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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 Club  Fiction  Traditional Tale  TV 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-Fiction  Poem   * Using finger spaces * Common Exception Words * Using adjectives * Capital letters for names   Capital letters for personal pronoun ‘I’ | The Curious Quest  Fiction  Non-Fiction  Poem   * 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-Fiction  Poem   * Time Openers and Imperative verbs * Exclamation Marks * Reciting a poem by heart * Prefix-un   Questions and Statements | The Curious Quest  Fiction  Non-Fiction  Poem   * 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-Fiction  Poem   * 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 |