

# Year 1 Scheme of Work – Literacy



## Term 1.1 – 7 weeks

**Spellings :**

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
Settling in	Reception review	Reception Review	f, l, s, and z sounds spelt 'ff', 'll', 'ss', 'zz'	k spelt 'ck', 'ay', 'ou' and 'ie'	'ea', 'oy', 'ir' and 'ue'	Review and reflect
	jump test net wind me went	sink help belt soft just from	off bell mess buzz tusk today	pack clay sound pie frog said	sea enjoy bird clue brush says	

LO: 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' (i.e. letters that are formed in similar ways) and to practise these.

**Handwriting :** Week 1 - Correct posture and pencil grip  
Week 2 - sitting letters, C a -  
Week 3 - sitting letters: o and s  
Week 4 - sitting letters: e and i  
week 5 - sitting letters: m and n  
Week 6- sitting letters: r and u  
Week 7- sitting letters: v and w

Unit	Time (Wks)	Activities	Reading Outcomes	Writing Outcomes inc. Grammar	Speaking & Listening/Oracy	Differentiation
Recap/review	1	<p><b>Recap Sounds:</b> Review Reception Set and Set 2 sounds interactively.</p> <p><b>Handwriting:</b> Focus on correct letter formation, joining letters where appropriate, and consistent sizing and spacing, as per year group objectives.</p> <p><b>Guided Writing:</b> Support rephrasing and writing in full sentences with accurate punctuation, grammar, and spelling.</p> <p><b>Recap</b> – spelling recap and</p>				
1.1a Labels, lists and signs T4W Required text:	4	<p><b>Week 1 Imitation</b> L1 – Provide each child with a stick. Ask them to describe it and use their imagination to pretend it's something else (e.g., a sword, fishing rod, magic wand). Begin orally learning the story <i>Not a Stick</i>. L2 - Use a story map to help children orally learn the text. Play "Talk the Text – Tennis": Pass a ball, and each child adds a word/sentence to retell the story.</p>	<p>-discussing the significance of events – <b>talk the text, story map</b> -Explain clearly understanding of a story read to them – <b>narrative and character activity</b> Participate in discussion about a story that is read to them, taking</p>	<p>write sentences by: - saying out loud what they are going to write about -<b>oral story map, talk the text, reading as a writer</b> - composing a sentence orally before writing</p>	<p>-Speak audibly and fluently <b>-talk the text</b> -participate in performances and role play <b>- drama</b> gain, maintain interest of listener</p>	<p>- colourful semantics  - Graphic organisers  - voice recorder</p>

# Year 1 Scheme of Work – Literacy



<p>Not a stick by Antoinette Portis Billy's Bucket by Kes Gray and Garry Parsons kije</p>	<p>L3- Use picture sequencing: Children work in pairs or groups to arrange pictures from the text in order. Recap the story verbally using the picture sequence. L4- Role-play scenes from the story. Assign each child a character or narrator role. Encourage them to act out a line or action from the main character. L5-Discuss the stick's uses in the story. Children recall and label all the imaginative uses for the stick in 1-2 words. Model segmenting and writing labels</p> <p><b>Week 2</b> <b>Reading as a Reader</b> L1 – Word Aware: Focus on vocabulary from the text (e.g., "pretend," "magic," "imagine"). Children explore meanings and use words in sentences. L2 – Show the model text and highlight descriptive phrases. Children find and highlight descriptive phrases. Create a word bank from the phrases. Revise blending for reading tricky words. L3 – Read the story aloud, focusing on spoken parts (narrator and character). In pairs, children read the story aloud as narrator and character. Grammar focus: Teach contractions (e.g., "don't," "it's") and model reading them. <b>Reading as a Writer</b> L4– Writing descriptive phrases: Children write a label for their own imaginative use of the stick (e.g., "a sword for a knight"). Model segmenting and sounding out words. L5 – Introduce a toolkit for writing (e.g., "add adjectives," "use capital letters"). Use the toolkit to modify examples from the story, creating a series of sentences.</p> <p><b>Week 3 Innovation</b> L1 –Word Aware - focusing on word linked to the text - Read Billy's Bucket and ask chn what happened to the bucket. L2 - Grammar focus: Highlight capital letters for names and apostrophes for possession (e.g., "Billy's bucket"). Ask children to say what belongs to them (e.g., "my brother's hat").Orally compose sentences and write them together. L3 – Recap <i>Not a Stick</i>. Write narrator sentences and character pictures on the board. Children brainstorm new imaginative uses for their stick, magpieing words and phrases from the word bank. L4 – box up the text(or use any graphic organiser) as a class –discussing what happens in each part of the text and the alternative - Using finger spaces, capital letters and full stoops L5- support them in writing a short sentence to describe their stick using descriptive words, remind capital letter and full stop - Continue box up -</p> <p><b>Week 4</b> <b>Implementation</b> L1- Word Aware: Explore words linked to <i>Not a Stick</i> and the children's innovations. Talk the Text: Children draw a story map for their alternative version of the stick story. Perform the new story map with a partner. L2- Begin shared writing: Model writing each section of the story together as a class. Orally construct sentences with a partner or use a recorder to draft ideas. L3-Continue modelling and guided writing - continue first draft.</p>	<p>turns and listening to what others say- <b>giving reasons, role play</b> -becoming very familiar with key stories, fairy stories and traditional tales - recognising and joining in with predictable phrases – oral story ,map -earning to recite by heart</p> <p>-read accurately by blending sounds in unfamiliar words containing GPCs taught - read other words of more than one syllable that contain taught GPCs Spell by applying simple spelling rules and guidelines - <b>model segmenting for writing</b> f. read other words of more than one syllable that contain taught GPCs -read words with contractions, e.g. I'm, I'll, we'll; understand that the apostrophe represents the omitted letter(s) – <b>reading as a reader</b></p>	<p>- re-reading what they have written to check it makes sense</p> <p>Pupils should be taught to: -Discuss what they have written with teacher or other pupils -Read aloud their writing clearly enough to be heard by their peers and the teacher</p> <p>Grammar: -using a capital letter for names of people, places. - Write names with apostrophes. - contractions</p>	<p>- listen and respond appropriately to peers - <b>paired and group work</b> -articulate/justify answers &amp; opinions -give well-structured explanations</p>	<p>- alphabet arc - strategy wall - text to type</p>
---	---	--	--	---	--

