

# *Year 1 Curriculum Coverage and Progression of skills in English*



**Year Group: 1**

**Autumn 1**

**Unit Written Outcomes:** Retell story or part of story  
Fact file

**Possible Application:** Recount - any event, trip or experience  
Sentence writing opportunities

**Reading:** Core text  
Non-fiction books

<b>Spoken Language</b>	<b>Reading</b>	<b>Writing - Composition</b>	<b>Writing -Grammar and Vocabulary</b>
<p><b>Objectives</b> Give an opinion with a reason. Listen to others' opinions. Use Standard English to give an opinion. Recite/perform own compositions.</p>	<p><b>Objectives</b> Use prior knowledge to understand texts. Use picture clues to support understanding. Use picture clues to deepen understanding. Identify unfamiliar words and ask about meaning. Use the context to make informed guesses about the meaning of unfamiliar words. Discuss the meaning of unfamiliar words. Identify the key events in a story. Make predictions based on the events in the story. Identify the characters in a story. Recognise a character's feelings. Say why a character has a feeling. Give an opinion about a character. Answer retrieval questions about the book. Use information from the story to support opinion. Say what they like or dislike about a book. Listen to others' ideas about a book. Say whether they agree or disagree with other's ideas. Know that there are different kinds of books. Know the difference between a story book and an information book.</p>	<p><b>Objectives</b> Talk about ideas for writing. Know what to write about. Choose one idea for a sentence. Say the sentence aloud. Check that the sentence makes sense. Hold the sentence in your head. Write the sentence. Read the sentence and check that it makes sense. Check that the sentence starts with a capital letter and ends with the right end mark – full stop/question mark. Decide on the next sentence which will say what happened next.</p>	<p><b>Objectives</b> Know what a sentence is when speaking. Recognise upper and lower case letters. Find sentences in reading. Notice sentence demarcation in reading. Know that a sentence needs a capital letter. Know that a sentence ends with a full stop. Write sentences with capital letters and full stops. Recognise upper and lower case letters. Find the personal pronoun I in reading. Notice that the personal pronoun I is always a capital. Use a capital for the personal pronoun I in writing. Check that a capital has been used for the personal pronoun I in writing. Find where capital letters have been used other than to start sentences in reading. Recognise that they are special names for people. Know that the names of people need capital letters. Use capital letters for special names of people in writing. Check that capital letters have been used for the special names of people.</p>
<b>Phonics</b>	<b>Phase 3 Phonics Revision</b>		

**Year Group: 1**  
**Autumn 2**

**Unit Written Outcomes:** Retell story or part of story  
Fact file

**Possible Application:** Recount - any event, trip or experience  
Sentence writing opportunities

**Reading:** Core text  
Non-fiction

Spoken Language	Reading	Writing - Composition	Writing -Grammar and Vocabulary
<p><b>Objectives</b> Give an opinion with a reason. Listen to others' opinions. Use Standard English to give an opinion. Recite/perform own compositions.</p>	<p><b>Objectives</b> Use prior knowledge to understand texts. Use picture clues to support understanding. Use picture clues to deepen understanding. Identify unfamiliar words and ask about meaning. Use the context to make informed guesses about the meaning of unfamiliar words. Discuss the meaning of unfamiliar words. Identify the key events in a story. Make predictions based on the events in the story. Identify the characters in a story. Recognise a character's feelings. Say why a character has a feeling. Give an opinion about a character. Answer retrieval questions about the book. Use information from the story to support opinion. Understand that a writer can leave gaps for the reader to fill. Answer questions which fill the gaps in a story. Say what they like or dislike about a book. Listen to others' ideas about a book. Say whether they agree or disagree with others' ideas. Know that there are different kinds of books. Know the difference between a story book and an information book.</p>	<p><b>Objectives</b> Talk about ideas for writing. Know what to write about. Choose one idea for a sentence. Say the sentence aloud. Check that the sentence makes sense. Hold the sentence in your head. Write the sentence. Read the sentence and check that it makes sense. Check that the sentence starts with a capital letter and ends with the right end mark – full stop/question mark. Decide on the next sentence which will say what happened next.</p>	<p><b>Objectives</b> Know what a sentence is when speaking. Know that a sentence needs a capital letter. Know that a sentence ends with a full stop. Write sentences with capital letters and full stops. Use a capital for the personal pronoun I in writing. Check that a capital has been used for the personal pronoun I in writing. Find where capital letters have been used other than to start sentences in reading. Recognise that they are special names for people and places. Know that the names of people and places need capital letters. Use capital letters for special names of people and places in writing. Check that capital letters have been used for the special names of people and places. Notice that <b>and</b> can join two words. Use the word <b>and</b> to join two words in a sentence. Notice that the word <b>and</b> can join two sentences. Know that the word <b>and</b> can help to join ideas together. Practise joining two sentences with <b>and</b>.</p>

