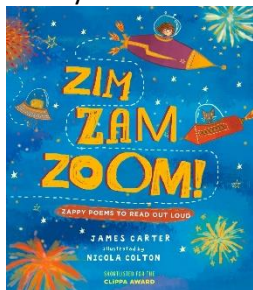






Poetry



- Performance poetry**
- Create their own 'Zim Zam Zoom!' rocket **shape poem**

- Leave spaces between words
- Use punctuation for sentences using capital letters, full stops, question marks and exclamation marks
- Use vocabulary from stories (e.g. fairy tales) to increase vocabulary in their own writing
- Say out loud what they are going to write about
- Compose sentences orally before writing
- Discuss what they have written with teacher/pupils

**Reading**

- Recognize and join in with predictable phrases
- Recite some poems/rhymes by heart
- Discuss meanings of new words/vocabulary provided

**Writing**

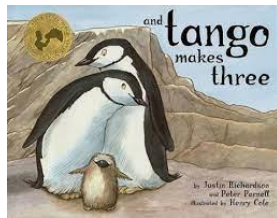
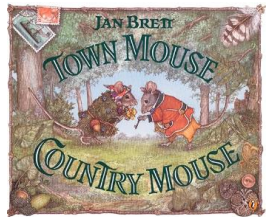
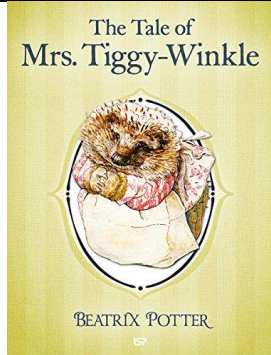
- Sit correctly at a table holding pencil correctly
- Begin to form correctly-oriented lower-case letters, capital letters and digits 0-9
- Recognise and join in predictable phrases and use these in their writing
- Leave spaces between words
- Use punctuation for sentences using capital letters, full stops, question marks and exclamation marks
- Recognise and join in predictable phrases and use these in their writing



**St Andrews Methodist Primary School**  
Reading Spine  
Year One



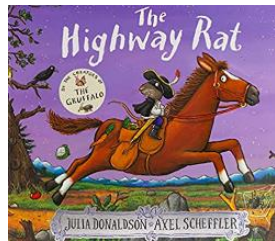
Autumn  
2



Any books that follow the children's interests



Fireman Sam, Firework and Bonfire Safety Tips



The Highway Rat, Julia Donaldson

**Informative poster**

Create a fire safety poster

**Character description**

WANTED poster

**Reading**

- Discuss meanings of new words/vocabulary provided
- Take turns in high-quality discussions about what they have heard/read
- Make links to their own experiences, drawing on what they know
- Retrieve and record information from non-fiction

**Writing**

- Leave spaces between words.
- Use punctuation for sentences using capital letters, full stops, question marks and exclamation marks
- Understand how language can be used in non-fiction
- Re-read what they have read to check it makes sense

**Reading**

- Recognise and join in with predictable phrases
- Discuss meanings of new words/vocabulary provided
- Make inferences based on what they know

**Writing**

- Use prefix 'un-'
- Change meaning of adjectives/verbs using prefix 'un-'
- Use punctuation using capital letters, full stops, question marks and exclamation marks
- Use capital letter for names of people, places, days of the week and the pronoun 'I'
- Use vocabulary from stories to increase vocabulary in their own writing
- Recognise and join in predictable phrases and use these in their writing



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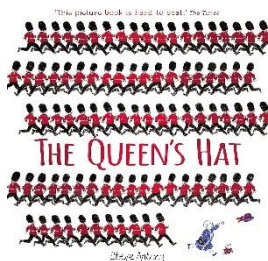
**Reading Spine**

**Year One**





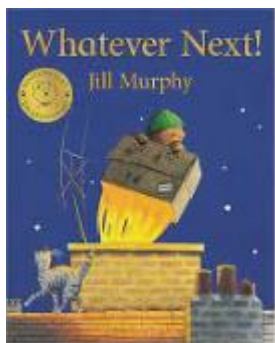
Spring 1



Any books that follow the children's interests



Lost and Found  
Oliver Jeffers



Whatever Next!  
Jill Murphy

**Narrative/Recount**

Retell a story

**List**

What to pack in the boy and penguin's suitcase

**Thought bubbles**

**Diary entry**

**Reading**

- Discuss meanings of new words/vocabulary provided
- Self-check to make sure text makes sense.

