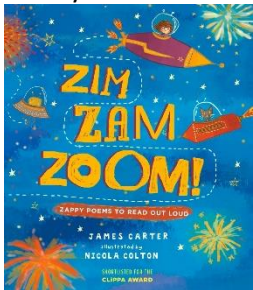


[illegible]



		<p>Poetry</p> 	<p><u>-Performance poetry</u> -Create their own 'Zim Zam Zoom!' rocket <u>shape poem</u></p>	<ul style="list-style-type: none">- 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 <p><u>Reading</u></p> <ul style="list-style-type: none">-Recognize and join in with predictable phrases- Recite some poems/rhymes by heart- Discuss meanings of new words/vocabulary provided <p><u>Writing</u></p> <ul style="list-style-type: none">- 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
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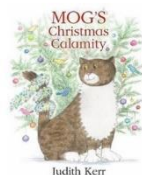
<p>Autumn 2</p>	<div data-bbox="248 236 517 592"> <p>The Tale of Mrs. Tiggy-Winkle BEATRIX POTTER</p> </div> <div data-bbox="248 628 510 847"> <p>JAN BRETT TOWN MOUSE COUNTRY MOUSE</p> </div> <p>The Town mouse and country mouse</p> <p>Any books that follow the children's interests</p>	<div data-bbox="600 236 927 491"> <p>FIREWORK & BONFIRE SAFETY TIPS FROM THE FIREMAN SAM TV SHOW AND CHILD ACCIDENT PREVENTION TRUST</p> <p>DID YOU KNOW? Fireworks are exciting, but they can be very dangerous. Listen to your grown-up about where is a safe place to stand.</p> <p>SPARKLERS</p> <p>TIP #1 When your sparkler is lit, hold it safely away from your people and pets.</p> <p>TIP #2 Once sparklers are finished, put them into a bucket of water, don't throw them away.</p> <p>TIP #3 When your gloves are on, you hold sparklers and keep them away from your face.</p> </div> <p>Fireman Sam, Firework and Bonfire Safety Tips</p> <div data-bbox="589 887 857 1126"> <p>The Highway Rat JULIA DONALDSON - AXEL SCHEFFLER</p> </div> <p>The Highway Rat, Julia Donaldson</p>	<p>Informative poster Create a fire safety poster</p> <p>Character description WANTED poster</p>	<p>Reading</p> <ul style="list-style-type: none"> -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 <p>Writing</p> <ul style="list-style-type: none"> -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 <p>Reading</p> <ul style="list-style-type: none"> -Recognise and join in with predictable phrases -Discuss meanings of new words/vocabulary provided -Make inferences based on what they know <p>Writing</p> <ul style="list-style-type: none"> -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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St Andrews Methodist Primary School

Reading Spine

Year One



Mog's Christmas Calamity,
Judith Kerr

AND

Sainbury's Advert (Christmas is for
sharing)

<https://www.literacyshed.com/mog.html>

List/letter

Thought bubbles

Mog's Christmas

List/Mog's letter to
Santa

Reading

- Discuss meanings of new words/vocabulary provided
- Make links to their own experiences, drawing on what they know
- Self-check to make sure text makes sense.
- Discuss the significance of the title and events
- Make inferences based on what they know

Writing

- Leave spaces between words.
- 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



St Andrews Methodist Primary School

Reading Spine

Year One


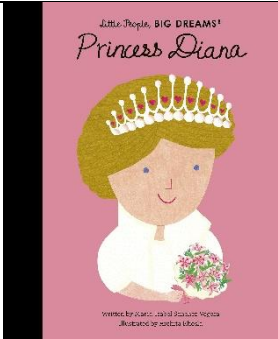




<p>Spring 1</p>	<div data-bbox="248 272 524 488"></div> <div data-bbox="248 523 515 791"></div> <p>Any books that follow the children's interests</p>	<div data-bbox="600 252 907 566"></div> <p>Lost and Found Oliver Jeffers</p> <div data-bbox="589 823 860 1163"></div> <p>Whatever Next! Jill Murphy</p>	<p><u>Narrative/Recount</u> Retell a story</p> <p><u>List</u> What to pack in the boy and penguin's suitcase</p> <p><u>Thought bubbles</u> <u>Diary entry</u></p>	<p><u>Reading</u> -Discuss meanings of new words/vocabulary provided -Self-check to make sure text makes sense.</p> <p><u>Writing</u> -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</p> <p><u>Reading</u> - Discuss the significance of the title and events -Make inferences based on what they know</p> <p><u>Writing</u> - 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</p>
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St Andrews Methodist Primary School
Reading Spine
Year One

