Greenfinch	Autumn 1 Dreams & Ambitions	Autumn 2 Journeys Through Time	Spring 1 Extreme Earth	Spring 2 Creatures Great and Small	Summer 1 Around the World	Summer 2 Express Yourself
Topic Focus	Superheroes	A Toy Story	Weather – hot and cold	The Smallest and the Largest	Our Village	Sculpture and Statues
Purpose of writing	Write to Entertain	Write to Inform/Explain	Write to Entertain/explain	Write to entertain/inform	Write to inform	Write to explain /entertain
Suggested Texts	Superheroes Don't Get Scared Or Do They? By Kate Thompson & Clare Elsom Supertato by Sue Hendra & Paul Linnet Traction Man Is Here by Mini Grey A Superpower Like Mine by Dr. Ranj Singh & Liam Darcy	That Rabbit Belongs to Emily Brown by Cressida Cowell & Neal Layton The Lost Property Office by Emily Rand The Paper Dolls by Julia Donaldson & Rebecca Cobb Lost in the Toy Museum: An Adventure by David Lucas	Blue Penguin by Petr Horáček The Snowflake Mistake by Lou Treleaven The Weather Girls by AKI Delphine Mach	The Bumblebear by Nadia Shireen Tad by Benji Davies Lifesize by Sophy Henn	In Every House on Every Street by Jess Hitchman & Lili La Beleine Everybody's Welcome by Patricia Hegarty	The Most Magnificent Thing Hardcover by Ashley Spires Look! Look! Look! at Sculpture by Nancy Elizabeth Wallace Matisse's Magical by Tim Hopgood I Am An Artist by Marta Altés
Writing Outcomes	Recognising and writing own name How to treat books and telling a story through pictures Mark making Simple sentences with	Sequencing stories Writing captions/labels (Letters to Santa & Christmas Cards)	Retelling story Forming simple sentences with help Retelling of a tale	Animal poems Non-fiction sentences/ fact files Learning and performing	Postcards	Instructional writing Instructions
	gaps between words and some punctuation	Sequencing (Letters to Santa &	Simple story	poems Writing poems (haiku)	Letters	Simple story

		Christmas Cards)	Comparisons	Fact files		
Phonics/ Spelling	Phase 1 Recap: Seven aspects: environmental sounds, instrumental sounds, body sounds, rhythm and rhyme, alliteration, voice sounds, oral segmenting and blending. Phase 2: an introduction to letter sounds, blending and segmenting, reading and writing sounds, high frequency and fast words, learning to write simple CVC words, reading and writing simple captions. Learning to write simple sentences.	Phase 2: an introduction to letter sounds, blending and segmenting, reading and writing sounds, high frequency and fast words, learning to write simple CVC words, reading and writing simple captions. Learning to write simple sentences.	Phase 3: reinforce all letters sounds and continue to introduce phase 3 phonemes and graphemes, blend and segment words containing all sounds at phase 2 and 3, learn to read phase 3 fast words, spell 'the/to/I/no/go. Writing sentences using simple punctuation.	Phase 3: reinforce all letters sounds and continue to introduce phase 3 phonemes and graphemes, blend and segment words containing all sounds at phase 2 and 3, learn to read phase 3 fast words, spell 'the/to/l/no/go. Writing sentences using simple punctuation.	Phase 4: Becoming independent in reading and writing. Write short sentences with increased accuracy. Use and apply phonics in reading and writing activities.	Phase 4: Becoming independent in reading and writing. Write short sentences with increased accuracy. Use and apply phonics in reading and writing activities.
	Phase 3 and 4 Recap Naming letters in the alphabet in order Words containing phonemes already	Phase 5 Part A Words containing phonemes already taught Common exception	Phase 5 Part B Using the spelling rule for adding –s or –es as the plural marker for nouns and the third person singular marker	Phase 5 Part C Using the prefix un- Using –ing, -ed, -er and –est where no change is needed in the spelling of	Phase 5 Part C Using letter names to distinguish between alternative spellings of the same sound	Phase 5 Part C Using letter names to distinguish between alternative spellings of the same sound
	taught Common exception	words	for verbs. Using –ing, -ed, -er and	roots words Days of the week	Using –ing, -ed, -er and –est where no change is needed in the spelling of	Days of the week Words containing

