

English

WORD READING

- Read aloud accurately books that are consistent with their developing phonics knowledge.
- Apply phonic Knowledge and skills to decode words.
- Respond speedily with the correct sound to grapheme for the 44 phonemes.
- Read accurately by blending sounds in unfamiliar words.
- Read common exception words, noting tricky parts (use year 1 list)
- Read words containing-s, -es endings.
- Split two syllable words into separate syllables to support blending for reading, e.g. jumping, pocket, longer, boxes.
- Read the contraction I'm.
- Develop fluency, accuracy and confidence by re-reading books.

DEVELOPING PLEASURE

- When prompted through questioning, relates texts to own experiences, e.g. Have you ever been to the beach?
- Recognise and join in with language patterns and repetition during class story times.
- Orally retell stories using prompts and pictures.
- Enjoy and recite simple rhymes and poems.
- Make personal reading choices, e.g. from the class library.

UNDERSTANDING

- Discuss key vocabulary, linking meanings of new words to those already known.
- Activate prior knowledge e.g. what do you know about mini-beasts?
- Recognise when a text does not make sense when reading.
- Develop and demonstrate their understanding of characters through role play and drama.
- Give opinions about books, stories and poems.
- Demonstrate understanding of texts by answering questions related to who, what, where and when.
- Discuss the main events of stories.
- Make predictions based on what has been read so far.
- Identify the main characters in stories.
- Recall information from non-fiction texts e.g. by saying what they have found out.
- Locate parts of the text by naming or labelling e.g. titles, contents page and labelled diagram.

PARTICIPATING

- In discussions about books listen to what others say, responding by nodding or maintaining eye contact.

Year 1 Autumn 2 2022/23

Phonics

Little Wandle

Reception Plans Summer 1 & 2

Year 1 Autumn 1

Key Writing Objectives:

VOCABULARY, GRAMMAR and PUNCTUATION

- Repeat a simple sentence modelled, e.g. spoken by and adult or puppet. Replicate in writing so that it can be read by themselves and others.
- With adult prompting, separate words with spaces, e.g. using a finger or lollipop stick as a spacer.
- Use full stops to demarcate simple sentences.
- Use capital letter for the personal pronoun I.
- Identify and use a question mark.
- Use the joining word and to link words in sentences, e.g. Henry had a duck and a dog.

COMPOSITION: PLANNING

- Orally compose every sentence before writing, e.g. say the sentence 3 time to fix in working memory.
- With adult support, re-read every sentence to check it makes sense.
- Orally compose and write sentences to form short narratives.
- Orally compose simple sentences to write short non-fiction texts, e.g. information text, postcard, instructions.

COMPOSITION: EVALUATING AND EDITING

- Discuss their writing with adults and peers, giving an opinion, e.g. I like my story because....

COMPOSITION: PERFORMING

- Read their writing to an adult.

Maths

Addition and Subtraction (Within 10)

- Step 5 Number bonds within 10
- Step 6 Systematic number bonds within 10
- Step 7 Number bonds to 10
- Step 8 Addition – Add together
- Step 9 Addition – add more
- Step 10 Addition Problems
- Step 11 Find a part
- Step 12 Subtraction – find a part
- Step 13 Fact Families – The eight facts
- Step 14 Subtraction – take away (How many left?)
- Step 16 Subtraction on the number line
- Step 17 Add or subtract 1 or 2

Shape

- Step 1 Recognise and name 3D shapes
- Step 2 Sort 3D shapes
- Step 3 Recognise and name 2D shapes
- Step 4 Sort 2D shapes
- Step 5 Patterns with 2D and 3D shapes

British Values:

Respect and Tolerance – Welcoming in people who have different needs.
Democracy - Choosing extra milers.

Diamond 9

Flourish, Independent, collaborative, creativity.