# Year 1 Scheme of Work – Literacy



		L4- Self-assessment/peer-assessment: Children review their drafts with a partner. L5- Write the final draft of their new version of the story. Perform the final poem/story for the class or another audience.				
1.1a Songs and repetitive poems  Required texts: Nursery Rhymes and Funny Poems	2	<p>Week 1: L1- Word Aware - focusing on word linked to the text. - Activity: Read poems and choose a favourite, giving reasons why they like it L2- Use different rhyming words to create a new version of a poem. L3- Invent a new clapping rhyme based on an original L4- Think of verbs to match different creatures. L5- Think of verbs to match different creatures.</p> <p>Week 2 L1- Add –ing and –end endings to verbs - Learn a rhyme by heart and perform it L4- Read a poem and answer comprehension questions L5- Punctuate sentences with full stops and question marks. L6- Writing answers to questions using either exclamation marks or full stops L7- Use different rhyming words to create a new version of a poem. L8- Plan a new verse for the poem L9- Write their new verses in best</p>	<p>- Develop pleasure in reading by: -listening to and discussing a wide range of poems beyond that at which they can read independently</p> <p>Understand both the books they can already read accurately and fluently and those they listen to by: -checking that the text makes sense and correcting inaccurate reading -Explain their understanding of what is read -recognising and joining in with predictable phrases -learning to appreciate rhymes and poems, and to recite some by heart</p> <p>- Pupils should be taught to: -apply phonic knowledge and skills as the route to decode words - respond with the correct sound to graphemes</p>	<p>-Write sentences by: - saying out loud what they are going to write about - composing a sentence orally before writing it -Read aloud their writing clearly enough to be heard by their peers and teacher -sequencing sentences to form short narratives (poems) -Discuss what they have written with peers or a teacher re-reading what they have written to check that it makes sense</p> <p>Grammar focus - Develop their understanding of the concepts set out in Appendix 2 by: - leaving spaces between words -using a capital letter f Write names with apostrophes or names of people, places and the personal pronoun 'I'</p>	<p>- Pupils should be taught to: -listen and respond appropriately to adults and their peers -speak audibly and fluently with an increasing command of Standard English -Maintain attention in collaborative activities -participate in discussions, performances and debates -gain and maintain the attention of the listener</p>	<p>–voice recorder -assistive technology - graphic organiser to record</p>

## Term 1.2 – 7 weeks

### Spellings:

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
'aw', 'air', 'wh' and 'ph'	'or', 'au', 'ow' and 'oe'	'ur'; split diagraph -e, oe	split diagraph; u-e, e-e, a-e	common exception words	Review and reflect
draw chair white dolphin cream are	horse flew toe dinosaur green were	turn five woke drank train was	tune these made slept clown has	you your they here there where	

**Handwriting:** Week 1: sitting letters: x and z  
Week 2: sitting letters capital letters C, A, O  
Week 3 - : sitting letters capital letters S, E, I  
Week 4 - : sitting letters capital letters M, N, R  
Week 5 - : sitting letters capital letters U, V, W  
week 6: Tall letters: b and d  
week 7 - Tall letters: f and h