**Phonics**

**Phase 3 & Phase 4**

**Year Group: 1**  
**Spring 1**

**Unit Written Outcomes:** Retell story or part of story  
Recount

**Possible Application:** Recount - any event, trip or experience  
Sentence writing opportunities

**Reading Focus:** Core text  
Poetry study – eg. selected poems from Puffin Book of Fantastic First Poems  
Non-fiction books

Spoken Language	Reading	Writing - Composition	Writing -Grammar and Vocabulary
<p><b>Objectives</b> Give an opinion with a reason. Listen to others' opinions. Use Standard English to give an opinion. Recite/perform own compositions.</p>	<p><b>Objectives</b> To understand texts. Use pictures Use prior knowledge clues to support understanding. Use picture clues to deepen understanding. Identify unfamiliar words and ask about meaning. Use the context to make informed guesses about the meaning of unfamiliar words. Discuss the meaning of unfamiliar words. Identify the key events in a story. Make predictions based on the events in the story. Identify the characters in a story. Recognise a character's feelings. Say why a character has a feeling. Give an opinion about a character. Answer retrieval questions about the book. Use information from the story to support opinion. Say what they like or dislike about a book. Listen to others' ideas about a book. Say whether they agree or disagree with others' ideas. Know some key stories. Recognise key story language. Find key story language in stories read aloud or read independently. Retell key stories orally using narrative language. Know that there are different kinds of books. Know the difference between a story book and an information book</p>	<p><b>Objectives</b> Talk about ideas for writing. Know what to write about. Choose one idea for a sentence. Say the sentence aloud. Check that the sentence makes sense. Hold the sentence in your head. Write the sentence. Read the sentence and check that it makes sense. Check that the sentence starts with a capital letter and ends with the right end mark – full stop/question mark. Decide on the next sentence which will say what happened next.</p>	<p><b>Objectives</b> Know what a sentence is when I am speaking. Notice sentence demarcation in reading. Know that a sentence needs a capital letter. Write sentences with capital letters and full stops. Know that there are different types of sentences. Hear the difference between a question and a statement. Find questions in reading. Know that a question needs a question mark at the end. Write question sentences with capital letters and question marks. Use a capital for the personal pronoun I in writing. Check that a capital has been used for the personal pronoun I in writing. Use capital letters for special names of people, places and the days of the week in writing. Check that capital letters have been used for the special names of people, places and the days of the week. Use the word <b>and</b> to join two words in a sentence. Notice that the word <b>and</b> can join two sentences. Know that the word <b>and</b> can help to join ideas together. Practise joining two sentences with <b>and</b>.</p>
<b>Phonics</b>	<b>Phase 5</b>		

**Year Group: 1**  
**Spring 2**

**Unit Written Outcomes:** Retell story or part of story  
Information

**Possible Application:** Recount - any event, trip or experience  
Sentence writing opportunities

**Reading Focus:** Core text  
Non-fiction books

Spoken Language	Reading	Writing - Composition	Writing -Grammar and Vocabulary
<p><b>Objectives</b> Give an opinion with a reason. Listen to others' opinions. Use Standard English to give an opinion. Recite/perform own compositions.</p>	<p><b>Objectives</b> Use prior knowledge to understand texts. Use picture clues to support understanding. Use picture clues to deepen understanding. Identify unfamiliar words and ask about meaning. Use the context to make informed guesses about the meaning of unfamiliar words. Discuss the meaning of unfamiliar words. Identify the key events in a story. Make predictions based on the events in the story. Identify the characters in a story. Recognise a character's feelings. Say why a character has a feeling. Give an opinion about a character. Answer retrieval questions about the book. Use information from the story to support opinion. Recognise key story language. Find key story language in stories read aloud or read independently. Retell key stories orally using narrative language. Say what they like or dislike about a book. Listen to others' ideas about a book. Say whether they agree or disagree with others' ideas. Know that there are different kinds of books. Know the difference between a story book and an information book</p>	<p><b>Objectives</b> Talk about ideas for writing. Know what to write about. Choose one idea for a sentence. Say the sentence aloud. Check that the sentence makes sense. Hold the sentence in your head. Write the sentence. Read the sentence and check that it makes sense. Check that the sentence starts with a capital letter and ends with the right end mark – full stop/question mark. Decide on the next sentence which will say what happened next.</p>	<p><b>Objectives</b> Know what a sentence is when I am speaking. Notice sentence demarcation in reading. Know that a sentence needs a capital letter. Write sentences with capital letters and full stops. Know that there are different types of sentences. Hear the difference between a question and a statement. Find questions in reading. Know that a question needs a question mark at the end. Write question sentences with capital letters and question marks. Use a capital for the personal pronoun I in writing. Check that a capital has been used for the personal pronoun I in writing. Use capital letters for special names of people, places and the days of the week in writing. Check that capital letters have been used for the special names of people, places and the days of the week. Use the word <b>and</b> to join two words in a sentence. Notice that the word <b>and</b> can join two sentences. Know that the word <b>and</b> can help to join ideas together. Practise joining two sentences with <b>and</b>.</p>
<p><b>Phonics</b></p>	<p><b>Phase 5</b></p>		

