

Cycle B Year 1

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Key Text					
Rocketmole Mission to the Moon – Matt Carr Blown Away – Rob Biddulph The Way Back Home - Oliver Jeffers	You Can't Take an Elephant on the Bus – Patricia Cleveland- Peck The Night the Stars Went Out – Sue Hughes The Polar Express - Chris Van Alsberg	The Town Mouse and Country Mouse Fable The Tale of the Castle Mice Michael Bond	The Lion Inside Rachel Bright The Gingerbread Man	If I had an Octopus Gabby Dawnay Somebody Swallowed Stanley Sarah Roberts	Tiddler the Story Telling Fish Julia Donaldson Secrets of the Seashore non-fiction Karen Brown The Lighthouse Keeper's Mystery David and Ronda Armitage
Writing Outcomes					
Genre: Rhyming; prediction, sequencing and narrative retell Purpose: To familiarise with rhyme and the rhyming structure, to perform rhyme with appropriate intonation and expression, to retell a known story	Genre: Recount; character and setting descriptions Purpose: To describe; To use imagination ;To write about a personal experience; To entertain	Genre: Information Page; Character Profiles and Descriptions; Letter Writing; Own Story Writing; Diary Entry Purpose: To inform; To entertain	Genre: Comparing Fables and Tales; Writing own fable; retelling a well known story and Instruction writing Purpose: To entertain; To inform; To instruct; To compare	Genre: Poetry and Rhyming; Prediction and Sequencing, Diary Writing; Non chronological report Purpose: To entertain; To inform; To record; To create and recite	Genre: Character and setting descriptions; Writing own narrative; Recount; Research and Non- chronological report writing; Information Page Purpose: To inform; To entertain; To describe; To research
Grammar: Word					
Supersonic Phonics Friends - Basics 4 Start of Supersonic Phonic Friends Basics 5. Naming the letters of the alphabet in order.	Supersonic Phonics Friends Basics 5 – Choose to Use. Letter names to distinguish between alternative spellings and same sound. Adding -s and -es to words (plural of nouns and third person singular of verbs).	Supersonic Phonic Friends Basics 5 – Switch with Mitch. Adding the endings -ing, -ed and -er to verbs where no change is needed in the root word.	Supersonic Phonic Friends. Compound words. Correct spelling of the Days of the Week.	Supersonic Phonic Friends. Adding -er and -est to adjectives where no change is needed in the root word.	Supersonic Phonic Friends. Adding the prefix -un.
Grammar: Sentence					

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Simple sentences punctuated correctly. Dictated sentences from an adult. Orally composes a sentence(s). Introduction to nouns.	Simple sentences punctuated correctly. Dictated sentences from an adult. Orally composes a sentence(s). Introduction to adjectives. Use of the conjunction and.	Sequenced sentences to form coherent short narratives.	Increased detail when writing short narratives including the correct punctuation prompts.	Increased detail when writing short narratives including the correct punctuation prompts. Forms letters in the correct orientation and size.	Proof reading of work to independently correct 'Marvellous Mistakes'. Forms letters in the correct orientation and size.
Grammar: Text					
Understand beginning, a middle and an end of a story as the setting, problem and resolution. To write stories with a setting, problem and resolution	Understand and use the organisational features of recounts	Understand the organisational features of non-chronological reports – headings, sub headings and conjunctions to sequence Write using the appropriate organisational features	Understand beginning, a middle and an end of a story as the setting, problem and resolution. To write stories with a setting, problem and resolution Understand the organisational features of instructions – imperative verbs, bullet points/ numbers to sequence	Understand poems can be written in verses Write poems in verses Understand the organisational features of non-chronological reports – headings, sub headings and conjunctions to sequence Write using the appropriate organisational features	Understand beginning, a middle and an end of a story as the setting, problem and resolution. To write stories with a setting, problem and resolution Understand the organisational features of non-chronological reports – headings, sub headings and conjunctions to sequence Write using the appropriate organisational features Understand and use the organisational features of recounts
Grammar: Punctuation					
Capital letters for the pronoun 'I' and for names of people, full stops.	Capital letters for the pronoun 'I' and for names of people and	Capital letters for the pronoun 'I' and for names of people, days of	Capital letters for the pronoun 'I' and for names of people, days of the week and places, full		

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Sufficient spaces between words.	days of the week, full stops, question marks.	the week and places, full stops, question marks.	stops, question marks, exclamation marks.		
Spoken Language: Speaking and Listening					
Tell real and imagined stories using the conventions of familiar story language Listen to others in class, ask relevant questions and follow instructions	Participate in discussions and performances	Speak with clarity and use appropriate intonation when reading and reciting texts Listen to talk by an adult, remember some specific points and identify what they have learned		Explain ideas and processes using imaginative and adventurous vocabulary and non-verbal gestures to support communication and articulate answers. Ask relevant questions to clarify	
Terminology for Pupils					
letter, capital letter word, singular, plural sentence punctuation, full stop, question mark, exclamation mark, noun, adjectives, verbs, suffix, prefix,					