# Year 1 Scheme of Work – Literacy



Unit	Time (Wks)	Activities	Reading Outcomes	Writing Outcomes inc. Grammar	Speaking & Listening/Oracy	Differentiation
<p><b>1.1b Stories with a familiar setting (T4W)</b></p> <p><b>Required texts: Knuffle Bunny by Mo Willems</b></p>	4	<p><b>Imitation – week1</b>                      L1 – chn bring in their favourite toy or soft toy and paired discussion about their own toy – write sentences of favourite toy predict story using front cover                      L2 – Remind about predictions and learn the text with actions - point out knuffle - silent ‘K’ with ‘n’-look at picture books and find –le words. (Writing made up words using phonics to ‘spell’ them phonetically) – word play cautionary.                      L3 – learn the text with actions - draw attention to the title and chn write in small case-remind proper nouns and pronouns - chn draw and write sentences of their family/pet                      L4 – Learn the text using actions and chn work in group to group talk each sentence – Play a bingo game, or a loop game to practice formation of lower- and upper-case letters                      L5 – book talk through only using the illustrations - chn look and respond to what they can see, what they think is happening. Encourage the Chn to draw on own experiences:</p> <p><b>Week 2</b>  <b>Reading as a Reader</b>                      L1– Revisit the illustration and the chns ideas – discuss how baby and daddy felt – hot seating invite daddy for chn to ask questions.                      L2 – explain story set in USA go over vocabulary (errand, Laundromat, realised) provide chn with copies of the book, Group reading, Discuss what chn think the characters were feeling, encouraging them to elaborate on ‘happy/sad’ and giving reasons – reading strategy rereading to make sense                      L3- read the story Dogger and ask chn to COMPARE (“Which one is best and why?”) – what are the similarities and difference – magpie ideas on the board.  <b>Reading as a Writer</b>                      L4 – Walk through the text shared making a flow chart - chn rearrange the pictures and sentences in order of what happens in the story – and stick on the box it up –                      L5 Read and spell words using the /oi/ phoneme –Writing in role as a character; Chn explore losing their toy through drama – write words of feelings.</p> <p><b>Week 3 -Innovation</b>                      L1 – talk the text. Discuss the story they want to write with partner - Who will be the main character? They talk about how/where the toy gets lost, and how it is found – taking turns referring to the drama activity</p>	<p>- Develop pleasure in reading and motivation to read by:                      -being encouraged to link what they read or hear read to their own experiences                      -checking that the book makes sense to them as they read and correcting inaccurate reading – <b>reading as a reader</b>                      - discussing the significance of the title and events - <b>reader as reader/writer</b>                      -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</p> <p>Word: respond speedily with the correct sound to graphemes for all 40+ phonemes, including, where applicable, alternative sounds for graphemes</p> <p>Guided treading MTP for objectives and strategies</p>	<p>-Discuss what they have written with the teacher or other pupils                      -Read aloud their writing clearly enough to be heard by their peers and the teacher – <b>imitation, reading as reader</b>                      -saying out loud what they are going to write about – <b>implementation, reading as writer, box it up, shared writing</b>                      -sequencing sentences to form short narratives – <b>reading as a writer</b>                      -composing a sentence orally before writing it – drama, story map                      -re-reading what they have written to check it makes sense.</p> <p>Gramma                      -using a capital letter for names of people and the personal pronoun ‘I’                      - leaving spaces between words                      Pupils should be taught to:                      a. sit correctly at a table                      - beginning to punctuate sentences using a capital letter and a full stop</p>	<p>Pupils should be taught to:                      - listen and respond appropriately to their peers                      -give well-structured descriptions                      -speak audibly and fluently in English                      -maintain attention, participate in conversations</p> <p>-Participate in discussions                      -Ask relevant questions to extend their understanding and knowledge                      -Give well-structured descriptions</p>	<p>-colourful semantics,                      -graphic organiser                      - topic language bags                      -ELKLAN questions Modelling                      -drama                      -visuals - now/ next sequencing                      - provide textbook to memorise the action                      - provide writing checklist mats                      - Provide laminated upper and lower case activity sheet</p>

# Year 1 Scheme of Work – Literacy



		<p>L2- Change the bare bones to match the new story through shared writing - Make changes to the map using post its so that it tells a new story as a class.                  L3 -bring out the box up chn did last week – and shared writing add alternative character, toy lost, where and how it was found – chn use ideas from drama to add their ideas. Provide pictures of setting and magpie emotion words chn suggest.                  L4 - box up the story adding up alternative versions of the story - Innovate at word or sentence level by write an incomplete sentence from an imaginary ‘lost toy’ story, using correct punctuation – capital letter, finger pace and full stops.                  L5 - box up the story adding up alternative versions of the story - Innovate at word or sentence level.</p> <p>Week 4-5                  – chn talk the plan with partner and draw a story map to record their ideas from the plan                  - Shared writing of the beginning of teacher’s version using the plan- chn write 1<sup>st</sup> draft of their beginning using magpie words and phrases                  – Shared writing of the beginning/middle/end of teacher’s version using the plan- chn write 1st draft of their story using magpie words and phrases and story plan, <b>follow success criteria , peer and self-assessment</b> - Display a child’s text for reading as a writer activity and highlight good parts - 2<sup>nd</sup> draft, perform their final version</p>				<ul style="list-style-type: none"> <li>- Provide adjective mats</li> <li>- Provide alternative character and toy suggestion ideas</li> <li>- Provide writing prompts</li> </ul>
<p><b>Istruction and explanations</b></p> <p><b>Resource: What You Shouldn’t Do at School</b> by Joshua McManus</p>	<p>2</p>	<p>Week 1                  L1- Role-play a bad experience-Write about own experiences in the same style as the story                  L2 - Write a question and a statement with correct punctuation.                  L3 - Write a command                  L4- Write about a new animal and add command and question about their animal                  L5 - Sequence and discuss key events in a story</p> <p>Week 2                  L1 - Discuss and write about which story they prefer and why                  L2 - Role-play making requests and writing requests using correct punctuation                  L3 - Create commands using ‘bossy’ verbs                  L4 - Create a list of ‘dos and don’ts’                  L5- Write a list of ‘dos and don’ts’</p>	<p><b>Comprehension</b> Listen to and discuss stories; Link what they read or hear read to their own experiences  <b>Word reading:</b> Apply phonic knowledge and skills as the route to decode words</p>	<p><b>Composition</b>  <i>Say out loud what they are going to write about</i>                  Write sentences by composing a command and request sentence orally before writing it                  Compose a sentence orally before writing it; Re-read what they have written to check that it makes sense  <b>Handwriting</b> Begin to form lower-case letters in the correct direction, starting and finishing in the right place  <b>Grammar</b> Leave spaces between words; Begin to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark, <i>Use a capital letter for names of people</i></p>	<p><b>Spoken language</b> Use spoken language to develop understanding; Participate in discussions; Select and use appropriate registers for effective communication                  Listen and respond appropriately to adults and peers; Maintain attention and participate actively in collaborative conversations</p>	<ul style="list-style-type: none"> <li>colourful semantics,</li> <li>-graphic organiser</li> <li>- topic language bags</li> <li>-ELKLAN questions Modelling</li> <li>-drama</li> </ul>