**Year Group: 1**  
**Summer 1**

**Unit Written Outcomes:** Retell story or part of story  
Information

**Possible Application:** Recount - any event, trip or experience  
Sentence writing opportunities

**Reading Focus :** Core texts  
Non-fiction books

Spoken Language	Reading	Writing - Composition	Writing -Grammar and Vocabulary
<p><b>Objectives</b> Give an opinion with a reason. Listen to others' opinions. Use Standard English to give an opinion. Recite/perform own compositions.</p>	<p><b>Objectives</b> Use prior knowledge to understand texts. Use picture clues to support understanding. Use picture clues to deepen understanding. Identify unfamiliar words and ask about meaning. Use the context to make informed guesses about the meaning of unfamiliar words. Discuss the meaning of unfamiliar words. Identify the key events in a story. Make predictions based on the events in the story. Recognise a character's feelings. Say why a character has a feeling. Give an opinion about a character. Answer retrieval questions about the book. Use information from the story to support opinion. Understand that a writer can leave gaps for the reader to fill. Answer questions which fill the gaps in a story. Listen to others' ideas about a book. Say whether they agree or disagree with other's ideas. Know some key stories. Recognise key story language. Find key story language in stories read aloud or read independently. Retell key stories orally using narrative language. Know that there are different kinds of books. Know the difference between a story book and an information book. Recognise poems and rhymes. Recognise rhyming language. Recognise patterned language in poems and rhymes. Know some poems and rhymes by heart.</p>	<p><b>Objectives</b> Talk about ideas for writing. Know what to write about. Choose one idea for a sentence. Say the sentence aloud. Check that the sentence makes sense. Hold the sentence in your head. Write the sentence. Read the sentence and check that it makes sense. Check that the sentence starts with a capital letter and ends with the right end mark – full stop/question mark. Decide on the next sentence which will say what happened next.</p>	<p><b>Objectives</b> Know what a sentence is when I am speaking. Know that a sentence needs a capital letter. Write sentences with capital letters and full stops. Hear the difference between a question and a statement. Know that a question needs a question mark at the end. Write question sentences with capital letters and question marks. Find exclamation sentences in reading. Know that an exclamation sentence needs an exclamation mark at the end. Write exclamation sentences with capital letters and exclamation marks. Use a capital for the personal pronoun I in writing. Check that a capital has been used for the personal pronoun I in writing. Use capital letters for special names of people, places and the days of the week in writing. Check that capital letters have been used for the special names of people, places and the days of the week. Use the word <b>and</b> to join two words in a sentence. Notice that the word <b>and</b> can join two sentences. Know that the word <b>and</b> can help to join ideas together. Practise joining two sentences with <b>and</b>.</p>
Phonics	Phase 5		

**Year Group: 1**  
**Summer 2**

**Unit Written Outcomes:** New adventure for the bus  
Information

**Possible Application:** Recount - any event, trip or experience  
Sentence writing opportunities

**Reading Focus:** Core text  
Non-fiction

Spoken Language	Reading	Writing - Composition	Writing -Grammar and Vocabulary
<p><b>Objectives</b> Give an opinion with a reason. Listen to others' opinions. Use Standard English to give an opinion. Recite/perform own compositions.</p>	<p><b>Objectives</b> Use prior knowledge to understand texts. Use picture clues to support understanding. Use picture clues to deepen understanding. Identify unfamiliar words and ask about meaning. Use the context to make informed guesses about the meaning of unfamiliar words. Discuss the meaning of unfamiliar words. Identify the key events in a story. Make predictions based on the events in the story. Recognise a character's feelings. Say why a character has a feeling. Give an opinion about a character. Answer retrieval questions about the book. Use information from the story to support opinion. Understand that a writer can leave gaps for the reader to fill. Answer questions which fill the gaps in a story. Listen to others' ideas about a book. Say whether they agree or disagree with others' ideas. Know some key stories. Recognise key story language. Find key story language in stories read aloud or read independently. Retell key stories orally using narrative language. Know that there are different kinds of books. Know the difference between a story book and an information book. Recognise poems and rhymes. Recognise rhyming language. Recognise patterned language in poems and rhymes. Know some poems and rhymes by heart.</p>	<p><b>Objectives</b> Talk about ideas for writing. Know what to write about. Choose one idea for a sentence. Say the sentence aloud. Check that the sentence makes sense. Hold the sentence in your head. Write the sentence. Read the sentence and check that it makes sense. Check that the sentence starts with a capital letter and ends with the right end mark – full stop/question mark. Decide on the next sentence which will say what happened next.</p>	<p><b>Objectives</b> Know what a sentence is when I am speaking. Know that a sentence needs a capital letter. Write sentences with capital letters and full stops. Hear the difference between a question and a statement. Know that a question needs a question mark at the end. Write question sentences with capital letters and question marks. Find exclamation sentences in reading. Know that an exclamation sentence needs an exclamation mark at the end. Write exclamation sentences with capital letters and exclamation marks. Use a capital for the personal pronoun I in writing. Check that a capital has been used for the personal pronoun I in writing. Use capital letters for special names of people, places and the days of the week in writing. Check that capital letters have been used for the special names of people, places and the days of the week. Use the word <b>and</b> to join two words in a sentence. Notice that the word <b>and</b> can join two sentences. Know that the word <b>and</b> can help to join ideas together. Practise joining two sentences with <b>and</b>.</p>

