

# Weston Park Primary School

Year 1	Autumn 1 (7 weeks) What makes me unique?			Autumn 2 (7 weeks) Is change a good thing?		
<b>Duration</b>	2 weeks	2 weeks	3 weeks	2 weeks	3 weeks	2 weeks
<b>Purpose</b>	Labels and captions. (Show our new teacher what we can do)	Retell and write own verse	Instructions— informing the farmer on how to look after the farm	Postcard to a family member	Wanted poster	Setting description
<b>Skills coverage:</b> NC yr/ 1 TAF CEW selected and discussed. Purpose/audience throughout Editing taught throughout.	<p><b>VGP:</b> words containing each of the 40+ phonemes already taught</p> <p>common exception words</p> <p>write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far.</p> <p>sit correctly at a table, holding a pencil comfortably and correctly</p> <p>begin to form lower-case letters in the correct direction, starting and finishing in the right place</p> <p>form capital letters</p> <p>saying out loud what they are going to write about ☐ composing a sentence orally before writing it</p> <p>leaving spaces between words</p> <p>beginning to punctuate sentences using a capital letter and a full stop,</p>	<p><b>VGP:</b> words containing each of the 40+ phonemes already taught</p> <p>common exception words</p> <p>write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far.</p> <p>sit correctly at a table, holding a pencil comfortably and correctly</p> <p>begin to form lower-case letters in the correct direction, starting and finishing in the right place</p> <p>form capital letters</p> <p>saying out loud what they are going to write about ☐ composing a sentence orally before writing it</p> <p>leaving spaces between words</p> <p>beginning to punctuate sentences using a capital letter and a full stop, and question marks</p> <p>using a capital letter for names of people, places, the days of the week, and the <b>personal pronoun</b></p>	<p><b>VGP:</b> words containing each of the 40+ phonemes already taught</p> <p>common exception words</p> <p>write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far.</p> <p>sit correctly at a table, holding a pencil comfortably and correctly</p> <p>begin to form lower-case letters in the correct direction, starting and finishing in the right place</p> <p>form capital letters</p> <p>form digits 0-9</p> <p>saying out loud what they are going to write about ☐ composing a sentence orally before writing it</p> <p>leaving spaces between words</p> <p>beginning to punctuate sentences using a capital letter and a full stop,</p>	<p><b>VGP:</b> words containing each of the 40+ phonemes already taught</p> <p>common exception words</p> <p>write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far.</p> <p>sit correctly at a table, holding a pencil comfortably and correctly</p> <p>begin to form lower-case letters in the correct direction, starting and finishing in the right place</p> <p>form capital letters</p> <p>saying out loud what they are going to write about ☐ composing a sentence orally before writing it</p> <p>leaving spaces between words</p> <p>beginning to punctuate sentences using a capital letter and a full stop, question mark and exclamation marks</p> <p>joining words and joining clauses using and</p>	<p><b>VGP:</b> words containing each of the 40+ phonemes already taught</p> <p>common exception words</p> <p>write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far.</p> <p>sit correctly at a table, holding a pencil comfortably and correctly</p> <p>begin to form lower-case letters in the correct direction, starting and finishing in the right place</p> <p>form capital letters</p> <p>saying out loud what they are going to write about ☐ composing a sentence orally before writing it</p> <p>leaving spaces between words</p> <p>beginning to punctuate sentences using a capital letter and a full stop, question mark and exclamation marks</p> <p>joining words and joining clauses using and</p>	<p>words containing each of the 40+ phonemes already taught</p> <p>common exception words</p> <p>write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far.</p> <p>sit correctly at a table, holding a pencil comfortably and correctly</p> <p>begin to form lower-case letters in the correct direction, starting and finishing in the right place</p> <p>form capital letters</p> <p>saying out loud what they are going to write about ☐ composing a sentence orally before writing it</p> <p>leaving spaces between words</p> <p>beginning to punctuate sentences using a capital letter and a full stop.</p> <p>sequencing sentences to form short narratives</p> <p>joining words and joining clauses using and</p>
<b>Short burst writes/practise application of taught skills</b>	Skills builder—using our sounds I do you do of how to write a sentence— Full stop capital letter and finger spaces Handwriting lessons to support letter formation	Skills builders using and asking questions— verbal and written I do you do retell of the story— story s ect. Handwriting lessons to support letter formation	Instructions for a familiar routine— getting ready for PE.  Handwriting lessons to support letter formation	Dictated sentences Sentence unscrambles— checking for sense.	Character descriptions of familiar characters. Work on adjectives and nouns.	
