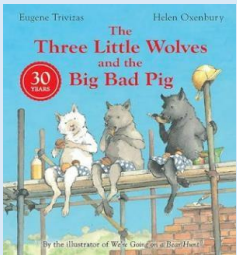
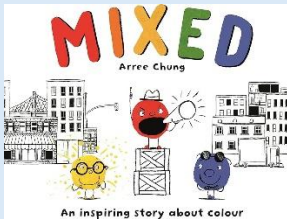
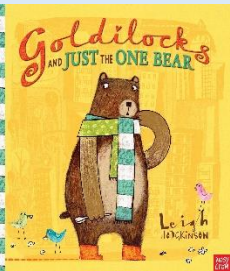
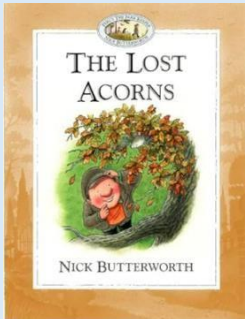
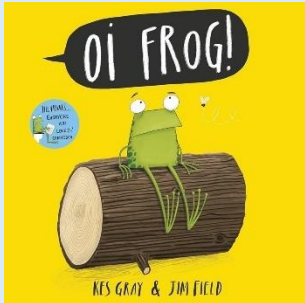
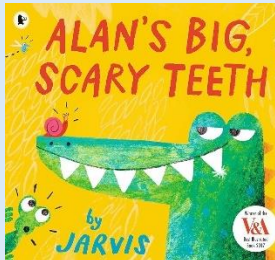
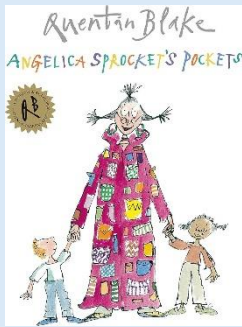
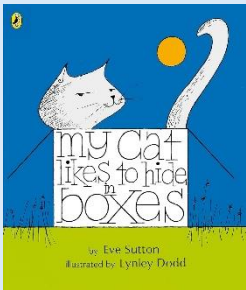
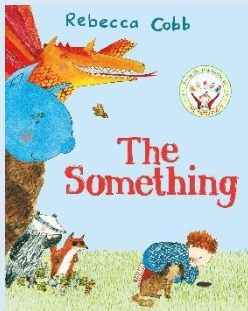
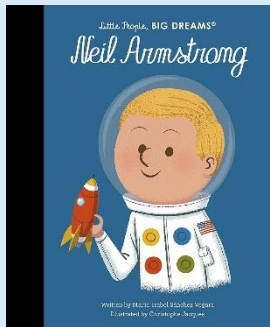

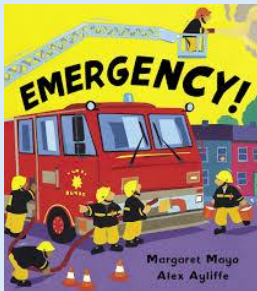
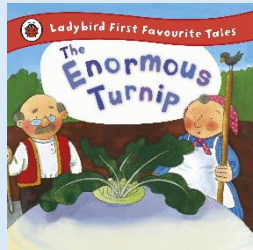
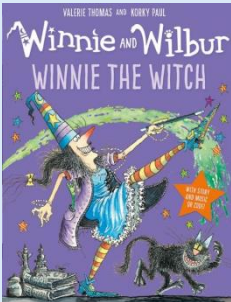
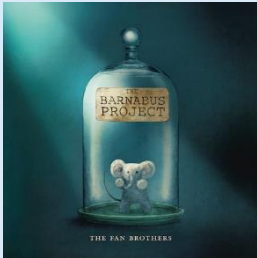
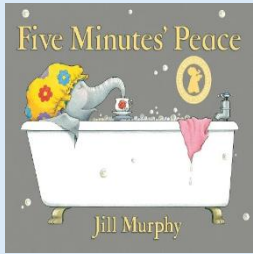
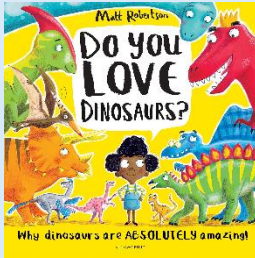



Year 1 English: Autumn Coverage

	Autumn 1	Autumn 2
Main texts	  	  
Oracy	Speaking in full sentences Sentence building	Speaking in full sentences Sentence building Read their writing aloud clearly enough to be heard by peers
Writing outcomes	Basic sentence writing Character description	Basic sentence writing Character description
Grammar	<ul style="list-style-type: none"> • Full stops • Capital letters • Finger spaces 	<ul style="list-style-type: none"> • Full stops • Capital letters • Finger spaces • Prefix un- • Exclamation marks
Alan Peat		<ul style="list-style-type: none"> • 1A sentence
Reading	Daily Little Wandle phonics. Small group reading with the 'three reads structure' to ensure pupils are taught to decode, read with prosody and comprehension. Additional comprehension linked to class main texts.	Daily Little Wandle phonics. Small group reading with the 'three reads structure' to ensure pupils are taught to decode, read with prosody and comprehension. Additional comprehension linked to class main texts.

	Spring 1	Spring 2
Main texts	  	  
Oracy	<p>Speaking in full sentences Sentence building</p>	<p>Speaking in full sentences Sentence building Read their writing aloud clearly enough to be heard by peers</p>
Writing outcomes	<p>Basic sentence writing Character description Setting descriptions</p>	<p>Basic sentence writing Character description Setting descriptions</p>
Grammar	<ul style="list-style-type: none"> • Conjunction – and • Proper nouns • Noun suffixes -s and -es • Verbs • Verb suffixes 	<ul style="list-style-type: none"> • Question marks • Past tense • Time adverbials
Alan Peat	<ul style="list-style-type: none"> • 1A sentence 	<ul style="list-style-type: none"> • 1A sentence • 2A sentence
Reading	<p>Daily Little Wandle phonics. Small group reading with the 'three reads structure' to ensure pupils are taught to decode, read with prosody and comprehension. Additional comprehension linked to class main texts.</p>	<p>Daily Little Wandle phonics. Small group reading with the 'three reads structure' to ensure pupils are taught to decode, read with prosody and comprehension. Additional comprehension linked to class main texts.</p>

	Summer 1	Summer 2
Main texts	  	  
Oracy	<p>Speaking in full sentences Sentence building Read their writing aloud clearly enough to be heard by peers</p>	<p>Speaking in full sentences Sentence building Read their writing aloud clearly enough to be heard by peers</p>
Writing outcomes	<p>Basic sentence writing Character description Setting descriptions</p>	<p>Basic sentence writing Character description Setting descriptions</p>
Grammar	<ul style="list-style-type: none"> • Conjunction – and • Suffixes – ing, ed 	<ul style="list-style-type: none"> • Prefix – un • Exclamation sentences • Questions
Alan Peat	<ul style="list-style-type: none"> • 1A sentence • 2A sentence 	<ul style="list-style-type: none"> • 1A sentence • 2A sentence
Reading	<p>Daily Little Wandle phonics. Small group reading with the 'three reads structure' to ensure pupils are taught to decode, read with prosody and comprehension. Additional comprehension linked to class main texts.</p>	<p>Daily Little Wandle phonics. Small group reading with the 'three reads structure' to ensure pupils are taught to decode, read with prosody and comprehension. Additional comprehension linked to class main texts.</p>