# Year 1 Scheme of Work – Literacy



## Term 2.1 – 6 weeks

### Spellings:

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
alternative pronunciations: 'ow', 'ie'	alternative pronunciations 'ea', 'er'	alternative pronunciations 'oo', 'ear'	alternative spelling 'ai', 'ay', 'a-e'	'ea', 'oy', 'ir' and 'ue'	Review and reflect
owl snow cried field glass love	dream head her under plum come	moon book beard bear blink some	rain stay same flag one once	soil boy spoon step ask friend	

### Handwriting:

Week 1 - Tall letters: k and l  
 Week 2- Tall letters: t  
 Week 3- Tall letters capital: B, D, F  
 Week 4- Tall letters capital: H, K, L  
 Week 5 - Tall letters capital: T  
 Week 6- Tail letters: g and j

Unit	Time (Wks)	Activities	Reading Outcomes	Writing Outcomes inc. Grammar	Speaking & Listening/Oracy	Differentiation
1.4a Humorous poems (T4W) Required text:	4	<p><b>Week 1</b></p> <p><b>Imitation</b></p> <p>L1 – Hook: Bring in toy Pets and turtle from nursery (arrange real Pets) - chn explore the different pets, - learn the story map with actions and gestures (Where Teachers Keep Their Pets).</p> <p>L2 -Word aware - Learn text from story map with actions and gestures. Learn the text from the story map with actions and gestures, emphasizing rhyming couplets. Play a rhyming game focusing on punctuation for capital letters in proper nouns (e.g., teachers' names or days of the week).</p> <p>L3 - Recap the text from the story map with actions and gestures. Ask children to write a humorous poem about a pet as a cold task.</p> <p>L4 – Develop understanding of plural noun suffixes. Show pictures of teachers with their pets. In groups, children come up with funny actions for each pet.</p> <p>L5-Learn text from story map with actions and gestures-Teach the poem "Make a Face" and explain it as a funny poem. Children perform the poem using exaggerated funny faces.</p> <p>Week 2</p>	<p>-Pupils should be taught to develop pleasure in reading and motivation to read by:</p> <p>-listening to and discussing a wide range of poems and stories at a level beyond that which they can read independently</p> <p>-Make links to their own experiences</p> <p>-learning to appreciate rhymes and poems, and to recite some by heart.</p> <p>Pupils should be taught to:</p> <p>- respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, incl.,</p>	<p>Pupils should be taught to:</p> <p>write sentences by:</p> <p>-saying out loud what they are going to write about</p> <p>- composing a sentence orally before writing it</p> <p>-re-reading what they have written to check it makes sense discuss what they have written with the teacher or other pupils</p> <p>read aloud their writing clearly enough to be heard by their peers and the teacher.</p>	<p>-Listen and respond appropriately to peers</p> <p>Participate actively in collaborative activity</p> <p>Participate in presentations and performances</p> <p>Gain and maintain interest of listener</p> <p>Speak audibly and fluently in English</p>	<p>- Modelling</p> <p>- Pair work.</p> <p>- Field Trip</p> <p>- Learning journal template</p>

