

Below outlines the learning focus for each term

Key Stage 1 Programme of Study – by the end of year 2:

Reading - word reading

- apply phonic knowledge and skills as the route to decode words
- respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes
- read accurately by blending sounds in unfamiliar words containing GPCs that have been taught
- read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word
- read words containing taught GPCs and –s, –es, –ing, –ed, –er and –est endings
- read other words of more than one syllable that contain taught GPCs
- read words with contractions [for example, I'm, I'll, we'll], and understand that the apostrophe represents the omitted letter(s)
- read books aloud, accurately, that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words
- reread these books to build up their fluency and confidence in word reading

Reading – comprehension

- develop pleasure in reading, motivation to read, vocabulary and understanding by:
 - listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently
 - being encouraged to link what they read or hear to their own experiences
 - becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics
- recognising and joining in with predictable phrases
- learning to appreciate rhymes and poems, and to recite some by heart
- discussing word meanings, linking new meanings to those already known
- understand both the books they can already read accurately and fluently and those they listen to by:
 - drawing on what they already know or on background information and vocabulary provided by the teacher
 - checking that the text makes sense to them as they read, and correcting inaccurate reading
 - discussing the significance of the title and events
 - making inferences on the basis of what is being said and done
 - predicting what might happen on the basis of what has been read so far
 - participate in discussion about what is read to them, taking turns and listening to what others say
 - explain clearly their understanding of what is read to them

Writing – transcription

- spell:
 - words containing each of the 40+ phonemes already taught
 - common exception words
 - the days of the week
- name the letters of the alphabet:
 - naming the letters of the alphabet in order
 - using letter names to distinguish between alternative spellings of the same sound
- add prefixes and suffixes:
 - using the spelling rule for adding –s or –es as the plural marker for nouns and the third person singular marker for verbs
 - using the prefix un–
 - 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]
- apply simple spelling rules and guidance, as listed in English appendix 1
- write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far

Handwriting

- sit correctly at a table, holding a pencil comfortably and correctly
- begin to form lower-case letters in the correct direction, starting and finishing in the right place
- form capital letters
- form digits 0-9
- understand which letters belong to which handwriting 'families' (ie letters that are formed in similar ways) and to practise these

Writing – composition

- write sentences by:
 - saying out loud what they are going to write about
 - composing a sentence orally before writing it
 - sequencing sentences to form short narratives
 - re-reading what they have written to check that it makes sense
- discuss what they have written with the teacher or other pupils
- read their writing aloud, clearly enough to be heard by their peers and the teacher

Writing - vocabulary, grammar and punctuation

- develop their understanding of the concepts set out in English appendix 2 by:
 - leaving spaces between words
 - joining words and joining clauses using 'and'
 - beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark
 - using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'
 - learning the grammar for year 1 in English appendix 2
- use the grammatical terminology in English English appendix 2 in discussing their writing

Learning Focus for Year 1

Year 1 Reading Focus	<p>Spoken Word - Participation and Presentation</p> <ul style="list-style-type: none">• listen, respond and ask questions for help or interest• play in role• take turns, listening to what others have to say, and stay on topic in a conversation• speculate, imagine and explore ideas• speak clearly when talking to adults and peers• talk to others about first-hand experience or knowledge <p>Reading - word reading</p> <ul style="list-style-type: none">• read regular words with confidence, including CVC, CCVC, CVCC• respond speedily with the correct sound to graphemes for all phonemes• suggest alternative sounds for graphemes where appropriate• use phonetic knowledge to blend sounds together in unfamiliar words containing taught GPCs• read multiple syllable words containing taught GPCs• recognise the common exception words• read aloud texts linked to my phonic knowledge with some fluency and expression• read aloud words with common verb and adjectival endings so that their sense is clear (e.g. -s, -es, -ing, -ed, -er)• read contractions and understand how the apostrophe is used <p>Reading – comprehension</p> <ul style="list-style-type: none">• be familiar with a range of literature including fairy stories and poems and recognise obvious story language• listen to and discuss a wide range of poems, stories and nonfiction at a level beyond that which I can read independently, explaining clearly what is being read to me• check that the text makes sense as I read and correct mistakes• identify the significance of the title, events and characters and express opinions about them using the text• make simple predictions about the text based on what has been read so far and think about what might happen next• draw on what I already know or information provided by my teacher and use my own experiences to help me• answer straightforward questions about a story• make inferences on the basis of what is said and done and recognise why a character is feeling a certain way• recognise and join in with predictable phrases• appreciate poems and recite some poetry by heart• discuss what new words mean, linking new meanings to those already known.• recognise the difference between fiction and non-fiction• identify the main events or key points in a text
Year 1 writing focus	<p>Writing – composition</p> <ul style="list-style-type: none">• rehearse sentences before writing and read back afterwards to check it makes sense and make corrections.• compose a narrative sequence of sentences• read aloud my own work clearly for others• identify ways to improve my own writing and discuss this with others• use simple structure in my writing e.g. beginning, middle and end• convey basic information and ideas through appropriate word choices• writing can be read without mediating <p>Writing - vocabulary, grammar and punctuation</p> <ul style="list-style-type: none">• use capital letters for names of people, places, the days of the week and the personal pronoun 'I'