**Phonics**

**Phase 5**

# *Appendix*

*Examples of planning ideas*

## Autumn 1: Bog Baby: Learning Sequence – Unit Overview

Week 1	Week 2	Week 3
<p>Discuss unfamiliar vocabulary throughout. Record in class dictionary or on working wall.</p> <p>Use picture from book or front cover. Discuss what it might be. Oral responses in full sentences. Record as appropriate.</p> <p>Go on a Bog Baby hunt.</p> <p>Take photos. Sequence. think about other words for <b>looked</b>. Add <b>time adverbs</b>. Retell orally in full sentences. Record sentences as appropriate.</p> <p>Read pages 1, 2 and 3. Discuss children’s actions. Look at illustration on pages 2 and 3. Annotate – name the nouns, generate adjectives and choose the best for each noun. Set up reading/role play area with storytelling props and environment props.</p>	<p>Read pages 4 and 5.</p> <p>Discuss what the Bog Baby might do at the pond. List verbs. Practical activity – children use Bog Baby and say where he was and what he did in full sentences.</p> <p>Use prepositions game to experiment.</p> <p>Record sentences as appropriate. Read pages 6, 7, 8 and 9. Discuss description – what he did and what he looked like. Discuss meaning of words. Record whole class/group as appropriate. Discuss Bog Baby’s reactions and why he behaved in this way. Record responses as appropriate.</p> <p>Draw own Bog Baby. Label with body part nouns.</p> <p>Discuss adjectives and build bank.</p> <p>Add adjectives to nouns. Write sentences. Label human body. Compare to the Bog Baby. Find the differences.</p>	<p>Read and discuss pages 10, 11, 12, 13, 14 and 15.</p> <p>Discuss how the children looked after the Bog Baby. Record on grid whole class/group or individual as appropriate. Think about whether the Bog baby was happy and if he liked the children.</p> <p>Read pages 16 and 17. Find how the Bog Baby is feeling. Record in single bubble.</p> <p>Predict what could happen next. Talk about what they would have done and draw or write ideas.</p> <p>Read page 18. Discuss what mum is thinking and what she might do. Write thought bubble. Read page 19.</p> <p>Discuss why Chrissy did not tell mum and why her sister did. Give reasons for why mum wasn’t angry.</p> <p>Oral responses in full sentences. Record as appropriate.</p>
Week 4	Week 5	Week 6
<p>Read pages 20, 21, 22 and 23</p> <p>Discuss mum’s reasons for taking the Bog Baby back to the pond. Record responses as appropriate.</p> <p>Consider what writer means when she says that was real love. Read to next 2 pages. Discuss why the girls never saw another Bog Baby. Record responses as appropriate. Draw what they think the daughter saw.</p> <p>Read last 2 pages and compare with their ideas.</p> <p>Consider whether they believe in Bog Babies. Record response. Look at the different size of the font, the use of print in bold, the font used for the first letter of the first word on some pages and how the word <b>magic</b> is printed. Discuss and look for examples in book.</p> <p>Discuss why the Bog Baby did not try to run away.</p> <p>Talk about whether the book is trying to teach the reader something about animals.</p>	<p>Review whole story and create story map with the key events. Link key events to <b>time adverbials</b>. Discuss best adverbials and their meaning. Annotate story map.</p> <p>Retell story orally in full sentences using <b>time adverbials</b> to sequence the events.</p> <p>Use story map in sections to retell story. Model process. Scaffold appropriately – some children will need fewer pictures. Emphasis should be on writing accurate, meaningful sentences.</p> <p>Address misconceptions with <b>Sentence Not a Sentence</b> game.</p> <p>Evaluate writing using <b>Does my writing make sense?</b> prompts. Make changes.</p> <p>Proof read with <b>zero tolerance check</b>.</p>	<p>Use non-fiction books on animals.</p> <p>Discuss the difference between a story book and non-fiction text. Model use of contents page to find information on identified animal. Research other pond animals and animals that live in a woodland environment.</p> <p>Label pictures with nouns. Add adjectives.</p> <p>Model writing process. Write sentences for fact file on chosen creature. Evaluate writing using <b>Does my writing make sense?</b> prompts. make changes. Proof read with <b>zero tolerance check</b>.</p> <p>If appropriate, read The King of the Tiny Things. Discuss events in the story.</p> <p>Discuss what they like about the book.</p> <p>Compare to The Bog Baby. Discuss which they prefer and why.</p>

