Owl 2022/23	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	Medical Pioneers	Castles	Mountains	Nocturnal Animals	The United Kingdom - Geography	Outdoor art
Purpose of writing	Write to Inform	Write to Explain/Entertain	Write to Entertain	Write to Entertain	Write to Inform	Write to Explain/Entertain
Suggested Texts	Little People, BIG DREAMS: Florence Nightingale by Maria Isabel Sanchez Vegara	The Paper Bag Princess by Robert Munsch  The Boy Who Grew Dragons by Andy Shepherd & Sara Ogilvie  Zog  The Dragon Dinosaur  Small Knight and George and the Royal Chocolate Cake by Ronda Armitage and Arthur Robin	Ratty's Big Adventure Lara Hawthorne  Move, Mr Mountain! Francesca Sanna  Up On the Mountain by Peter Donnelly	The Owl Who Was Afraid of the Dark by Jill Tomlinson.  What's Next? By Timothy Knapman  The Bat Book by Charlotte Milner  After Dark: Poems about Nocturnal Animals by David L. Harrison	Katie In London by James Mayhew  Katie in Scotland by James Mayhew  Paddington's London Treasury by Michael Bond & R.W. Alley	Beautiful Oops by Barney Saltzberg  The Crayon Man: The True Story Of The Invention Of Crayola Crayons by Natascha Biebow  The Day the Crayons Quit by Drew adywalk and Oliver Jeffers  The Pencil by Allan Ahlberg  What If by Samantha Berger  The Dot by Peter H. Reynolds
Writing Outcomes	Simple sentences with gaps between words and some punctuation	Setting descriptions Simple story Stories from other lands	Letter writing Diary entry Adventure stories	Learning and performing poems Poetry	Character exploration Retelling of a tale Alternative versions of a story	Explanation texts

	Labels and captions Fact files Instructions					
Phonics/ Spelling	Chapter 2 & 3 consolidation	Chapter 4a	Chapter 4a & 4b	Chapter 4b	Chapter 2 to 4b consolidation	Chapter 4c
Spcg	Words containing phonemes already taught  Common exception words  Naming letters in the	Words containing phonemes already taught  Common exception words  Naming letters in the alphabet in order	Words containing phonemes already taught  Common exception words  Using the spelling rule for adding –s or –es as	Words containing phonemes already taught  Common exception words  Using the prefix un-	Words containing phonemes already taught  Common exception words  Using letter names to	Words containing phonemes already taught  Common exception words  Using letter names to distinguish between
	alphabet in order	aipitabet ili ordei	the plural marker for nouns and the third person singular marker for verbs.  Using –ing, -ed, -er and –est where no change is needed in the spelling of roots words	Using –ing, -ed, -er and –est where no change is needed in the spelling of roots words	distinguish between alternative spellings of the same sound  Using –ing, -ed, -er and –est where no change is needed in the spelling of roots words  Days of the week	alternative spellings of the same sound  Days of the week
	Chapter 4c  Common exception	Chapter 4c  Common exception	Common exception words and high-frequency words	Common exception words and high-frequency words	Common exception words and high-frequency words	Common exception words and high-frequency words
	words and high- frequency words	words and high- frequency words	Strategies at the point of writing	Strategies at the point of writing	Proofreading	Proofreading
	Strategies for learning words	Strategies for learning words	Contractions	Contractions	The possessive apostrophe (singular nouns)	The possessive apostrophe (singular nouns)
	Homophones	Homophones	Homophones and near homophones Adding endings '-ing', '-ed', '-er', '-est' to	Adding '-es' to nouns and verbs ending in 'y'	Adding endings '-ing', '-ed', '-er', and '-est'	The /3:/ sound spelt 'or' after 'w'