	words		-est where no change is needed in the spelling of roots words Days of the week Words containing phonemes already taught Common exception words	Words containing phonemes already taught Common exception words	roots words Days of the week Words containing phonemes already taught Common exception words	phonemes already taught Common exception words
Text level features	Sequencing sentences to form short narratives.	Sequencing sentences to form short narratives. Understand how labels and captions add to understanding.	Sequencing sentences to form short narratives.	Sequencing sentences to form short narratives. Understand how the layout of a poem is different to a story	Sequencing sentences to form short narratives. Understand how the layout of a letter adds to understanding.	Sequencing sentences to form short narratives. Layout of instructions
Sentence level features (including grammar and punctuation)	Write recognisable letters, most of which are correctly formed. Spell words by identifying sounds in them and representing the sounds with a letter or letters.	Write recognisable letters, most of which are correctly formed. Spell words by identifying sounds in them and representing the sounds with a letter or letters.	Write recognisable letters, most of which are correctly formed. Spell words by identifying sounds in them and representing the sounds with a letter or letters.	Write recognisable letters, most of which are correctly formed. Spell words by identifying sounds in them and representing the sounds with a letter or letters. Write simple phrases	Write recognisable letters, most of which are correctly formed. Spell words by identifying sounds in them and representing the sounds with a letter or letters. Write simple phrases	Write recognisable letters, most of which are correctly formed. Spell words by identifying sounds in them and representing the sounds with a letter or letters. Write simple phrases

	Leaving spaces between	Leaving spaces between	Leaving spaces between	and sentences that can be read by others. Leaving spaces between	and sentences that can be read by others.	and sentences that can be read by others
	words.	words.	words.	words.	Beginning to punctuate sentences using a capital letter.	Beginning to punctuate sentences using a capital letter.
	Beginning to punctuate sentences using a capital letter.	Beginning to punctuate sentences using a capital letter.	Beginning to punctuate sentences using a capital letter.	Beginning to punctuate sentences using a capital letter.	Using a capital letters for proper nouns.	Using a capital letters for proper nouns.
	Beginning to punctuate sentences using a full stop.	Using a capital letters for proper nouns.	Using a capital letters for proper nouns.	Using a capital letters for proper nouns.	Beginning to punctuate sentences using a full stop,	Beginning to punctuate sentences using a full stop,
		Beginning to punctuate sentences using a full stop.	Beginning to punctuate sentences using a full stop,	Beginning to punctuate sentences using a full stop,	question mark or exclamation mark.	question mark or exclamation mark.
			question mark or exclamation mark.	question mark or exclamation mark.	Joining words and clauses using 'and'	Joining words and clauses using 'and'
			Joining words and clauses using 'and'	Joining words and clauses using 'and'		
Spoken Language	Listening to others. Listening to stories, rhymes and poems. Joining in with repeated parts in rhymes. Respond to simple instructions. Role Play.	Taking turns in conversation. Increasing vocabulary. Listening to and sharing ideas with others. Alliteration. Using simple sentences. Role Play.	Retell a past event. Build up vocabulary. Reflecting on own experiences. Asking/answering questions Rhymes and songs. Alliteration. Retelling stories. Role Play.	Responding to and giving instructions. Asking Questions – What, Where, Who? Using a range of tenses. Poetry. Role Play.	Following stories and re-telling using pictures and prompts. Changing our voice for the listener. Re-telling stories through continuous provision. Role Play.	Extending vocabulary. Using a range of tenses. Understanding and using How? And Why? Re-telling stories through drama. Role Play.
	Saying out loud what they are going to write about.	Saying out loud what they are going to write about.	Saying out loud what they are going to write about.	Saying out loud what they are going to write about.	Saying out loud what they are going to write about.	Saying out loud what they are going to write about.

	Composing a sentence orally before writing it.	Composing a sentence orally before writing it.	Composing a sentence orally before writing it. Discuss what they have written with the teacher or peers.	Composing a sentence orally before writing it. Discuss what they have written with the teacher or peers.	Composing a sentence orally before writing it. Discuss what they have written with the teacher or peers.	Composing a sentence orally before writing it. Discuss what they have written with the teacher or peers.
Reading	Anticipate key events in stories Say a sound for some letters in the alphabet Read words consistent with their phonic knowledge by sound-blending	Anticipate key events in stories Demonstrate understanding of what has been read. Say a sound for most letters in the alphabet. Read words consistent with their phonic knowledge by sound-blending	Demonstrate understanding of what has been read. Retell stories using their own words Say a sound for all letter in the alphabet Read words consistent with their phonic knowledge by sound-blending Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.	Demonstrate understanding of what has been read. Retell stories using their own words and recently introduced vocabulary. Say a sound for each letter in the alphabet and some digraphs Read words consistent with their phonic knowledge by sound-blending Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.	Demonstrate understanding of what has been read. Retell stories using their own words and recently introduced vocabulary. Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play. Say a sound for each letter in the alphabet and at least 5 digraphs Read words consistent with their phonic knowledge by sound-blending	Demonstrate understanding of what has been read. Retell stories using their own words and recently introduced vocabulary. Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play. Say a sound for each letter in the alphabet and at least 10 digraphs Read words consistent with their phonic knowledge by sound-blending