## Autumn 2: Lost and Found: Learning Sequence – Unit Overview

Week 1	Week 2	Week 3
<p>Discuss unfamiliar vocabulary throughout. Record in class dictionary or on working wall.</p> <p>Have suitcase or use picture on endpaper without showing cover. Discuss why it is there and who it could belong to. Read to page 4. Discuss penguin's arrival and where it may have come from. Record response as appropriate. Thought bubble for boy when he opens the door. Focus on accurate and meaningful sentences. Discuss why he thinks the penguin is lost. Gather words for the penguin's feelings. Read pages 5, 6 and 7. Discuss who he asked for help and why. Record responses as appropriate. Read page 8 and talk about why the boy was disappointed. Discuss and list how he could help the penguin.</p>	<p>Read page 9.</p> <p>Research information about penguins. Write or draw information into the single bubble.</p> <p>Use the information to write sentences for a fact file on penguins.</p> <p>Practise joining ideas with <b>and</b>.</p> <p>Evaluate writing using <b>Does my writing make sense?</b> prompts. Make changes. Proof read <b>with zero tolerance check</b>.</p> <p>Use a globe to find the South Pole, North Pole and the Equator. Discuss how you could travel to the South Pole. Record response.</p> <p>Read page 10 and 11. Discuss reasons for rowing themselves. Record response.</p>	<p>Discuss what they packed. List what could be packed for a trip to the South Pole with reasons.</p> <p>Read pages 13 and 14 and consider the stories the boy told the penguin and why.</p> <p>Choose which stories they might tell the penguin. Record responses.</p> <p>Read pages 15 and 16 and discuss language.</p> <p>Read pages 17 and 18. Discuss the boy's and the penguin's feelings. Write feelings bubbles. . Focus on accurate and meaningful sentences.</p> <p>Read pages 19 and 20. Record responses.</p> <p>Read pages 21 and 22. Discuss boy's feelings and thoughts. Write thought bubbles. Focus on accurate and meaningful sentences.</p> <p>Predict what might happen.</p>
Week 4	Week 5	Week 6
<p>Read next 2 pages. Discuss what has happened. Write sentences for each picture to explain what the boy did to try and find the penguin.</p> <p>Read to the end. Discuss questions and record responses.</p> <p>Think about the message in the book. Record response.</p> <p>Review whole story and create story map with the key events.</p>	<p>Link key events to <b>time adverbials</b>. Discuss best adverbials and their meaning. Annotate story map.</p> <p>Retell story orally in full sentences using <b>time adverbials</b> to sequence the events.</p> <p>Use story map in sections to retell story. Model process. Scaffold appropriately – some children will need fewer pictures. Emphasis should be on writing accurate, meaningful sentences.</p> <p>Use <b>Conjunctions game</b> to practise joining ideas in sentences. Address misconceptions with <b>Sentence Not a Sentence game</b>. Evaluate writing using <b>Does my writing make sense?</b> prompts. Make changes. Proof read with <b>zero tolerance check</b>.</p>	<p>Research information about meerkats. Write or draw information into the single bubble.</p> <p>Use the information to write sentences for a fact file on meerkats.</p> <p>Practise joining ideas with <b>and</b>.</p> <p>Evaluate writing <b>using Does my writing make sense?</b> prompts. Make changes. Proof read with <b>zero tolerance check</b>.</p> <p>Discuss differences between South Pole and the Kalahari Desert. State preferences.</p> <p>Christmas poems and songs can be used to link to events in school.</p>