# Year 1 Scheme of Work – Literacy



	<p><b>Reading as a Reade</b></p> <p>L1 – Word aware - Introduce the poem in written form. Complete a comprehension activity to analyse the text.</p> <p>L2- Show pictures of teachers with their pets (without names). Children identify the teachers based on the pets (e.g., "That's Mrs. Cox because I can see a fox").</p> <p>L3- Identify and practice alliteration. Read the poem "Peter Piper" and highlight words that begin with the same letter sound. In pairs, children practice tongue twisters.</p> <p>Reading as a writer</p> <p>L4- Explore and spell past tense verbs. Highlight all the actions Peter Piper performs and spell the past tense verbs ending in "-ed."</p> <p>L5-Refer to the story map and summarize the poem in groups. Identify the animals and their locations. Practice writing rhyming couplets using simple names (e.g., "Ben/pen" – "Ben was a boy and he had a pen").</p> <p>Week 3</p> <p><b>Innovation</b></p> <p>L1-Word aware - explain that children will write their own verses, using names of friends or family. Provide the story map and post it notes– ask chn to work in groups to change the Pets and where it was kept.</p> <p>L2- Explain that chn will write a similar version of the poem - but titled 'where students keep their Pets. Provide pictures of animals. Children brainstorm rhyming pairs (e.g., dog/jog, mouse/house) and create simple sentences using the name, animal, and rhyme (e.g., "Abdullah had a tiny mouse, running in his doll's house").</p> <p>L3 - shared writing- Work as a class to "box up" the poem—breaking it into sections (names, animals, actions, and locations). Children begin boxing up their own versions with the first name and animal of their choice.</p> <p>L4- shared writing box it up - practice more rhyming with animals – continue box it up .</p> <p>L5- - practice more rhyming with animals – continue box it up and chn discuss their poem with a partner – what did their partner like the most?</p> <p><b>Implementation</b></p> <p>Week 4</p> <p>L1- Word aware- Chn make a new map of their poem and orally tell the poem to their group.</p> <p>L2- <b>Punctuation Focus</b>-Show a WAGOLL (What A Good One Looks Like), highlighting punctuation of names, full stops, and spaces. Children begin their first draft.</p> <p>L3- Continue writing the first draft. Children use a checklist to self-assess their work.</p> <p>L4- How chn an example of poem highlighting all the good things - chn write final draft using neat handwriting.</p> <p>L5- complete final draft and perform to the class.</p>	<p>where applicable, alternative sounds for graphemes</p> <p>- read accurately by blending sounds in unfamiliar words containing GPCs that have been taught</p> <p>Read: Read words containing endings – ed</p> <p>Spell - c. add prefixes and suffixes: using -ing, -ed, -er and -est where no change is needed in the spelling of root words (e.g. helping, helped, helper, eating, quicker, quickest)</p>	<p>Grammar:</p> <p>-using capital letters for the names of people, places, the days of the week, and the personal pronoun 'I'</p> <p>Use grammatical terminology</p> <p>Pupils should be taught to: develop their understanding of the concepts set out in Appendix 2 by:</p> <p>- punctuate sentences, using a capital letter and a full stop.</p> <p>- using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'</p>		
--	--	--	---	--	--

# Year 1 Scheme of Work – Literacy



<p>1.4b Non-fiction: Letters and Description</p> <p>Required text: Jolly Postman</p>	2	<p><b>Week 1-</b>                      L1- Read Jolly Postman to chn, except for the last page – chn make predictions                      L2- Plan the content of a letter, share thoughts and ideas to sequence short narratives, Enhance ideas using descriptive language                      L3-. Identify the textual features of a letter. Write a short letter, using a familiar format. Read their writing aloud to check it makes sense.                      L4- Recognise three different types of sentences, be able to identify and name each type- Use appropriate intonation when reading questions, statements and exclamations.                      L5- Develop an understanding of a writing a dialogue- <b>Know that I is used as a pronoun, and that we use a capital letter to write it.</b> Writing a short conversation</p> <p><b>Week 2</b>                      L1-. Select and use decoding strategies to read unfamiliar words, share thoughts and ideas about an unfamiliar text, taking turns and listening to others.                      L2- Plan a short letter. Confidently share ideas with peers, listening to suggestions and making improvements, edit writing to include descriptive language.                      L3- Write a short letter, using the correct format. Convert notes into sentences. Work collaboratively to share thoughts and ideas.                      L4- Read and check that writing makes sense and is correct. Use a fluent and neat style of handwriting.                      L5- Final draft - read letter to class</p>	<p>- Link what they hear read to their own experiences.                      -Draw on what they already know.                      -Explain clearly their understanding of what is read to them.                      . Be encouraged to link what they hear read to their own experiences.                      f. Draw on what they already know or background information and vocabulary.                      k. Participate in discussion about what is read to them, taking turns and listening to what others say</p> <p>Apply phonic knowledge.                      -Respond speedily with correct sound to graphemes.                      -Read, by blending, unfamiliar words.                      -Read words of more than one syllable.                      -Read accurately consistent with phonic knowledge.                      -Re-read to build up fluency</p>	<p>-Say out loud what they are going to write about.                      -Compose a sentence orally before writing it.                      -Re-read what’s written to check that it makes sense.                      -Discuss what they have written with the teacher or other pupils.                      -Say out loud what they are going to write about.                      -Compose a sentence orally before writing it.                      -Sequence sentences to form short narratives.</p> <p>Grammar: c. Begin to punctuate sentences using a full stop, question mark or exclamation mark.                      - Leave spaces between words.                      - Begin to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark.                      - Using a capital letter for the names of people and places.</p>	<p>- Listen and respond appropriately to others                      -Give well-structured descriptions.                      -Develop understanding through imagining and exploring ideas.</p>	
	<b>Term 2.2 – 7 weeks</b>					
				<p>Handwriting:</p> <p>Week 1 - Tail letters: p and q                      Week 2 - Tail letters: y                      Week 3 – capital letters for tail letters: G AND J                      Week 4 - capital letters for tail letters: P AND Q                      Week 5 - capital letters for tail letters: Y</p>		



# Year 1 Scheme of Work – Literacy



Week 1	Week 2	Week 3	Week 3	Week 4	Week 6
'ee', 'ea', 'y'	'igh', 'ie', 'i-e', 'y'	'oe', 'o-e', 'ow', 'oe'	'oo', 'ew', 'ue', 'ou', u-e	'ur', 'ir', 'er', 'ear'	Review and reflect
see meet each happy twist school	night tried ride fly smell put	road hole blown goes shelf push	zoo grew glue tube soup milk	hurt girl summer early slept pull	

