

Year 1 Summer



	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12	Week 13

<p>Grammar and Punctuation</p>	<p>Children will orally compose the end of sentences about the book using the word 'because' to give a reason and explain their opinion. Word Classes Speech punctuation Suffixes.</p> <p>Write sentences by: Saying out loud what they are going to write about. Composing a sentence orally before writing it. Sequencing sentences to form short narratives. Re-reading what they have written to check that it makes sense. Discuss what they have written with the teacher or other pupils. Read aloud their writing clearly enough to be heard by their peers and the teacher.</p>	<p>Sentence construction Capital letters and full stops. Questions. Expanded noun phrases. Joining clauses with 'and'.</p> <p>Write sentences by: Saying out loud what they are going to write about. Composing a sentence orally before writing it. Sequencing sentences to form short narratives. Re-reading what they have written to check that it makes sense. Discuss what they have written with the teacher or other pupils. Read aloud their writing clearly enough to be heard by their peers and the teacher.</p>	<p>Leaving spaces between words Joining words and join 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'</p> <p>Write sentences by: Saying out loud what they are going to write about. Composing a sentence orally before writing it. Sequencing sentences to form short narratives. Re-reading what they have written to check that it makes sense. Discuss what they have written with the teacher or other pupils. Read aloud their writing clearly enough to be heard by their peers and the teacher.</p>	<p>Suffixes that can be added to verbs where no change is needed in the spelling of root words (e.g., helping, helped, helper). How words can be combined to make sentences. Joining words and joining clauses using and Sequencing sentences to form short narratives Use of the suffixes -er, -est in adjectives and the use of -ly in Standard English to turn adjectives into adverbs. Expanded noun phrases for description and specification [for example, the blue butterfly, plain flour, the man in the moon]. Correct choice and consistent use of present tense and past tense throughout writing. Commas to separate items in a list. Apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns [for example, the girl's name). Write sentences by: Saying out loud what they are going to write about Composing a sentence orally before writing it Sequencing sentences to form short narratives Re-reading what they have written to check that it makes sense Discuss what they have written with the teacher or other pupils Read aloud their writing clearly enough to be heard by their peers and the teacher. Writing narratives about personal experiences and those of others (real and fictional) (Y2) Planning or saying out loud what they are going to write about (Y2) Encapsulating what they want to say, sentence by sentence (Y2) Evaluating their writing with the teacher and other pupils (Y2)</p>
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Handwriting	Letter and number formation. Introduce joins. Bottom Exit Letters to Group B1 and /b2 Letters. Bottom exit letters to curves to start letters. Bottom exit letters to the letter 'e'.	Letter and number formation. Introduce joins. Top exit letters to the letter 'e'. Top exit letters joining group T1 letters. Top Exit Letters joining Group T2 letters.	Letter and number formation. Introduce joins. Bottom exit letters joining Group B1 letters and Group B2 Letters. Bottom Exit Letters joining curves to start letters. Bottom exit letters to the letter 'e'. Top exit letter joining to group T2 letters.	Letter and number formation. Introduce joins. Top exit letters to the letter 'e'. Top exit letter joining to group T1 letters.									
Read, Write Inc	Read Write Inc. for all pupils 9am-10am												
Class reading books	Reading for Pleasure												
Writing outcomes	Little Red- Newspaper report, diary as a character, continue a story. Final outcome: Diary entry	Deep Dark Wood-descriptions, questions, sequences. Final outcome: Set of instructions	Outcomes: Writing in role, notes of advice, missing posters, diary entries, letters of thanks Main outcome: Own version narrative	Outcomes: Retelling, descriptions Main outcome: Own version narrative									
Writing Sequence	<p>Lesson 1. I am learning to share my opinion on a book.</p> <p>Lesson 2. I am learning to use 'because' to give a reason.</p> <p>Lesson 3. I am learning about the features of a newspaper report.</p> <p>Lesson 4. I am learning to write a newspaper report.</p>	<p>Lesson 1. I am learning to use similes to describe a setting.</p> <p>Lesson 2 I am learning to write a diary as a character.</p> <p>Lesson 3. I am learning to imagine what characters might say.</p> <p>Lesson 4. I am learning to sort words according to their types.</p>	<p>Lesson 1. I am learning about the suffix -ed and how it changes words.</p> <p>Lesson 2. I am learning to use my imagination to continue a story.</p> <p>Lesson 3. I can write my own diary entry.</p> <p>Lesson 4. I can peer assess and evaluate my writing.</p>	<p>Lesson 1. I am learning to say sentences out loud to help me to write them down.</p> <p>Lesson 2. I am learning to write sentences to describe a place.</p> <p>Lesson 3. I am learning to use question marks.</p> <p>Lesson 4. I am learning to write sentences to describe a character.</p>	<p>Lesson 1. I am learning to sequence stories.</p> <p>Lesson 2. I am learning to write a short story.</p> <p>Lesson 3. I am learning to join clauses using 'and'.</p> <p>Lesson 4. I am learning to write instructions.</p>	<p>Lesson 1. I am learning to use instructional language.</p> <p>Lesson 2. I can plan a set of instructions.</p> <p>Lesson 3. I can write my own instructions.</p> <p>Lesson 4. I can peer assess and evaluate my own writing.</p>	<p>Lesson 1. To use a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'</p> <p>Lesson 2. To use a capital letter and full stop to punctuate a sentence.</p> <p>Lesson 2. To be able to apply the suffix -ing where no change is needed to the root word.</p> <p>Lesson 3. To write commands.</p> <p>Lesson 4. To punctuate a sentence using a question mark.</p>	<p>Lesson 1. To spell the days of the week.</p> <p>Lesson 2. To use the prefix un-.</p> <p>Lesson 3. to be able to join words and join clauses using 'and'.</p> <p>Lesson 4. Explain clearly their understanding of what is read to them To discuss word meanings, linking new meanings to those already known.</p>	<p>Lesson 1. To name the letters of the alphabet in order.</p> <p>Lesson 2. To make inferences on the basis of what is being said and done.</p> <p>Lesson 3. To say out loud what they are going to write about.</p> <p>Lesson 4. To sequence sentences to form short narratives.</p>	<p>Lesson 1. To apply consistent use of past tense throughout writing.</p> <p>Lesson 2. To refer to plans to support the structure of writing.</p> <p>Lesson 3. To re-read what they have written to check that it makes sense To read aloud their writing clearly enough to be heard by their peers and the teacher.</p> <p>Lesson 4. To re-read what they have written to check that it makes sense. To read aloud their writing clearly</p>	<p>Lesson 1. To predict the events and outcomes in a story.</p> <p>Lesson 2. To segment words with adjacent consonants.</p> <p>Lesson 3. To predict a story ending.</p> <p>Lesson 4. To sequence the main events in a story.</p>	<p>Lesson 1. To retell a known narrative.</p> <p>Lesson 2. To innovate on a known story.</p> <p>Lesson 3. To create a noun phrase to describe.</p> <p>Lesson 4. To plan an alternative story based on a known sequence of events.</p> <p>Lesson 5. To write my story.</p> <p>Lesson 6. To peer assess and evaluate my story.</p>	

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