables - The Hare and the Tortoise</b></p> <p><b>The Town Mouse and the Country Mouse</b></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 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>Revisit L.O. 9 To be able to plan or say out loud what they are going to write about.</p>	<p><b>TFW: Innovation Phase</b></p> <p>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.</p> <p><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 <i>Fables/Traditional tales</i></p>	<p><b>Little Wandle Sounds</b> Review of GPCs</p>	<p><b>Fables - Why does a Giraffe have a Long Neck? Why Does a Bat Like to Hang Upside Down?</b></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.22 To be able to ask and answer 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 fictional).</p> <p>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.</p>	<p><b>TFW: Independent Application Phase</b> 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><b>Little Wandle Sounds</b> n a w i o w o a e e s e e y a i a y a - e a m a r e l e g a i g h e i g h e a k n o w e a r / u r / e r e w h e e r m b p h</p> <p><b>TFW lessons</b> 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><b>TFW Model Text Acrostic Poem - Teacher written</b></p> <p>Revisit LO23 To be able to discuss the significance of the title and events.</p> <p>Revisit L.O.22 To be able to ask and answer 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 To be able to write for different purposes.</p> <p>Revisit L.O. 10 To be able to write down ideas and/or key words, including new vocabulary.</p>	<p><b>TFW: Imitation Phase</b> Hook (<b>Olympics theme</b>); identify the audience and purpose of writing; read and internalise the model text (learn and perform poem; analyse features - grammar and structure</p>	<p><b>TFW Model text Description, word choices focus</b></p> <p>• Revisit L.O. 11 To be able to learn how to use expanded noun phrases to describe and specify (for example, <i>the blue butterfly, plain flour, the man in the moon</i>).</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>Revisit LO16 To be able to discuss their favourite words and phrases.</p> <p>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 8</p> <p>Poetry</p> <p><i>Acrostic Poem</i></p>	<p><b>Little Wandle Sounds</b></p> <p>are ui aigh eer le ea u j su ture a i oul dge y wr si oul ar wh</p>	<p><b>Summer themed acrostic (Summer and Flowers)</b></p> <p><b>Teacher written</b></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.22 To be able to ask and answer questions.</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>Revisit L.O. 7 To be able to write poetry.</p> <p>Revisit L.O. 15 To be able to read aloud what they have written with appropriate intonation to make the meaning clear.</p>	<p><b>TFW: Innovation Phase</b></p> <p>Shared Writing - innovate on the model by adapting text.</p> <p><b>TFW: Independent Application Phase</b></p> <p>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><b>Little Wandle Sounds:</b> sh ch ti le i-e a si (zh) aur au or ssi si ci</p> <p><b>TFW lessons</b> 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>Revisit LO10 To be able to listen to, discuss and express views about a wide range of contemporary and classic poetry, <i>stories</i> and non-fiction at a level beyond that at which they can read independently.</p> <p>Revisit LO13 To be able to be introduced to non-fiction books that are structured in different ways.</p>	<p><b>TFW Model Text Letter - teacher written</b> Revisit LO15 To be able to discuss and clarify the meanings of words, linking new meanings to known vocabulary.</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. 8 To be able to write for different purposes.</p>	<p><b>TFW: Imitation Phase</b> 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><b>TFW Model text Punctuation and types of sentence focus</b> Revisit L.O.8 To be able to begin to punctuate sentences using a question mark.</p> <p>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"> <li>• Revisit L.O. 5 capital letters.</li> <li>• Revisit L.O. 6 exclamation marks.</li> <li>• Revisit L.O. 7 question marks.</li> <li>• Revisit L.O. 8 commas.</li> </ul>	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><b>Little Wandle Sounds</b> or au a al aw aur oor augh our oar ore Review all GPCs</p>	<p><b>Goldilocks/Wolf Apology letter</b> Revisit LO15 To be able to discuss and clarify the meanings of words, linking</p>	<p>Revisit L.O.7 Write sentences by composing a sentence orally before writing it.</p> <p>Revisit L.O.8 Write</p>	<p><b>Innovation Phase</b> 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>

		<p>new meanings to known vocabulary.</p> <p>Revisit L.O.22 To be able to ask and answer questions.</p>	<p>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>Week 12</p> <p>Non-Fiction</p> <p><i>Informal Letter</i></p>	<p><b>Little Wandle Sounds</b></p> <p>Review all GPCs</p>	<p><b>Hospital letter</b></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.22 To be able to ask and answer 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. 6 To be able to write about real events.</p> <p>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).</p>	<p><b>TFW: Independent Application Phase</b></p> <p>Create own letter to hero.</p>	<p>Revisit L.O.10 To sequence sentences to form short narratives</p>	<p>L.O.1 To be able to spell common exception words.</p> <p><i>once , please</i></p>