			words ending in 'e' with a consonant before it  /dʒ/ sound spelt as 'ge' and 'dge' at the end of words, and sometimes as 'g' elsewhere in words before 'e', 'i' and 'y'  /s/sound spelt 'c' before 'e', 'i' and 'y'  /n/ sound spelt 'kn' and 'gn' at the beginning of words /aɪ/sound spelt 'y'  /l/ or /əl/ sound spelt '-le' at the end of words and following a	Adding '-ing', '-ed', '- er', '-est' and '-y' to words of one syllable ending in a single consonant after a single vowel  Adding suffixes '-ful', '-less' and '-ly'  Words ending '-tion'  /i:/ sound spelt 'ey'  /r/ sound spelt 'wr'  /aɪ/ spelt 'i' in common exception words	to words ending in '- y'  Suffixes '-ment' and '-ness'  The /I/ or /əl/ sound spelt '-el' at the end of words  /3/ spelt 's', segmentation and syllable clapping  /p/ spelt 'a' after 'w' and 'qu'	The /ɔ:/ sound spelt 'ar 'after 'w'  /n/ sound spelt 'o'  /l/ or /əl/ sounds spelt 'il' at the end of words  The /l/ or /əl/ sound spelt '-al' at the end of words
Text level features	Sequencing sentences  Understand how labels and captions add to understanding.  Layout of instructions	Sequencing sentences to form short narratives.	Consonant  Sequencing sentences  Understand how the layout of a letter adds to understanding.	Sequencing sentences  Understand how the layout of a poem is different to a story	Sequencing sentences to form short narratives.	Sequencing sentences to form short narratives.
	Use of lists – what is needed/lists of steps to be taken  Bullet points for facts	Planning through story mapping and boxed up plans	Planning through story mapping and boxed up plans	Use of lines and verses in poetry Planning using boxed up plans	Planning through story mapping and boxed up plans	Use of lists – what is needed/lists of steps to be taken  Bullet points for facts

	Make a final comment to the reader	Story parts (beginning, middle and end).  Characters Settings	Story parts (beginning, middle and end).  Characters Settings		Story parts (beginning, middle and end). Characters Settings	Make a final comment to the reader
		Descriptive language	Descriptive language		Descriptive language	
Sentence level features (including grammar and punctuation)	Leaving spaces between words.  Beginning to punctuate sentences using a capital letter.  Beginning to punctuate sentences using a full stop.	Leaving spaces between words.  Beginning to punctuate sentences using a capital letter.  Beginning to punctuate sentences using a full stop.  Using a capital letters for proper nouns.	Leaving spaces between words.  Beginning to punctuate sentences using a capital letter.  Beginning to punctuate sentences using a full stop, question mark or exclamation mark.  Using a capital letters for proper nouns.  Joining words and clauses using 'and'	Leaving spaces between words.  Beginning to punctuate sentences using a capital letter.  Beginning to punctuate sentences using a full stop, question mark or exclamation mark.  Using a capital letters for proper nouns.  Joining words and clauses using 'and'	Beginning to punctuate sentences using a capital letter.  Beginning to punctuate sentences using a full stop, question mark or exclamation mark.  Using a capital letters for proper nouns.  Joining words and clauses using 'and'	Beginning to punctuate sentences using a capital letter.  Beginning to punctuate sentences using a full stop, question mark or exclamation mark.  Using a capital letters for proper nouns.  Joining words and clauses using 'and'
	Demarcation of sentences  Understanding clauses and joining clauses using coordination (and, or, but)	Demarcation of sentences  Understanding clauses and joining clauses using coordination (and, or, but)	Demarcation of sentences  Understanding clauses and joining clauses using coordination (and, or, but) and	Demarcation of sentences  Understanding clauses and joining clauses using coordination (and, or, but) and	Demarcation of sentences  Understanding clauses and joining clauses using coordination (and, or, but) and	Demarcation of sentences  Understanding clauses and joining clauses using coordination (and, or, but) and

