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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 |





