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| **READING AT BOWERHAM** |
| Author of the Half Term  |
| Giles Andreae | Michael Bond  | Nick Butterworth | Eric Carle | Traditional Tales | Explorers Texts  |
| Class Novel  |
| Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
| Fantastic Mr Fox- Roald Dahl | Poetry- Michael Rosen  | Hotel Flamingo- Alex Milway  | Aesop’s Fables |
| **Reading - word reading***Pupils should be taught to:** apply phonic knowledge and skills as the route to decode words
* respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes
* read accurately by blending sounds in unfamiliar words containing GPCs that have been taught
* read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word
* read words containing taught GPCs and –s, –es, –ing, –ed, –er and –est endings
* read other words of more than one syllable that contain taught GPCs
* read words with contractions [for example, I’m, I’ll, we’ll], and understand that the apostrophe represents the omitted letter(s)
* read books aloud, accurately, that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words
* reread these books to build up their fluency and confidence in word reading
 | **Reading – comprehension***Pupils should be taught to:**develop pleasure in reading, motivation to read, vocabulary and understanding by:** listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently
* being encouraged to link what they read or hear to their own experiences
* becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics
* recognising and joining in with predictable phrases
* learning to appreciate rhymes and poems, and to recite some by heart
* discussing word meanings, linking new meanings to those already known

*understand both the books they can already read accurately and fluently and those they listen to by:** drawing on what they already know or on background information and vocabulary provided by the teacher
* checking that the text makes sense to them as they read, and correcting inaccurate reading
* discussing the significance of the title and events
* making inferences on the basis of what is being said and done
* predicting what might happen on the basis of what has been read so far
* participate in discussion about what is read to them, taking turns and listening to what others say
* explain clearly their understanding of what is read to them.
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| **WRITING AT BOWERHAM** |
| Units of Writing  |
| Drawing ClubFictionTraditional TaleTV Video Clip* Spell words containing known phonemes
* Letter formation
* Naming the letters of the alphabet in order
* Write dictated sentences
* Compose a sentence orally before writing it
 | The Curious Quest Fiction Non-FictionPoem* Using finger spaces
* Common Exception Words
* Using adjectives
* Capital letters for names

Capital letters for personal pronoun ‘I’ | The Curious Quest Fiction Non-FictionPoem* Plurals
* Using question marks
* Composing sentences orally before writing
* Days of the Week
* Suffixes-er, est

Use the joining clause ‘and’ | The Curious Quest Fiction Non-FictionPoem* Time Openers and Imperative verbs
* Exclamation Marks
* Reciting a poem by heart
* Prefix-un

Questions and Statements  | The Curious Quest Fiction Non-FictionPoem* Suffixes- ed, ing
* Forming short narratives
* Capital letters for people and places
* Time openers and Imperative verbs

Joining sentences with conjunctions including ‘and’  | The Curious Quest Fiction Non-FictionPoem* Forming short narratives
* Suffixes-Recap
* Reciting a poem by heart (End of Year 1 Poem)

Reading focus-contractions and apostrophe |
| **Writing – Transcription** **Spelling - see English appendix 1***Pupils should be taught to:**spell:** words containing each of the 40+ phonemes already taught
* common exception words
* the days of the week

*name the letters of the alphabet:** naming the letters of the alphabet in order
* using letter names to distinguish between alternative spellings of the same sound

*add prefixes and suffixes:** using the spelling rule for adding –s or –es as the plural marker for nouns and the third person singular marker for verbs
* using the prefix un–
* using –ing, –ed, –er and –est where no change is needed in the spelling of root words [for example, helping, helped, helper, eating, quicker, quickest]
* apply simple spelling rules and guidance, as listed in English appendix 1

*write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far* | **Handwriting-** *Pupils should be taught to:** sit correctly at a table, holding a pencil comfortably and correctly
* begin to form lower-case letters in the correct direction, starting and finishing in the right place
* form capital letters
* form digits 0-9
* understand which letters belong to which handwriting ‘families’ (ie letters that are formed in similar ways) and to practise these
 | **Writing – composition-** *Pupils should be taught to:**write sentences by:** saying out loud what they are going to write about
* composing a sentence orally before writing it
* sequencing sentences to form short narratives
* re-reading what they have written to check that it makes sense
* discuss what they have written with the teacher or other pupils
* read their writing aloud, clearly enough to be heard by their peers and the teacher
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| **SPEAKING AND LISTENING AT BOWERHAM** |
| **Spoken language-** *Pupils should be taught to:** listen and respond appropriately to adults and their peers
* ask relevant questions to extend their understanding and knowledge
* use relevant strategies to build their vocabulary
* articulate and justify answers, arguments and opinions
* give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings
* maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments
* use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas
* speak audibly and fluently with an increasing command of Standard English
* participate in discussions, presentations, performances, role play/improvisations and debates
* gain, maintain and monitor the interest of the listener(s)
* consider and evaluate different viewpoints, attending to and building on the contributions of others
* select and use appropriate registers for effective communication
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