- punctuate sentences using a capital letter and a full stop
- use exclamation and question marks correctly.
- join clauses to make longer sentences using 'and'
- write in complete simple sentences and leave spaces between words
- make some appropriate word choices from word banks, class lists and sentence openers
- use some basic descriptive language – colour, size, simple emotions
- understand the grammar principles for Y1 in English Appendix 2
- use the grammatical terminology from English Appendix 2 when discussing my writing

Writing – transcription

- spell words using the 40+ phonemes that I have already been taught
- write from memory simple sentences dictated by the teacher that include the GPCS and common exception words taught so far.
- spell the 100 high frequency words and the common exception words
- use simple suffixes that do not change the base word e.g. -ing, -ed, -er, -est, -ly and -y
- suggest alternative sounds for graphemes where appropriate
- distinguish between -s and -es plurals and I am beginning to use them regularly in my writing
- understand what prefixes are and can use the prefix un- in my writing
- spell the days of the week

Handwriting

- sit correctly at a table, holding a pencil comfortably and correctly,
- have begun to write neat lower case letters, capitals and numerals, starting and finishing in the right place for joins

Termly

<p>Autumn 1</p>	<p>Writing Genres: Recount Sentence writing Inference based on illustration Speech bubbles Animal descriptions Story retelling</p>	<p>Narrative: Fiction Lighthouse Keeper's Lunch</p> 	<p>SPAG Focus: Nouns Verbs Adjectives Conjunctions Capital letters Full stops Exclamation marks Question marks</p>
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Autumn 2	<p>Writing Genres: Character descriptions Story retelling Writing questions Plot and character discussion</p>	<p>Narrative: Fiction Selection of Fairy Tales</p> 	<p>SPAG Focus: Capital letters for people and places, days of the week Plural –s and –es Exclamation marks Question marks</p>
Spring 1	<p>Writing Genres: Poetry analysis Character descriptions Setting descriptions Diary entry Making predictions</p>	<p>Narrative: Fiction Books by the Same Author: (Julia Donaldson) Gruffalo Gruffalo's Child Cave Baby Room on the Broom</p> 	<p>SPAG Focus: Suffixes –ing and –ed Suffixes –er and –est Comma in a list</p>
Spring 2	<p>Writing Genres: Writing instructions Poetry</p>	<p>Narrative: Non-Fiction: Instructional Texts</p> 	<p>SPAG Focus: Time conjunctions Imperative verbs Adverbs Rhyming words</p>
Summer 1	<p>Writing Genres: Story planning and writing Describing characters and settings Redrafting Making a story book Poetry</p>	<p>Narrative: Non-fiction Healthy eating theme</p> 	<p>SPAG Focus: Spelling patterns Prefix – un Suffixes – ed, -ing, er, est Adjectives Adverbs Exclamation marks Question marks Rhyming words</p>
Summer 2	<p>Writing Genres: Writing questions Plot and character discussion Story writing Setting description Non-fiction writing (informative text) Cross curricular writing</p>	<p>Narrative: Fiction Beegu by Alexis Deacon</p> 	<p>SPAG Focus: Similes Prefix – un Suffixes – ed, -ing, er, est Adjectives Conjunctions Adverbs Exclamation marks Question marks</p>

At Camrose, teachers read to pupils daily; reading for enjoyment helps develop a broader vocabulary, increased general knowledge and a better understanding of other cultures.

DfE research (2012):

'Reading enjoyment has been reported as more important for children's educational success than their family's socio-economic status (OECD,2002).'

Centre for Literacy in Primary Education (2022):

'Reading aloud is probably the most important thing that teachers can do and needs to be a frequent and regular part of each school day.'

We aim to ensure that, by the time pupils leave Camrose, they have encountered a diverse range of literature including the British classics, modern literature, and books that represent a variety of cultures and people.

Classics	Roald Dahl	Around the World	Pupils choice	Non Fiction
Peter Pan Black Beauty	Matilda	Fiona's Luck by Teresa Bateman (Ireland) Wabi Sabi by Mark Riebstein (Asia) What Happened to You? By James Catchpole (Disability) The Librarian of Basra by Jeanette Winter (Iraq)	Poems Out Loud by Ladybird Chocolate Cake by Michael Rosen	Counting on Katherine: How Katherine Johnson Put Astronauts on the Moon by Helaine Becker Curious Creatures Glowing In The Dark by Zoe Armstrong We All Celebrate! by Chitra Soundar Can We Really Help The Polar Bears by Katie Daynes See Inside: How Things Work by Conrad Mason The Big Book of Bugs (The Big Book series) by Yuval Zommer