Unit	Time (Wks)	Activities	Reading Outcomes	Writing Outcomes inc. Grammar	Speaking & Listening/Oracy	Differentiation
<p>1.1a Fiction 2: Stories with repeating patterns</p> <p>Require d texts: We All Went on Safari Bringing the Rain</p>	5	<p><b>Imitation – week1</b></p> <p>L1 – Hook – set the class with an African theme with hut – chn explore the surrounding - Show chn front cover of, we all went on safari. Ask the chn where they think story is set; encourage reasons for ideas, e.g. animals, setting.</p> <p>L2 – word aware - Learn the text using actions and chn work in group to group talk each sentence</p> <p>L3 – Learn the text using actions - Read Kapiti plan, inviting them to notice the rhyming patterns. Say that the rhymes will be repeated as the story grows – chn create rhyming words.</p> <p>L4 – word aware - Learn the text using actions - provide opportunity for discussion about Kenya – Give each group pictures of the key nouns used in the story (see resources) - L5 – book talk through only using the illustrations - chn look and respond to what they can see, what they think is happening - Explain that chn will use their pictures to prepare an oral retelling of the story. Encourage them to use the descriptive phrases.</p> <p>Week 2 <b>Reading as a Reader</b></p>	<p>discussing word meanings</p> <p>Understand the books they can already read accurately by:</p> <ul style="list-style-type: none"> <li>- discussing events in the book</li> <li>-predicting what might happen on the basis of what has been read so far</li> <li>- Develop pleasure in reading and motivation to read by:</li> <li>- becoming very familiar with key stories, fairy stories and traditional tales</li> <li>- learning by heart and reciting rhymes and poems</li> <li>-drawing on what they already know or on background information and vocabulary provided by the teacher</li> <li>-discussing events in the book</li> <li>-predicting what might happen on the basis of what has been read so far.</li> </ul>	<p>Pupils should be taught to write sentences by:</p> <ul style="list-style-type: none"> <li>-saying out loud what they are going to write about</li> <li>-re-reading what they have written to check it makes sense.</li> </ul> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>write sentences by:</li> <li>-saying out loud what they will write about</li> <li>- sequencing sentences to form short narratives</li> <li>- re-reading what they have written to check it makes sense</li> </ul> <p>Read aloud their writing clearly enough to be heard by peers and teacher</p>	<p>Listen and respond appropriately to adults/peers</p> <p>Use relevant strategies to build their vocabulary</p> <p>Give well-structured descriptions for different purposes</p> <p>Maintain attention and participate actively in collaborative conversations.</p> <p>Use relevant strategies to build vocabulary</p> <p>Consider and evaluate different viewpoints and build on the contributions of others.</p>	

# Year 1 Scheme of Work – Literacy



DATE PALM  
PRIMARY

<p>to Kapiti Plain/ Handa's Hen</p>	<p>L1–<b>Word Aware</b> - focusing on word linked to the text.  L2 –Provide chn with copies of the book, group reading, answering comprehension questions - to recap the different strategies they might need to use if they come across a word that is unfamiliar to them <b>reciprocal reading</b>.  L3-word work: pasture - Talk the text – in pairs – one sentence each - Identify key language feature/s by annotating the model text ('text marking'). Use this to develop awareness of grammatical features (eg "Look at the model and highlight all of the nouns and descriptive . Now generate alternatives</p> <p><b>Reading as a Writer</b>  L4 – Sequencing a story - With chn's help /suggestions, create a simple flow chart retelling story of we went on a safari.  L5 - Read chn Handa's Hen highlighting the number words to show that this is a counting story - write the initial letter of the adjective they have chosen for each animal in the space</p> <p><b>Week 3 -Innovation</b>  L1 – <b>Word Aware</b> - focusing on word linked to the text.  L2- brainstorm all the African animals that you have seen in all three books, talk the text – provide the chn with 3 pictures of animals from Africa each and chn write speech verb before each name - squeaking mouse,  L3- word aware - Magpie all the verbs from last lesson to make a verb poster to use for their writing - Chn add a describing word for each of their animals, placing this behind the speech verb they wrote yesterday.  L4- Magpie all the adjectives from last lesson to make an adjective poster to use for their writing- Change the bare bones to match the new story through shared writing - Make changes to the map using post its so that it tells a new story as a class – using the animals they have  L5 – word aware - Provide chn African settings – chn add adjectives to the setting and animal– magpie setting adjectives</p> <p>Week 4-  Innovation  L1- <b>Word Aware</b> - focusing on word linked to the text.  L2 – Rehearse numbers in Swahili up to 11 (kumi na moja) - - box up the story adding the animal they say – remind chn to the child's name that saw the animal - add description and number 11. – chn add to their box it up using the animal description from previous lesson – ch to use magpie words for <b>verbs and adjectives</b>.  L3 - Warm up activity involving a sentence from the model - <b>Use a full stop or an exclamation mark</b> - continue Box up the story adding setting - ch to use magpie words for verbs and adjectives  L4 - Warm up activity involving a word from the model (word aware) - guided writing - continue box up with animal and description from last week's lesson.  L5 –Guided writing - continue box up with setting and animal last week's lesson.</p> <p>Week 5  – L1 – <b>Word Aware</b> - focusing on word linked to the text.  -L2 → Draw a story map to record their ideas from their box it up and go over with peer</p>	<p>Apply phonic knowledge to read words  Respond quickly with correct sound to grapheme  Read accurately by blending sounds  Re-read books to build up their fluency and confidence in word reading</p>	<p>Discuss what they have written.</p> <p>Pupils should be taught to spell:  a. words containing each of the 40+ phonemes already taught  -common exception words, e.g. the, said, one, two  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 -ing, -ed, -er and -est where no change is needed in spelling root words  -write from memory simple sentences dictated by the teacher that include words taught so far  Apply simple spelling rules and guidelines  Handwriting  Pupils should be taught to:  begin to form lowercase letters, starting and finishing in right place  form capital letters.</p> <p>Grammar:  Pupils should be taught to:  understand how spoken lang can be represented in writing by  -leaving spaces between words  -beginning to punctuate sentences using a capital letter and a full stop, question or exclamation mark.  - beginning to punctuate sentences using a capital letter and a full stop,  - using a capital letter for the personal pronoun 'I'</p>	<p>Use spoken lang to develop understanding</p>
-------------------------------------	---	---	---	---