	Use of the continuous form of verbs in the	Consistent use of present tense and	subordination (when, if, that, or, because)	subordination (when, if, that, or, because)	subordination (when, if, that, or, because)	subordination (when, if, that, or, because)
	present and past tense to mark actions in progress e.g. she is	past tense throughout work.	Use of the continuous form of verbs in the present and past	Commas to separate items in a list	Use of the continuous form of verbs in the present and past	Consistent use of present tense and past tense
	drumming, he was shouting	Commas to separate items in a list	tense to mark actions in progress e.g. she is drumming, he was	Types of sentences: statement, question, explanation,	tense to mark actions in progress e.g. she is drumming, he was	throughout work.  Commas to separate
	Adjectives	Types of sentences: statement, question,	shouting	command	shouting	items in a list
	Noun phrases	explanation, command	Two adjectives to describe a noun	Similes using like	Similes using like	Generalisers for information e.g. Most
			Adverbs for description and for		Two adjectives to describe a noun	cats
			information		Adverbs for description and for information	
Spoken Language	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.	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.	Discuss what they have written with the teacher or peers.	Discuss what they have written with the teacher or peers.	Discuss what they have written with the teacher or peers.
	Speak audibly and clearly	Speak audibly and clearly	Speak audibly and clearly	Speak audibly and clearly	Speak audibly and clearly	Speak audibly and clearly

Listen and respond appropriately to adults and peers	Listen and respond appropriately to adults and peers	Listen and respond appropriately to adults and peers	Listen and respond appropriately to adults and peers	Listen and respond appropriately to adults and peers	Listen and respond appropriately to adults and peers
Ask relevant questions to extend their understanding and knowledge	*	Ask relevant questions to extend their understanding and knowledge	Ask relevant questions to extend their understanding and knowledge	Ask relevant questions to extend their understanding and knowledge	Ask relevant questions to extend their understanding and knowledge
Give well-structured descriptions, explanations and narratives					
Participate in discussions, presentations, performances, role play, improvisations and debates	Participate in discussions, presentations, performances, role play, improvisations and debates	Participate in discussions, presentations, performances, role play, improvisations and debates	Participate in discussions, presentations, performances, role play, improvisations and debates	Participate in discussions, presentations, performances, role play, improvisations and debates	Participate in discussions, presentations, performances, role play, improvisations and debates
Gain, maintain and monitor the interes of the listeners	Gain, maintain and monitor the interest of the listeners	Gain, maintain and monitor the interest of the listeners	Gain, maintain and monitor the interest of the listeners	Gain, maintain and monitor the interest of the listeners	Gain, maintain and monitor the interest of the listeners
					Articulate and justify answers, arguments and opinions
					Consider and evaluate different viewpoints

Reading	Apply phonic knowledge and skills to decode words.	Apply phonic knowledge and skills to decode words.	Apply phonic knowledge and skills to decode words.	Apply phonic knowledge and skills to decode words.	Apply phonic knowledge and skills to decode words.	Apply phonic knowledge and skills to decode words.
	Re-read books to build up fluency and confidence in word reading.	Re-read books to build up fluency and confidence in word reading.	Re-read books to build up fluency and confidence in word reading.	Re-read books to build up fluency and confidence in word reading.	Re-read books to build up fluency and confidence in word reading.	Re-read books to build up fluency and confidence in word reading.
	Develop pleasure in reading.	Develop pleasure in reading.	Develop pleasure in reading.	Develop pleasure in reading.	Develop pleasure in reading.	Develop pleasure in reading.
	Discuss word meanings, linking new meanings to those already known.	Discuss word meanings, linking new meanings to those already known.	Discuss word meanings, linking new meanings to those already known.	Discuss word meanings, linking new meanings to those already known.	Discuss word meanings, linking new meanings to those already known.	Discuss word meanings, linking new meanings to those already known.
	Explain clearly their understanding of what they have read.	Explain clearly their understanding of what they have read.	Explain clearly their understanding of what they have read.	Explain clearly their understanding of what they have read.	Explain clearly their understanding of what they have read.	Explain clearly their understanding of what they have read.
	Listen to and discuss a wide range of stories.	Listen to and discuss a wide range of stories.	Listen to and discuss a wide range of stories.	Listen to and discuss a wide range of stories.	Listen to and discuss a wide range of stories.	Listen to and discuss a wide range of stories.
	Making inferences on the basis of what is being said and done.	Making inferences on the basis of what is being said and done.	Making inferences on the basis of what is being said and done.	Listen to and discuss a range of poems.	Making inferences on the basis of what is being said and done.	Making inferences on the basis of what is being said and done.
	Make predictions based on what has been read so far.	Make predictions based on what has been read so far.	Make predictions based on what has been read so far.	Learning to appreciate rhymes and poems and to recite some by heart.	Make predictions based on what has been read so far.	Make predictions based on what has been read so far.
			Become familiar with key stories, fairy	Read aloud their writing clearly	Become familiar with key stories, fairy	Become familiar with key stories, fairy stories and traditional