**Writing**

- Leave spaces between words.
- Use punctuation for sentences using capital letters, full stops, question marks and exclamation marks
- Use vocabulary from stories to increase vocabulary in their own writing
- Re-read what they have read to check it makes sense
- Sequence sentences to form short narratives

**Reading**

- Discuss the significance of the title and events
- Make inferences based on what they know

**Writing**

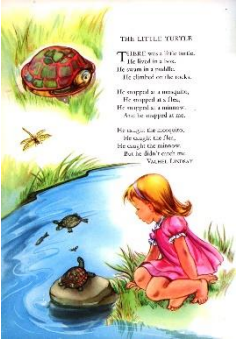


- Use punctuation for sentences using capital letters, full stops, question marks and exclamation marks
- Use capital letter for names of people, places, days of the week and the pronoun "I"
- Use vocabulary from stories to increase vocabulary in their own writing
- Re-read what they have read to check it makes sense
- Understand how language can be used in narrative and non-fiction
- Use 'and' to join words and clauses





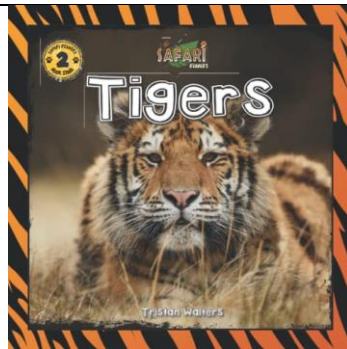
**St Andrews Methodist Primary School**  
Reading Spine  
Year One



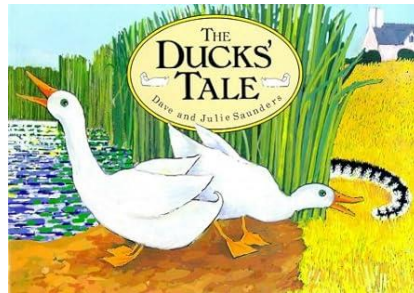
		 <p>The Little Turtle, Vachel Lindsay</p>	<p><b>Poetry Performance</b>  <b>Create their own animal poem</b> using the same structure</p>	<p><b>Reading</b></p> <ul style="list-style-type: none"> <li>-Listen to a wide range of challenging stories, poem and non-fiction</li> <li>-Recite some poems/rhymes by heart</li> <li>-Discuss meanings of new words/vocabulary provided</li> </ul> <p><b>Writing</b></p> <ul style="list-style-type: none"> <li>-Compose sentences orally before writing</li> <li>-Understand how language can be used (e.g. to build surprise/present facts)</li> </ul>
<p>Spring 2</p>	 <p>Any books that follow the children's interests</p>	 <p>The Tiger who came to Tea, Judith Kerr</p>	<p><b>Shopping list Invitation</b></p>	<p><b>Reading</b></p> <ul style="list-style-type: none"> <li>-Become familiar with and retell key stories, fairy stories and traditional tales</li> <li>-Make links to their own experiences drawing on what they know</li> <li>-Discuss meanings of new words/vocabulary provided</li> <li>-Make inferences based on what they know</li> </ul> <p><b>Writing</b></p> <ul style="list-style-type: none"> <li>-Add suffix -s and -es to create plural nouns and 3<sup>rd</sup> person singular for verbs</li> <li>- Use capital letter for names of people, places, days of the week and the pronoun "I"</li> <li>- Use 'and' to join words and clauses</li> <li>-Understand how language can be used in narrative and non-fiction</li> </ul>



**St Andrews Methodist Primary School**  
**Reading Spine**  
**Year One**



Safari Readers: Tigers, Tristan Walters



The Ducks' Tale, Dave and Julie Saunders

**Create a fact file**  
**(information text)**  
**Include captions to**  
**explain pictures**

**Narrative (Story with**  
**patterned language)**

Re-write their own  
version of the story,  
changing the characters  
and setting

**Reading**

- Retrieve and record information from non-fiction
- Discuss meanings of new words/vocabulary provided

**Writing**

- Use punctuation for sentences using capital letters, full stops, question marks and exclamation marks
- Understand how language can be used in narrative and non-fiction e.g. to build surprise/present facts)

**Reading**

- Recognise and join in with predictable phrases
- Discuss meanings of words/vocabulary provided
- Make links to their own experiences, drawing on what they know

**Writing**

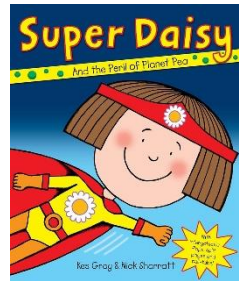
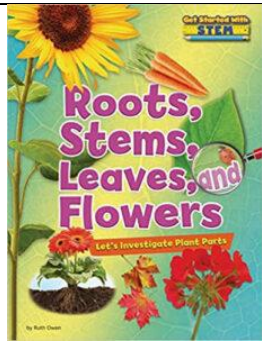
- Use "and" to join words and clauses
- Use vocabulary from stories to increase vocabulary in their own writing
- Understand how language can be used in narrative and non-fiction (e.g. to build surprise/present facts)
- Recognise and join in predictable phrases and use these in their writing
- Sequence sentences to form short narratives