# Year 1 Scheme of Work – Literacy



		<p>L3- Shared writing teacher’s version using the plan- chn write 1<sup>st</sup> draft of their number 11 setting and animal using magpie words and phrases                      L4 - Shared writing of teacher’s version using the plan (number 12)- chn write 1st draft of their story using magpie words and phrases and story plan,                      L5 -- Shared writing of teacher’s version using the plan (number 13)- chn write 1st draft of their story using magpie words and phrases and story plan.</p> <p>Week 6 –                      L1- <b>Word Aware</b> - focusing on word linked to the text.                      L2-hot task shared writing. Look at a dull piece (not by a child in your class!) – improve as a class.                      L3 – recap the story Kapiti plain - Proof reading/editing/peer marking and target setting – second draft in big write book.                      L4– Recap the story of Handa’s Hen - second draft in big write book                      L5– Recap sentence using full stop and exclamation mark - second draft in big write book</p>				
<p>1.4a                      Traditional poems</p> <p>Texts:                      Finger rhymes, rounds, singing games and nursery rhymes</p>	<p>2</p>	<p>Week 1                      L1- Learning some traditional finger rhymes by heart and reciting them, talk to chn about traditional rhymes and poems.                      L2- Looking at simple homophones, give chn simple examples of words that sound the same but are spelt differently (see resources). They draw a picture of the right object by each word.                      L3-Give chn copy of <b>London’s Burning</b> (see resources) so they can copy one sentence, two sentences or the whole of the round. Chn learn the round by heart and illustrate if time. Punctuate correctly with a capital letter and exclamation mark.                      L4- Chn will plan a performance of London’s Burning in mixed ability groups using simple instruments.                      L5- Spelling - learning how to use suffix <i>-ing</i> where no change is needed to root word</p> <p>week 2                      L1- <b>Identifying question marks and exclamation marks</b>                      When chn have stuck their un-muddled rhyme down they ring exclamation marks in red and question marks in blue (if they have one).                      L2- Read Sing a Song of Sixpence (see resources) and underline the rhyming words; some chn copy the pairs of words into their books. They then illustrate the rhyme. Some chn can also try the same for Ding Dong Bell and Jack be Nimble (see resources).                      L3- Learning and performing Oranges and Lemons.                      L4- Starting to create a drama based on a nursery rhyme.                      L5- continue with their drama, practising co-operating as part of a group. Check that the groups are all able to carry on and discuss and share any problems.</p>	<p>- Develop pleasure in reading, motivation, understanding by:                      e. learning to appreciate poems and to recite some by heart                      apply phonic knowledge and skills as the route to decode words                      b. respond speedily with the correct sound to graphemes</p>	<p>-sequencing sentences to form short narratives.                      -composing a sentence orally before writing it                      Read aloud their writing clearly enough to be heard by their peers and the teacher                      Discuss what they have written with each other</p> <p>-Spelling</p> <p>Add prefixes and suffixes:                      c. using <i>-ing, -ed, -er</i> and <i>-est</i> where no change is needed in the spelling of root words</p> <p>Grammar: beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark</p>	<p>- Pupils should be taught to:                      h. speak audibly and fluently with an increasing command of Standard English                      i. select and use appropriate registers for effective communication.</p> <p>. maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments                      g. use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas</p>	<p>-</p>

# Year 1 Scheme of Work – Literacy



## Term 3.1 – 6 weeks

### Spellings:

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
alternative spelling for 'or', 'aw', 'au', 'ore'	alternative spelling for 'air', 'are', 'ear'	'v' sound at the end of words. 'tch' sound	-s ending for plurals of nouns	-es endings	Review and reflect
for short crawl saw wore August shore score next we	hair fair share fare wear tear pear pram children our	have give live catch hutch kitchen fetch stitch don't old	cats dogs shops rocks pigs rooms birds rats I'm by	catches watches washes fetches bunches buzzes fusses stitches time about	

### Handwriting:

Week 1 - Form digits 0,1  
 Week 2 - Form digits 2,3  
 Week 3 - Form digits 4,5  
 Week 4 - Form digits 6,7  
 Week 5 - Form digits 8,9  
 Week 6 - Consolidate numbers 0 - 5  
 Week 7 - Consolidate numbers 6-9