					Read aloud simple	Read aloud simple
					sentences and books	sentences and books
					that are consistent	that are consistent
					with their phonic	with their phonic
					knowledge, including	knowledge, including
					some common	some common
					exception words.	exception words.
Apply pho	onic A	Apply phonic	Apply phonic	Apply phonic	Apply phonic	Apply phonic
knowledg	ge and skills ki	nowledge and skills	knowledge and skills	knowledge and skills	knowledge and skills	knowledge and skills
to decode	e words.	o decode words.	to decode words.	to decode words.	to decode words.	to decode words.
Re-read b		Re-read books to	Re-read books to	Re-read books to	Re-read books to	Re-read books to
·		ouild up fluency and	build up fluency and	build up fluency and	build up fluency and	build up fluency and
	ce in word co	onfidence in word	confidence in word	confidence in word	confidence in word	confidence in word
reading.	re	eading.	reading.	reading.	reading.	reading.
		Develop pleasure in	Develop pleasure in	Develop pleasure in	Develop pleasure in	Develop pleasure in
reading.	re	eading.	reading.	reading.	reading.	reading.
Discuss w	vord D	Discuss word	Discuss word	Discuss word	Discuss word	Discuss word
		neanings, linking new	meanings, linking new	meanings, linking new	meanings, linking new	meanings, linking new
meanings		neanings to those	meanings to those	meanings to those	meanings to those	meanings to those
already k		Ilready known.	already known.	already known.	already known.	already known.
direddy K	iowii.	incady known.	uncuay known.	uncady known.	uncady known.	uncuay known.
Explain cl	early their Ex	Explain clearly their	Read words	Read words	Read words	Re-reading what they
understa	•	inderstanding of	containing taught	containing taught	containing taught	have written to make
	_	what they have read.	GPCs and –s, -es, -ing,	GPCs and –s, -es, -ing,	GPCs and –s, -es, -ing,	sure it makes sense.
		, , , , , , , , , , , , , , , , , , , ,	-er and –est endings.	-er and –est endings.	-er and –est endings.	
Listen to	and discuss a Li	isten to and discuss a	0-	0-	0-	Explain clearly their
		vide range of stories.	Explain clearly their	Explain clearly their	Explain clearly their	understanding of
			understanding of	understanding of	understanding of	what they have read.
	N	Making inferences on	what they have read.	what they have read.	what they have read.	
	th	he basis of what is			-	Re-reading what they
	bo	eing said and done.	Read aloud their	Read aloud their	Re-reading what they	have written to make
			writing clearly enough	writing clearly enough	have written to make	sure it makes sense.

Make predictions	to be heard by their	to be heard by their	sure it makes sense.	
based on what has	peers and the	peers and the		Read aloud their
been read so far.	teacher.	teacher.	Read aloud their	writing clearly enough
			writing clearly enough	to be heard by their
	Listen to and discuss a	Listen to and discuss a	to be heard by their	peers and the
	wide range of stories.	wide range of stories.	peers and the	teacher.
			teacher.	
	Making inferences on	Making inferences on		Listen to and discuss a
	the basis of what is	the basis of what is		wide range of stories.
	being said and done.	being said and done.		
	Make predictions	Become familiar with		
	based on what has	key stories, fairy		
	been read so far.	stories and traditional		
		tales, retelling them		
	Become familiar with	and considering their		
	key stories, fairy	particular		
	stories and traditional	characteristics		
	tales, retelling them			
	and considering their	Listen to and discuss a		
	particular	range of poems.		
	characteristics.			
		Learning to appreciate		
		rhymes and poems		
		and to recite some by		
		heart.		

EYFS objectives Year 1 objectives