## Spring 1 Beegu: Learning Sequence – Unit Overview

Week 1	Week 2	Week 3
<p>Set up crash site. Children act as detectives and look for clues to find out what has happened. Record on single bubble. Use front cover with no text to add to ideas. Discuss what has happened. Give ideas in full sentences. Record responses. Read page 1 and discuss picture. Consider where she is, what time of day and what has happened to the space ship. Discuss why she is lost and predict what she might do. Record. Read page 2. Discuss what Beegu could be saying and use of <b>question mark</b>. Write question in speech bubble. Discuss what rabbits might think. Thought bubble for middle rabbit. Read next pages 2, 3 and 4. Discuss.</p>	<p>Read pages 6 and 7. Discuss What Beegu thinks the city could be. Listen to city sounds. Annotate picture with sounds. Discuss which sounds Beegu might have thought were her mother calling.  Read page 8. Discuss feelings and what she might do next. Record response.  Read page 9. Discuss events. Orally rehearse sentences for each picture. Write sentences as appropriate. Evaluate and proof read using prompts. Discuss where she could find some friends. Write speech bubble. Focus on accurate sentence.  Read page 10 and consider what might be in the box. Read pages 11, 12 and 13. Record responses.</p>	<p>Use illustration on page 14. Discuss thoughts and feelings. Write thought and feelings bubbles. Focus on accurate sentences. Read page 14. Discuss the idea of a perfect place. Look at next double page and write thought bubbles for the children. Focus on accurate sentences. Discuss what teacher might do. Read next 4 pages. Discuss teacher's and children's reactions. Write speech bubbles for children. Focus on accurate sentences. Read next 2 pages. Thought bubble for Beegu. Focus on accurate sentences. Read next 2 pages. Discuss where parents may have been and how they found her. Record response. Read to end. Discuss pictures and Beegu's thoughts about the creatures on earth. Record response.</p>
Week 4	Week 5	Week 6
<p>Re-read story. Use key events to make class story map. Explore Beegu's character and appearance. Annotate picture with well-chosen words. Consider how writer shows her feelings. Complete emotions graph. Discuss emotions vocabulary and attach to each point.  Build bank of <b>time adverbials</b> to sequence story. Annotate map and use to retell story orally.  Build bank of <b>ly words</b>, drawing on emotions vocabulary.  Annotate story map with well-chosen <b>ly words</b>.  Retell story orally.  Use conjunctions game to practise joining ideas.</p>	<p>Use story map in sections to rewrite story. Model process. Scaffold appropriately – some children will need fewer pictures. Emphasis should be on writing accurate meaningful sentences.  Use Sentence Not a Sentence game to address errors. Evaluate writing using <b>Does my writing make sense?</b> prompts. Make changes.  Proof read with <b>zero tolerance check</b>.  Consider whole book and the reasons for adults and children's reactions.  Discuss what story is teaching us.</p>	<p>Use range of materials to build a shelter for Beegu on earth.  Name different materials. Explore properties of materials and related vocabulary.  Identify the best ones for a shelter.  Develop sentences using grid. Focus on accurate, meaningful sentences.  Use timeline to sequence process in making shelter. Annotate with <b>time adverbials</b>. Recount orally.  Write recount using accurate and meaningful sentences. Evaluate writing using <b>Does my writing make sense?</b> prompts. Make changes.  Proof read with <b>zero tolerance check</b>.  Read and explore poems selected from Puffin Book of Fantastic First Poems section on games. Vocabulary and language discussed. Likes, dislikes, questions and reminders grid. Children can perform a poem if required.</p>

Week 1	Week 2	Week 3
<p>Identify any unfamiliar words and language and discuss and secure meaning throughout. . Record in class dictionary or on working wall. Look at front cover and make predictions. Record responses. Read pages 1 and 2. Discuss the word <b>fond</b> and its meaning. Find alternatives. Use single bubble to gather all the information given about Dogger. Read pages 3, 4 and 5. Add to single bubble about Dogger. Make prediction. Discuss and record on prediction track. Read pages 6, 7 and 8. Discuss the idea of a summer fair. Discuss memories of school or other fairs. Write in memory bubble. Read page 9. Discuss why Dave is quiet. Record response.</p>	<p>Children bring in own favourite toy. Use single bubble to gather ideas about why it is their favourite toy. Orally explain in full sentences what their toy is and why it is their favourite. Practise joining ideas with and. Practise using <b>because</b> to explain. Record in complete and accurate sentences. Evaluate and proof read with prompts. Read pages 10, 11, 12 and 13. Discuss the search for Dogger. Gather ideas about what might have happened to Dogger. Record. Make a lost poster for Dogger. Revisit the single bubble about Dogger to find the information. Discuss what will be the most important information to include. Practise using the information in accurate sentences. Practise joining ideas with and. Write poster. Evaluate and proof read with prompts. Discuss own experiences of losing a toy.</p>	<p>Look at pages 14 and 15. Explore picture of summer fair. Record all the games to play and things to buy. Explore pages 16 and 17. Find out about the different costumes. Discuss when the book is set. Consider the costumes children might wear now. Explore pages 16, 17, 18 and 19. Find the names of the races. Relate to own experiences. Recount orally to a partner. Read page 20. Discuss raffle and Dave's reaction to the prize. Record response. Read page 21. Predict what Dave has seen. Read pages 22 and 23. Discuss Dave's feelings. Record response. Explain why the lady didn't listen to Dave. Record response. Role play Dave explaining what has happened.</p>
Week 4	Week 5	Week 6
<p>Read pages 24 and 25. Discuss Dave and the girl's reactions. Record response. Use prediction track to predict what might happen. Consider how Bella knew that the girl liked the teddy and why she gave it to her. Read to the end of the story. Discuss whether the girl should have been allowed to keep Dogger. Sequence events on a story map or timeline. Retell story in complete sentences. Use fortune graph and sequenced events. Discuss Dave's feelings during the story and develop vocabulary. Complete fortune graph. Annotate points with feelings vocabulary. Discuss Dogger's feelings and develop vocabulary. Complete fortune graph for Dogger. Annotate with feelings vocabulary.</p>	<p>Retell the story using timeline or story map. Generate <b>time adverbials</b> to help sequence the story. Discuss meaning of adverbials and best order. Annotate map. Retell story orally in full sentences using time adverbials to sequence the events. Revisit Dave's and Dogger's feelings and add words to map. Retell story orally in full sentences using <b>time adverbials</b> and feelings words. Use story map in sections to rewrite story. Model process. Scaffold appropriately – some children will need fewer pictures. Emphasis should be on writing accurate meaningful sentences. Evaluate writing using <b>Does my writing make sense?</b> prompts. Make changes. Proof read with <b>zero tolerance check</b>. Discuss likes and dislikes about the whole story and whether they would change any aspect and why.</p>	<p>Research toys from the past using pictures, books and toys. Think about: What kind of toy it is. How you play with it. Discuss and record on grid. Write sentences about selected toys. Emphasis on writing accurate meaningful sentences. Look at toys now. Think about: What kind of toy it is. How you play with it. Discuss and record on grid. Write sentences about selected toys. Practise writing sentences using <b>and</b>. Evaluate writing using <b>Does my writing make sense?</b> prompts. Make changes. Proof read with <b>zero tolerance check</b>.</p>