<b>Cross curricular opportunities.</b>	Science— Naming parts of the body— labels and simple sentences about senses	History— sequencing a significant persons life— timelines.— simple sentences about a persons life.	Maths —number writing and ordering	Dictated sentences across the curriculum — Science learning about animals.	Science— Describing what animals look like— features of animals. Labels and sentences.	RE— Caption/ sentence writing linked to the nativity story.
<b>Final independent outcome</b>	Lists labels and captions.	Retell and adding own verse— what else was seen on the train ride.	Instructions on how to look after a farm.	Post card to a family member/ teacher.	Wanted poster— character description	Setting description
<b>Key Text</b>	<b>Funny bones</b>	<b>The train Ride</b>	<b>Farmer Duck</b>	<b>Meercat Mail</b>	<b>I want my hat back</b>	<b>The bear and the hare</b>
<b>Class Readers:</b>	<i>We use the text above to drive our whole class reading sessions. We also use: Any book written by our Key authors Martin Wadell, Julia Donaldson, Jill Murphy, Oliver Jeffers, Eric Carle. We will also link Elephant and the bad baby to the train ride and on the way home.</i>			<i>The text above will be used in Whole class reading time to also teach the VIPER skills.</i>		
	<i>Other books that will be used: Can't you sleep little bear— Revisited in year 2. This is not my hat/ Iv found a hat. Christmas/ winter poems</i>					

Year 1	Spring 1 (7 weeks) Where can journeys take us?			Spring 2 (6 weeks) What would life be like without the wheel?	
Duration	2.5 weeks	2.5 weeks	2 weeks	3 weeks	3 weeks
Purpose	Start to write my own narrative—retell	Write a short narrative	Write a letter in role	Character description	Narrative from a different point of view
Skills coverage: NC yr1/ TAF  CEW selected and discussed. Purpose/ audience throughout Editing taught throughout.	<p>words containing each of the 40+ phonemes already taught</p> <p>common exception words</p> <p>add prefixes and suffixes:</p> <p>using the spelling rule for adding –s or –es as the plural marker for nouns and the third person singular marker for verbs</p> <p>using –ing, –ed, where no change is needed in the spelling of root words [for example, helping, helped, helper, eating, quicker, quickest]</p> <p>write sentences by: saying out loud what they are going to write about</p> <p>composing a sentence orally before writing it</p> <p>sequencing sentences to form short narratives</p> <p>re-reading what they have written to check that it makes sense</p> <p>discuss what they have written with the teacher or other pupils</p> <p>read aloud their writing clearly enough to be heard by their peers and the teacher.</p>	<p><b>VGP:</b> words containing each of the 40+ phonemes already taught</p> <p>common exception words</p> <p>add prefixes and suffixes:</p> <p>using the spelling rule for adding –s or –es as the plural marker for nouns and the third person singular marker for verbs</p> <p>using –er where no change is needed in the spelling of root words [for example, helping, helped, helper, eating, quicker, quickest]</p> <p>write sentences by: saying out loud what they are going to write about</p> <p>composing a sentence orally before writing it</p> <p>sequencing sentences to form short narratives</p> <p>re-reading what they have written to check that it makes sense</p> <p>discuss what they have written with the teacher or other pupils</p> <p>read aloud their writing clearly enough to be heard by their peers and the teacher.</p>	<p>words containing each of the 40+ phonemes already taught</p> <p>common exception words</p> <p>add prefixes and suffixes:</p> <p>using the spelling rule for adding –s or –es as the plural marker for nouns and the third person singular marker for verbs</p> <p>using the prefix un–</p> <p>saying out loud what they are going to write about</p> <p>composing a sentence orally before writing it</p> <p>sequencing sentences to form short narratives</p> <p>re-reading what they have written to check that it makes sense</p> <p>discuss what they have written with the teacher or other pupils</p> <p>read aloud their writing clearly enough to be heard by their peers and the teacher.</p>	<p>words containing each of the 40+ phonemes already taught</p> <p>common exception words</p> <p>add prefixes and suffixes:</p> <p>using the spelling rule for adding –s or –es as the plural marker for nouns and the third person singular marker for verbs</p> <p>using the prefix un–</p> <p>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]</p> <p>write sentences by:</p> <p>saying out loud what they are going to write about</p> <p>composing a sentence orally before writing it</p> <p>sequencing sentences to form short narratives</p> <p>re-reading what they have written to check that it makes sense</p> <p>discuss what they have written with the teacher or other pupils</p> <p>read aloud their writing clearly enough to be heard by their peers and the teacher.