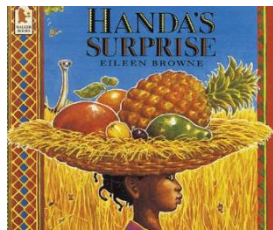
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**Year One**



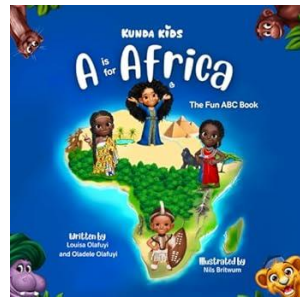
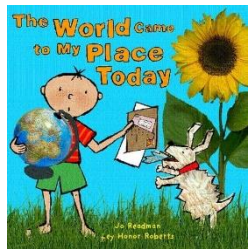
Summer  
1



Super Daisy and the Peril of Planet Pea, Kes Gray



Links to Topic/DT – How to make a fruit salad (Recipe)



A is for Africa ,Louisa and Oladele Oladuyi

**Narrative**

Predict and write their own ending to the story

**Reading**

- Discuss meanings of new words/vocabulary provided
- Make inferences based on what they know
- Make predictions based on what they know

**Writing**

- Use 'and' to join words and clauses
- Use punctuation for sentences using capital letters, full stops, question marks and exclamation marks
- Use capital letter for the names of people, places, days of the week and the pronoun 'I'
- Understand how language can be used in narrative (e.g. to build surprise/present facts)
- Sequence sentences to form short narratives

**Non chronological report**

Make an alphabet booklet, linking to the African country

**Reading**

- Discuss meanings of new words/vocabulary provided
- Take turns to explain their understanding
- Retrieve and record information from non-fiction

**Writing**


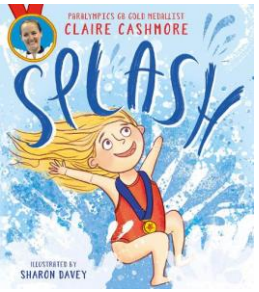
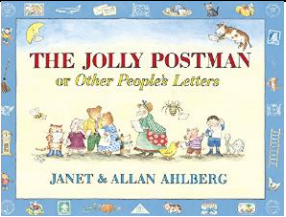
- Name letters of the alphabet
- Use punctuation for sentences using capital letters full stops, question marks and exclamation marks
- Use capital letter for names of people, places, days of the week and the pronoun "I"
- Understand how language can be used in narrative and non-fiction (eg/ to build surprise/present facts)





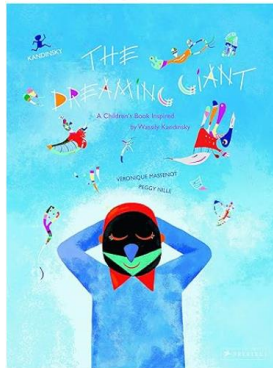
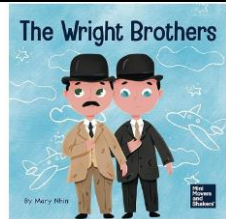
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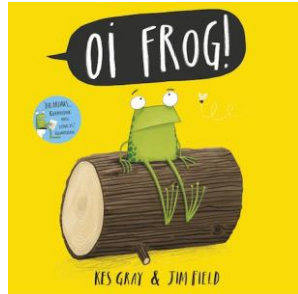
		 <p>'Zahra' (Film narrative),          Ringling College of Art and Design  <a href="https://www.literacyshed.com/the-other-cultures-shed.html">https://www.literacyshed.com/the-other-cultures-shed.html</a>          (Stories from range of cultures)</p>	<p><b><u>Setting description of Africa</u></b></p>	<p><b><u>Reading</u></b></p> <ul style="list-style-type: none"> <li>- Take turns in high quality discussions about what they have heard/read</li> <li>- Make links to their own experiences, drawing on what they know</li> <li>- Discuss the significance of the title and events</li> <li>- Make inferences based on what they know</li> </ul> <p><b><u>Writing</u></b></p> <ul style="list-style-type: none"> <li>- Use 'and' to join words and clauses</li> <li>- Use punctuation for sentences using capital letters, full stops, question marks and exclamation marks</li> <li>- Understand how language can be used in narrative (to build surprise/present facts)</li> </ul>
<p>Summer 2</p>		 <p>The Jolly Postman,          Janet and Allan Alberg</p>	<p><b><u>Postcards</u></b></p>	<p><b><u>Reading</u></b></p> <ul style="list-style-type: none"> <li>-Make links to their own experiences, drawing on what they know</li> <li>- Discuss meanings of new words/vocabulary provided</li> <li>Recognise and join in with predictable phrases</li> <li>-Make inferences on what they know</li> <li>- Discuss the significance of the title and events</li> </ul> <p><b><u>Writing</u></b></p> <ul style="list-style-type: none"> <li>-Become familiar with and retell key stories, fairy stories and traditional tales</li> <li>-Use 'and' to join words and clauses</li> <li>-Use punctuation for sentences using capital letters, full stops, question marks and exclamation marks</li> </ul>