**Summer 1: The Tale of Peter Rabbit Learning Sequence – Unit Overview**

Week 1	Week 2	Week 3
<p>Identify any unfamiliar words and language and discuss and secure meaning throughout. . Record in class dictionary or on working wall. Use front cover of The Rabbit Problem and discuss what the problem could be. Make timeline of months as each page is explored. Explore January picture and discuss. Record response. Use text and illustration to work out the problem in February. Record response. Discuss March pages and rabbit names. Make list of other names. Look for clues on April pages for how rabbits stay dry. Record response. On next double page discuss the problem and record responses. List own food likes and dislikes. Plant seeds – beans, cress and observe growth. Keep diary if appropriate. On June pages find out what a crow is and discuss ways of scaring them away. Record response. Design own scarecrow and label. Write description. Emphasis should be on writing accurate meaningful sentences. Evaluate writing using <b>Does my writing make sense?</b> prompts. Make changes. Proof read with <b>zero tolerance check</b>.</p>	<p>Discuss July pages and make suggestions about what they could do. Suggest and record how rabbits can stay safe in the sun. Find clues on September page for how they solve their problem. Record response. Discuss October pages and predict what might happen in November and December. Use calendar timeline and group into seasons. Note the changes in each season that can be seen in the illustrations and text. Use front cover of Peter Rabbit and discuss whether it is an old or a new story. Use illustration on page 9 and discuss characters. Read and discuss text to page 17 Record responses.</p>	<p>Read to page 23. Find out about the vegetables Peter eats. Draw. Read to page 25. Thought bubble for Peter. Use illustration on page 26. Discuss who the man is and predict what might happen. Use illustrations from next pages and discuss events. Write sentence for each picture. Focus on accurate, meaningful sentences. Read text to page 37. Discuss what sparrows might be saying and write speech bubbles. Sort the pictures into a possible order and read text to page 51. Check sequence of pictures. Discuss Peter’s feelings and thoughts on page 37 and write feelings and thought bubbles. Consider whether he will escape. Suggest ways to escape. Record. Read pages 51 and 52. Discuss why he should not disturb the cat. Record response.</p>
Week 4	Week 5	Week 6
<p>Read up to page 57. Discuss what Peter could do and whether Mr. McGregor will see him. Read to end of book. Use illustration on page 65. Write thought bubble for mother. Write speech bubble for Peter telling his mother what has happened to his clothes. Discuss the reason for Peter’s illness. Consider whether he will ever go back to the garden. Think about Peter as a character. Gather and provide <b>adjectives</b> for him and discuss meaning and best words to describe him. Look at picture of scarecrow of Peter’s clothes and compare with own design from week 1.</p>	<p>Identify main events and plot on timeline or story map. Retell the story using timeline or story map. Generate <b>time adverbials</b> to help sequence the story. Discuss meaning of adverbials and best order. Annotate map. Retell story orally in full sentences using <b>time adverbials</b> to sequence the events. Generate bank of <b>ly words</b>. Discuss meaning and annotate map with good choices. Retell story orally in full sentences using <b>time adverbials and ly words</b>. <b>Play Sentence Not a Sentence and Conjunctions game</b> as appropriate. Use story map in sections to rewrite story. Model process. Scaffold appropriately – some children will need fewer pictures. Emphasis should be on writing accurate, meaningful sentences. Evaluate writing using <b>Does my writing make sense?</b> prompts. Make changes. Proof read with <b>zero tolerance check</b>.</p>	<p>Look back at both books and find all pictures or references to flowers, plants, vegetables, fruits and name where applicable. Categorise and research other examples. Name and label the parts of a plant. Describe some of the plants found in the books. Label and use labels in sentences. Emphasis should be on writing accurate, meaningful sentences. Evaluate writing using <b>Does my writing make sense?</b> prompts. Make changes. Proof read with <b>zero tolerance check</b>. Discuss both books and preferences. Look at illustrations and discuss preferences. Read and discuss poem. Find rhyming and patterned language.</p>