</p> <p>New learning</p> <p>joining words and joining clauses using and</p> <p>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>words containing each of the 40+ phonemes already taught</p> <p>common exception words</p> <p>add prefixes and suffixes:</p> <p>using the spelling rule for adding –s or –es as the plural marker for nouns and the third person singular marker for verbs</p> <p>using the prefix un–</p> <p>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]</p> <p>write sentences by:</p> <p>saying out loud what they are going to write about</p> <p>composing a sentence orally before writing it</p> <p>sequencing sentences to form short narratives</p> <p>re-reading what they have written to check that it makes sense</p> <p>discuss what they have written with the teacher or other pupils</p> <p>read aloud their writing clearly enough to be heard by their peers and the teacher.</p> <p>Overlearning</p> <p>joining words and joining clauses using and</p> <p>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>
Short burst writes/ Application of taught skills	Skills builder: Orally rehearse sentences. Talk about what they would like to write. Short burst I do you do from parts of the story using the skills above. Model re reading text.	Speech and thought bubbles, Sequencing Role play Story mapping	Thought and speech bubbles Guided sessions on letter writing in role Writing about feelings.	Labels and captions to describe Max Joining these with and word to word and then sentence to sentence.	Sequencing of the story and writing sentences to match Role play of being a character.
Cross curricular opportunities	Role play Writing in geography linked to the Itchen bridge. Science— everyday materials linked to strength. short burst writes— sequencing. hances to use-ing suffix in writing.	Geography bridges and local area.	PSHE links about managing feelings and trusted adults.	PSHE links about respectful relationships an trusted adults.	PSHE links about trusted adults and respectful relationships.
Final independent outcome	Retell of the traditional tale.	Write a narrative to retell the story from the video.	Letter from a characters perspective	Character description of own wild thing	Retell from a different characters point of view.
Key Text	The little red riding hood.	The bridge— lit shed film	Beegu	Where the wild things are	Lost and found
Class Readers	Other traditional tales.				

Year 1	Summer 1 (6 Weeks)		Summer 2 (7 weeks) Monday 6th June - Friday 22nd July	
<b>Duration</b>			3.5 weeks	3.5 weeks
<b>Purpose</b>	3 weeks To persuade	3 weeks To entertain– story writing	To entertain– own story	To entertain– own story
<b>Skills coverage:</b> NC yr/1 TAF CEW selected and discussed. Purpose/audience throughout Editing taught throughout.	All of the curriculum is covered by this point In the year the summer term.  Overlearning of suffixes and prefixes are normally retaught and applied.  Lots of modelling of writing a short narrative,  Revisit and teach CEW and phonics sounds	All of the curriculum is covered by this point In the year the summer term.  Overlearning of suffixes and prefixes are normally retaught and applied.  Lots of modelling of writing a short narrative,  Revisit and teach CEW and phonics sounds	All of the curriculum is covered by this point In the year the summer term.  Overlearning of suffixes and prefixes are normally retaught and applied.  Lots of modelling of writing a short narrative,  Revisit and teach CEW and phonics sounds	All of the curriculum is covered by this point In the year the summer term.  Overlearning of suffixes and prefixes are normally retaught and applied.  Lots of modelling of writing a short narrative,  Revisit and teach CEW and phonics sounds
<b>Short burst write</b>	Using uffixes in sentences applie to different parts iof the book. Writing persuasive sentences– ordering sentences.	Skills builder: Revision of description Revision of suffixes. Story S and planning own story.	Revision of ! .? Story s Modelling of how to plan and change a story to create a new one.	Revision of suffixes Revision of spellings in phonics and CEW.
<b>Cross curricular opportunities.</b>	Science– Plants	PSHE links to trusted adults and telling the truth.	DT healthy eating – links to characters in the story.	
<b>Final independent outcome</b>	Write persuasive letter about a change in school e.g turning off the lights/ recycling etc.	Write own excuse for Claire hurting her knee– start to write own narrative,.	Create a short narrative– own supertato story.	Create own thing for Jim to help the Giant with
<b>Key Text</b>	10 things Ito save the world.	On the way home	Supertato	Jim and the beabnstalk
<b>Class Readers</b>	Clean up	other Jill murphy stories	Other supertato stories	Traditional tales and poetry