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| Learning objectives: | Types of activities: |
| * 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 | Shopping lists, writing for a purpose (cards, letters).  Contractions- can’t, don’t etc. look for these in texts. |
| * 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 | Reading comprehension sheets included.  Reading books provided. |
| * 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](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/239784/English_Appendix_1_-_Spelling.pdf) * write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far | Creating a diary for each day of the week- working on writing a recount (using past tense verbs, and conjunction).  Shopping lists of items.  Role play opportunities to write for a range of purposes. |
| * 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 * develop their understanding of the concepts set out in [English appendix 2](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/335190/English_Appendix_2_-_Vocabulary_grammar_and_punctuation.pdf) by:   + leaving spaces between words   + joining words and joining clauses using ‘and’   + beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark   + using a capital letter for names of people, places, the days of the week, and the personal pronoun ‘I’   + learning the grammar for year 1 in [English appendix 2](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/335190/English_Appendix_2_-_Vocabulary_grammar_and_punctuation.pdf) * use the grammatical terminology in English [English appendix 2](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/335190/English_Appendix_2_-_Vocabulary_grammar_and_punctuation.pdf) in discussing their writing | See the source image |