## Summer 2: The Naughty Bus: Learning Sequence – Unit Overview

Week 1	Week 2	Week 3
--------	--------	--------

<p>Identify any unfamiliar words and language and discuss and secure meaning throughout. Record in class dictionary or on working wall.</p> <p>Develop role play resources.</p> <p>Wrap up bus in box and pass round. Discuss what could be in the present and who it could be for.</p> <p>Read text on page 2. Use clues to revisit questions.</p> <p>Read pages 3, 4, 5 and 6. Discuss the boy's reaction and use of exclamation marks and blurred text.</p> <p>Predict what adventures the bus might have.</p> <p>Read pages 7 – 12. Discuss setting. Discuss reaction of people at bus stop. Write thought bubbles. Emphasis should be on writing accurate, meaningful sentences. Read pages 13 – 20. Discuss setting. Record responses. Look at text on pages 16, 17 and 18. Discuss and record responses. Gather descriptive language for driving through the beans.</p>	<p>Read pages 21 and 22. Discuss next setting and why the bus is going there.</p> <p>Read pages 23 and 24. Discuss reasons for bus not liking the roads.</p> <p>Review where bus has been so far. Find effective movement verbs.</p> <p>Use preposition game and discuss where the bus has been.</p> <p>Write sentences. Focus on accurate meaningful sentences.</p> <p>Read pages 25 and 26. Predict what might happen. Record response.</p> <p>Read pages 27 to 30. Find language used to show how bus is feeling and record.</p> <p>Read pages 31 to 34. Talk about the rescue of the bus and how the lorry works. Record response.</p>	<p>Read pages 35 and 36. Discuss what bus promises and whether he will keep it.</p> <p>Read pages 36 to 42. Look at bedtime routine and discuss if the bus is keeping his promise. Record response.</p> <p>Read to end. Predict what could happen next.</p> <p>Re-read complete text. Use single bubble to find how we know the bus is naughty.</p> <p>Discuss who is telling the story and who is being naughty.</p> <p>Hot seat the bus. Think of questions to ask him. Record. Focus on accuracy and meaning and use of question mark.</p> <p>Find examples of different sentence types in the book and record on grid.</p> <p>Find examples of the ways words and sentences have been written and designed. Discuss how they help meaning. Record on grid.</p>
--	--	--

Week 4	Week 5	Week 6
<p>Identify main events and plot on timeline or story map.</p> <p>Retell the story using timeline or story map.</p> <p>Generate <b>time adverbials</b> to help sequence the story.</p> <p>Discuss meaning of adverbials and best order. Annotate map. Retell story orally in full sentences using time adverbials to sequence the events. Play <b>Sentence Not a Sentence</b> and <b>Conjunctions game</b> as appropriate. Use story map in sections to rewrite story. Model process. Scaffold appropriately – some children will need fewer pictures.</p> <p>Emphasis should be on writing accurate, meaningful sentences.</p> <p>Evaluate writing using <b>Does my writing make sense?</b> prompts. Make changes.</p> <p>Proof read with <b>zero tolerance check</b></p>	<p>Develop ideas for a night time adventure.</p> <p>Add chosen idea to story map. Annotate map with <b>time adverbials</b>.</p> <p>Retell adventure orally in full sentences using time adverbials to sequence.</p> <p>Play <b>Sentence Not a Sentence</b> and <b>Conjunctions game</b> as appropriate. Write new adventure. Emphasis should be on writing accurate meaningful sentences.</p> <p>Evaluate writing using <b>Does my writing make sense?</b> prompts. Make changes.</p> <p>Proof read with <b>zero tolerance check</b>.</p> <p>Discuss whole book and use of photographs.</p> <p>Make connections and comparisons with other books read.</p> <p>Discuss likes and dislikes and record response.</p>	<p>Find pictures or take local trip to observe different transport types and buses.</p> <p>Draw local bus and label.</p> <p>Use non-fiction books and web resources to find pictures and information about buses in the past.</p> <p>Label and record differences on grid.</p> <p>Write sentences to make fact file on buses.</p> <p>Evaluate writing using <b>Does my writing make sense?</b> prompts. Make changes.</p> <p>Proof read with zero tolerance check.</p> <p>Further research and factual sentences on other transport if required.</p> <p>Read poems from Vroom Vroom. Discuss rhyming and patterned language and the rhythm of the different poems.</p> <p>Discuss preferences.</p> <p>A poem may be learned and performed if required.</p>