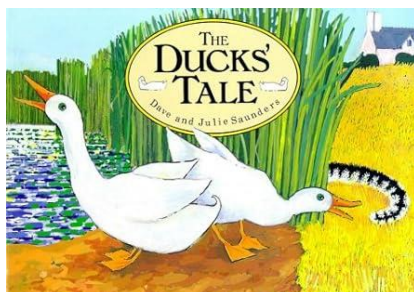
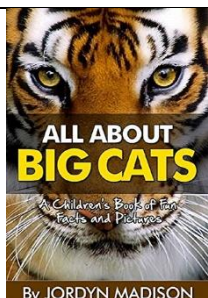


		 <p>The Little Turtle, Vachel Lindsay</p>	<p><u>Poetry Performance</u> <u>Create their own animal poem</u> using the same structure</p>	<p><u>Reading</u> -Listen to a wide range of challenging stories, poem and non-fiction -Recite some poems/rhymes by heart -Discuss meanings of new words/vocabulary provided</p> <p><u>Writing</u> -Compose sentences orally before writing -Understand how language can be used (e.g. to build surprise/present facts)</p>
Spring 2	 	 <p>The Tiger who came to Tea, Judith Kerr</p>	<p><u>Shopping list Invitation</u></p>	<p><u>Reading</u> -Become familiar with and retell key stories, fairy stories and traditional tales -Make links to their own experiences drawing on what they know -Discuss meanings of new words/vocabulary provided -Make inferences based on what they know</p> <p><u>Writing</u> -Add suffix -s and -es to create plural nouns and 3rd person singular for verbs - Use capital letter for names of people, places, days of the week and the pronoun "I" - Use 'and' to join words and clauses -Understand how language can be used in narrative and non-fiction</p>



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

Any books that follow the children's interests



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



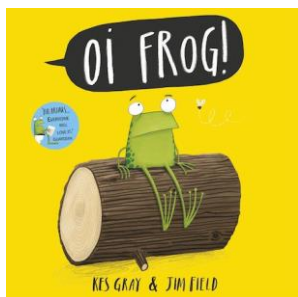
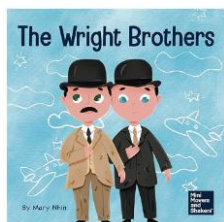
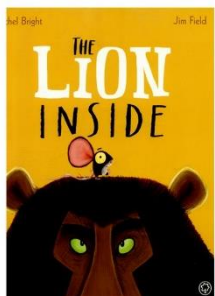
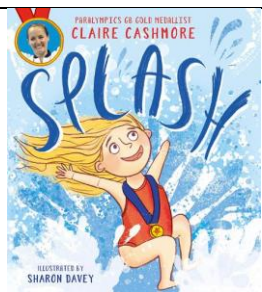
St Andrews Methodist Primary School
Reading Spine
Year One



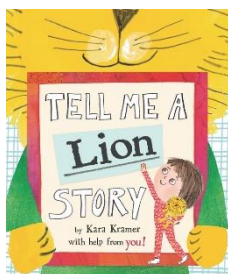
		 <p>'Zahra' (Film narrative), Ringling College of Art and Design https://www.literacyshed.com/the-other-cultures-shed.html (Stories from range of cultures)</p>	<p><u>Setting description of Africa</u></p>	<p><u>Reading</u></p> <ul style="list-style-type: none">- Take turns in high quality discussions about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



St Andrews Methodist Primary School
Reading Spine
Year One



'Oi frog!', Kes Gray



Tell me a lion story,
Kara Kramer

Poetry - Write their own rhyming poem.

Narrative – Create their own individual story

- 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

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)

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><u>Writing</u></p> <ul style="list-style-type: none">-Leave spaces between words 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 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- Understand how language can be used in narrative and non-fiction (eg to build surprise/present facts)-Compose sentences orally before writing-Sequence sentences to form short narratives
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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, and -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