		stories and traditional tales, retelling them and considering their particular characteristics.  Read aloud their writing clearly enough to be heard by their peers and the teacher.	enough to be heard by their peers and the teacher.	stories and traditional tales, retelling them and considering their particular characteristics  Read aloud their writing clearly enough to be heard by their peers and the teacher.  Re-reading what they have written to make sure it makes sense.	tales, retelling them and considering their particular characteristics  Read aloud their writing clearly enough to be heard by their peers and the teacher.  Re-reading what they have written to make sure it makes sense.
Listen to, discuss and express views about a wide range of texts	Listen to, discuss and express views about a wide range of texts	Listen to, discuss and express views about a wide range of texts	Listen to, discuss and express views about a wide range of texts	Listen to, discuss and express views about a wide range of texts	Listen to, discuss and express views about a wide range of texts
Discuss sequences of events in books and how information is related	Discuss sequences of events in books and how information is related	Discuss sequences of events in books and how information is related	Discuss sequences of events in books and how information is related	Discuss sequences of events in books and how information is related	Discuss sequences of events in books and how information is related
Becoming familiar with and retelling a wider range of stories, fairy stories and traditional tales	Becoming familiar with and retelling a wider range of stories, fairy stories and traditional tales	Becoming familiar with and retelling a wider range of stories, fairy stories and traditional tales	Becoming familiar with and retelling a wider range of stories, fairy stories and traditional tales	Becoming familiar with and retelling a wider range of stories, fairy stories and traditional tales	Becoming familiar with and retelling a wider range of stories, fairy stories and traditional tales
Recognise simple recurring literacy language in stories and poems	Recognise simple recurring literacy language in stories and poems	Recognise simple recurring literacy language in stories and poems	Recognise simple recurring literacy language in stories and poems	Recognise simple recurring literacy language in stories and poems	Recognise simple recurring literacy language in stories and poems

Develop a report of poems learn heart	· · · · · · · · · · · · · · · · · · ·	Develop a repertoire of poems learnt by heart	Develop a repertoire of poems learnt by heart	Develop a repertoire of poems learnt by heart	Develop a repertoire of poems learnt by heart
Introduced to fiction books t structured in different ways	hat are fiction books that are structured in different	Introduced to non- fiction books that are structured in different ways	Introduced to non- fiction books that are structured in different ways	Introduced to non- fiction books that are structured in different ways	Introduced to non- fiction books that are structured in different ways
Discuss and cla meanings of w linking new mo to know vocab	vords, meanings of words, linking new meaning	Discuss and clarify meanings of words, linking new meaning to know vocabulary	Discuss and clarify meanings of words, linking new meaning to know vocabulary	Discuss and clarify meanings of words, linking new meaning to know vocabulary	Discuss and clarify meanings of words, linking new meaning to know vocabulary
Discuss favour words and phr		Discuss favourite words and phrases			
Making inferenthe basis of whole being said and	nat is the basis of what is	Making inferences on the basis of what is being said and done	Making inferences on the basis of what is being said and done	Making inferences on the basis of what is being said and done	Making inferences on the basis of what is being said and done
Answering and questions	Answering and asking questions	Answering and asking questions	Answering and asking questions	Answering and asking questions	Answering and asking questions
Predicting who happen next bo on what has bo read so far	happen next based on	Predicting what will happen next based on what has been read so far	Predicting what will happen next based on what has been read so far	Predicting what will happen next based on what has been read so far	Predicting what will happen next based on what has been read so far
Participate in discussion about taking turns a listening to other	nd (taking turns and	Participate in discussion about texts (taking turns and listening to others)	Participate in discussion about texts (taking turns and listening to others)	Participate in discussion about texts (taking turns and listening to others)	Participate in discussion about texts (taking turns and listening to others)

| Explain and discuss |
|---------------------|---------------------|---------------------|---------------------|---------------------|---------------------|
| their understanding |
| of books and other  |
| material            | material            | material            | material            | material            | material            |

Year 1 objectives Year 2 objectives