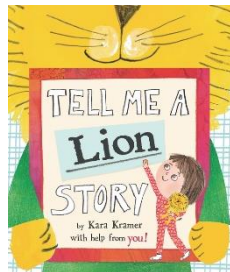
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Reading Spine  
Year One



The dreaming giant, A children's book inspired by Wassily Kandinsky, Veronique Massenot



'Oi frog!', Kes Gray



Tell me a lion story, Kara Kramer

- Use capital letter for names of people, places, days of the week and the pronoun 'I'
- Use vocabulary from stories (e.g. fairy tales) to increase vocabulary in their own writing
- Spell words containing 40+ phonemes, common exception words and days of the week

**Poetry** - Write their own rhyming poem.

**Reading**

- Discuss meanings of new words/vocabulary provided
- Recognise and join in with predictable phrases

**Writing**

Understand how language can be used in narrative and non-fiction (e.g. humour)

**Narrative** – Create their own individual story

**Reading**

- Discuss meanings of new words/vocabulary provided
- Discuss the significance of the title and events
- Make links to their own experiences drawing on what they know



**St Andrews Methodist Primary School**  
**Reading Spine**  
**Year One**



				<p><b>Writing</b></p> <ul style="list-style-type: none"><li>-Leave spaces between words Use “and” to join words and clauses</li><li>-Use punctuation for sentences using capital letters, full stops, question marks and exclamation marks</li><li>-Use capital letter for names of people, places, days of the week and the pronoun “I”</li><li>-Use vocabulary from stories (e.g. fairy tales) to increase vocabulary in their own writing</li><li>- Understand how language can be used in narrative and non-fiction (eg to build surprise/present facts)</li><li>-Compose sentences orally before writing</li><li>-Sequence sentences to form short narratives</li></ul>
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**Writing Objectives taught throughout**

- Sit correctly at a table holding pencil correctly
- Begin to form correctly-oriented lower-case letters, capital letters and digits 0 – 9
- Leave spaces between words
- Use punctuation for sentences using capital letters, full stops, question marks and exclamation marks
- Say out loud what they are going to write about
- Compose sentences orally before writing
- Discuss what they have written with teacher/pupils
- Re-read what they have written to check it makes sense
- Listen to a wide range of challenging stories, poems and non-fiction
- Discuss meanings of new words/vocabulary provided
- Take turns in high-quality discussions about what they have heard/read
- Make links to their own experiences, drawing on what they know
- Take turns to explain their understanding
- Discuss the significance of the title and events
- Make inferences based on what they know
- Make predictions based on what they know



**Writing Objectives taught independently and applied throughout:**

- Spell words containing 40+ phonemes, common exception words and days of the weeks
- Name letters of the alphabet
- Add suffix -s and -es to create plural nouns/third person singular for verbs
- Use prefix un-
- Use -ing, -ed -er and -est where root words remains unchanged
- Write from memory simple sentences dictated by the teacher

**Reading Objectives taught throughout:**

- Listen to a wide range of challenging stories, poems and non-fiction
- Discuss meanings of new words/vocabulary provided
- Take turns in high-quality discussions about what they have heard/read
- Take turns to explain their understanding
- Self-check to make sure text makes sense
- Discuss the significance of the title and events
- Make predictions based on what they know
- Make inferences on what they know

**Reading Objectives taught independently and applied throughout:**

- Apply phonic knowledge to decode words
- Blend sounds in unfamiliar words containing grapheme-phoneme correspondence already taught
- Read words containing grapheme-phoneme correspondence and -s -es, correspondence-ing, -ed, -er, ad -est endings
- Read words with contractions and understand the role of the apostrophe
- Respond with correct sound to graphemes for all 40+ phonemes
- Read common exception words
- Read other words of more than one syllable
- Read aloud accurately, books that are consistent with taught phonic knowledge and re-read to build fluency