



Term: summer

Year: 1

Genre: Stories with Familiar Settings

Duration: 2-3 weeks

Texts:

Maisie Goes Camping by Lucy Cousins.
Boris Goes Camping by Carrie Weston.
Percy the Park Keeper by Nick Butterworth.
The Scarecrows Wedding by Julia Donaldson.
Stuck by Oliver Jeffers.

Key Skills in reading

- Make predictions based on what has been read so far.
- Explain clearly their understanding of what is read to them.
- Identify and discuss the main events in stories.
- Identify and discuss the main characters in stories.
- Retell familiar stories in a range of contexts e.g. *small world, role play, storytelling*.
- Make basic inferences about what is being said and done.
- Read words containing *-s, -es, -ing* and *-ed* endings.
- Split two and three syllable words into the separate syllables to support blending for reading.

Key Skills in writing

- Reread every sentence to check it makes sense.
- Punctuate simple sentences with capital letters and full stops.
- Add suffixes to verbs where **no spelling change is needed** to the root word, e.g. *help – helping, camp – camping, think-thinking etc.*
- Identify and use question marks.
- Use simple joining words to link ideas e.g. *and*.
- Use familiar plots for structuring the opening, middle and end of their stories.
- Discuss their writing with adults and peers.
- Read aloud their writing to adults and peers.

Unit Outcomes:

- Narrative based on model text with innovation of character(s) and a familiar setting.



Term: summer
Year: 1

Genre: Non-Fiction Booklets

Duration: 2-3 weeks

Texts:

Barnaby Bear big books.
At the Seaside big book.
My First Camping Book by Dominic Bliss.
Let's go camping – Collins Big Cat book.

Key Skills in reading

- Recall specific information in texts.
- Read aloud books closely matched to their improving phonic knowledge.
- Introduce and discuss key vocabulary.
- Activate prior knowledge e.g. *what do you know about camping/the park/our school grounds etc?*
- Explain clearly their understanding of what is read to them.
- Listen to what others say.
- Take turns.
- Demonstrate understanding of texts by answering questions related to who, what, where, when and why.

Key Skills in writing

- Write simple sentences that can be read by themselves and others.
- Punctuate simple sentences with capital letters and full stops.
- Use question marks.
- Re-read every sentence to check it makes sense.
- Use simple joining words to link ideas e.g. and etc.
- Write information texts with simple text type features.
- Discuss their writing with adults and peers.
- Read aloud their writing to adults and peers.

Unit Outcomes:

- An information booklet



Term: summer

Year: 1

Genre: Fantasy Stories

Duration: 2-3 weeks

Texts:

No-Bot by Sue Hendra.

The Three Little Aliens and the Big Bad Robot by Margaret McNamara.

The Big Bad Wolf and the Robot Pig by Laura North and Kevin Cross.

Harry and the Robots by Ian Whybrow.

Key Skills in reading

- Read words containing -s, -es, -ing, -ed, -er, -est endings.
- Read more challenging texts using phonics and high frequency word recognition.
- Develop fluency, accuracy and confidence by re-reading books
- Listen to a range of texts at a level beyond that at which they can read independently including stories, non-fiction and poems.
- Identify and discuss the main events in stories.
- Identify and discuss the main characters in stories.
- Use patterns and repetition to support oral retelling.
- Retell familiar stories in a range of contexts, e.g. *small world, role play, storytelling*.
- Make predictions based on what has been read so far.
- Make basic inferences about what is being said and done.
- Discuss the title and how it relates to the events in the whole story e.g. *Peace at Last* by Jill Murphy.

Key Skills in writing

- Say and hold in memory whilst writing, simple sentences which make sense.
- Write simple sentences that can be read by themselves and others.
- Separate words with finger spaces.
- Punctuate simple sentences with capital letters and full stops.
- Use capital letters for names of people, places and days of the week.
- Identify and use question marks and exclamation marks.
- Use simple 'joining words' to link ideas.
- Pluralise nouns – build on using '-s' e.g. *dog, dogs*, as addressed in previous units, to using '-es', e.g. *wish, wishes*.
- Orally compose every sentence before writing.
- Re-read every sentence to check it makes sense.
- Sequence ideas/events in order.
- Use formulaic phrases to open and close texts.
- Use familiar plots for structuring the opening, middle and end of their stories.
- Read aloud their writing to adults and peers.

Unit Outcomes:

- A fantasy story featuring their own robot model as the central character.



Term: summer

Year: 1

Genre: Poems to Learn

Duration: 1-2 weeks

Texts:

I'm a little Robot by Robert Hiedbreder

My Robot poem by Gareth Lancaster

Robot Rumpus by Sean Taylor (written in rhyme).

Robots, Robots Everywhere! by Sue Fliess (written in rhyme).

Key Skills in reading

- Split two and three syllable words into the separate syllables to support blending for reading.
- Read words with contractions e.g. *I'm, I'll, we'll* and understand that the apostrophe represents the omitted letter.
- Apply phonic knowledge for reading.
- Automatically recognise approximately 150 high frequency words.
- Develop fluency, accuracy and confidence by re-reading books.
- Listen to a range of texts at a level beyond that at which they can read independently including stories, non-fiction and poems.
- Recognise and join in with language patterns and repetition.
- Recite rhymes and poems by heart.
- Introduce and discuss key vocabulary.
- Give opinions and support with reasons.
- Explain clearly their understanding of what is read to them.

Key Skills in writing

- Separate words with finger spaces.
- Identify and use question marks and exclamation marks.
- Add the prefix '*un-*' to verbs and adjectives to change the meaning e.g. *untie, unkind*.
- Orally plan and rehearse ideas.
- Write in different forms with simple text type features e.g. *instructions, narratives, recounts, poems, information texts*.
- Read aloud their writing to adults and peers.

Unit Outcomes:

- Learn a poem by heart for performance.



Term: summer

Year: 1

Genre: Recounts

Duration: 2-3 weeks

Texts:

Mister Maker clips on the CBeebies website
Robot Dog by Mark Oliver.

Key Skills in reading

- Apply phonic knowledge for reading.
- Automatically recognise approximately 150 high frequency words.
- Develop fluency, accuracy and confidence by re-reading books.
- Listen to a range of texts at a level beyond that at which they can read independently including stories, non-fiction and poems.
- Recall specific information in texts.
- Relate texts to own experiences.
- Activate prior knowledge.
- Check that texts make sense while reading and self-correct.
- Listen to what others say.
- Take turns.

Key Skills in writing

- Say and hold in memory whilst writing, simple sentences which make sense.
- Write simple sentences that can be read by themselves and others.
- Separate words with finger spaces.
- Punctuate simple sentences with capital letters and full stops.
- Use capital letter for the personal pronoun I.
- Use simple joining words to link ideas.
- Pluralise nouns using '-s' and '-es' e.g. *dog, dogs; wish, wishes.*
- Add the prefix 'un-' to verbs and adjectives to change the meaning e.g. *untie, unkind.*
- Reread every sentence to check it makes sense.
- Orally plan and rehearse ideas.
- Sequence ideas/events in order.
- Write in different forms with simple text type features e.g. recounts.
- Discuss their writing with adults and peers.

Unit Outcomes:

- A first person recount about making a model robot.