Unit	Time (Wks)	Activities	Reading Outcomes	Writing Outcomes inc. Grammar	Speaking & Listening/Oracy	Differentiation
1.5a Non-Fiction 2: Information on texts  Main texts: The Dancing Tiger, Tigress, Surprising Sharks, Ice Bear	4	<p>Week 1 Imitation L1 – Set up the classroom with animal footprints or a tiger setting (e.g., tiger posters or plush toys). Encourage children to explore by making their own tiger masks using materials provided (cardboard, paint, markers, etc.). L2 – Word aware - Read the story <i>Dancing Tigers</i>. Create a 'mind map' on the board with the children, listing the characters and key events. Use actions to perform parts of the story, making it interactive. L3 – Cold Task - Facts About chosen animal- Ask the children to write or draw as many facts as they can about tigers or any other animal they choose. L4-Discuss the difference between fiction and non-fiction. Show the children a variety of books, both fictional and non-fictional, and have them work in mixed-ability pairs to categorise the books. In pairs, children brainstorm facts they know about tigers (adding any new facts they learned). L5 – Show children <b>Tigress</b> - Show the children a non-fiction resource about tigers (e.g., a simple tiger factbook or informational video). Ask them to use the factbook as a bank of ideas to cut out and add to their 'Facts About Tigers' sheet</p> <p>Week 2 Reading as a Reader</p>	<p>-Develop pleasure in reading by: - listening to and discussing a wide range of traditional tales -becoming very familiar with key stories, fairy stories, traditional tales - recognising and joining in with predictable phrases Participate in discussion about what is read to them -joining in with predictable phrases Understand the books they read by: -drawing on what they already know to make sense of the story - discussing the significance of events Develop pleasure in reading by: - being encouraged to link what they read or hear read to own experiences - becoming very familiar with traditional tales</p> <p>-checking that the text makes sense to them as they read</p>	<p>- Write sentences by: -saying out loud what you are going to write about -sequencing sentences to form a narrative - re-reading notes to check for sense</p> <p>Write sentences by: - composing a sentence orally before writing it - re-reading to check for sense -Discuss what they have written with the teacher or other pupils -Read aloud their writing clearly enough to be heard by their peers and the teacher</p> <p>Grammar: leaving spaces between words</p>	<p>-. ask relevant questions to extend understanding and knowledge - participate in discussions/ role play/ performance - use spoken language to develop understanding -gain, maintain and monitor the interest of the listener maintain attention and participate actively in collaborative conversation - speak audibly and fluently with an increasing command of English - participate in performances - select and use appropriate registers . listen and respond appropriately to adults and peers - use relevant strategies to build their vocabulary</p>	<p>- Modelling - Pair work. - Field Trip - Learning journal template</p>

# Year 1 Scheme of Work – Literacy



	<p>L1– Word aware (use vocabulary from text)- Learn the story map and ask children to imagine they are the little girl in the story, leaning out of her bedroom. Write a conversation with questions and answers from the perspective of the character.</p> <p>L2 – Show <i>Ice Bear</i> and compare it with <i>Tigress</i>, highlighting similarities and differences between the two fierce animals. Introduce <i>Surprising Sharks</i>, a non-fiction book about sharks. Read the book, focusing on question marks and exclamation marks. Children use a resource sheet to label their chosen animal with key vocabulary.</p> <p>L3- Return to <i>Surprising Sharks</i>. Children write sentences about each part of their labelled animal. Tigers write 2 sentences, Polar Bears write 3, and Sharks write 5, including one with an exclamation mark. Use questions and exclamation marks in their writing.</p> <p>L4- Children write facts about their chosen fierce animal using question and exclamation marks. As a group, children agree on one question about their animal to answer together.</p> <p>L5- Explain that today they will use their <i>Facts About Tigers resource sheet</i> to create a small non-fiction text about Tigers/Polar bear/sharks – begin front cover – children title, drawing of a tiger, name of author/illustrator. – show children examples</p> <p>Week 3</p> <p>L1 – Word aware (use vocabulary from text)- - shared writing – box it up - Page 1 : <i>What are tigers like? -write facts and captions.</i></p> <p>L2 - Box it up - Page 2: <i>How do tigers eat?- box it up how their animals eat/what they eat.</i> Page 3: <i>Animals habitat – where does the animal live?</i></p> <p>L3- Shared writing `Box it up Page 4 - the animals young</p> <p>L4- Draw a story map to record their ideas from their box it up and go over with peer</p> <p>L5- Shared writing teacher’s version using the plan- chn write 1<sup>st</sup> draft of page 1</p> <p>Week 4</p> <p>L1– <b>Word Aware</b> - focusing on word linked to the text. Shared writing of teacher’s version using the plan (page 2) - chn write 1st draft of their story using magpie words and phrases and story plan. -guided writing for small group</p> <p>L2 – Shared writing of teacher’s version using the plan – page 3 - (chn write 1st draft of their story using magpie words and phrases and story plan</p> <p>L3- self assessment and peer assessment based on what a good one looks like - children proof read and edit.</p> <p>L4 – Begin second draft in big write based on feedback.</p> <p>L5 – complete big write and share fact books to class.</p>	<p>- making inferences based on the basis of what is been said and done</p> <p>-predicting what might happen next</p>	<p>-punctuating sentences using a capital letter and a full stop</p> <p>-using a capital letter for names</p> <p>. joining clauses using and</p> <p>-</p>	<p>- articulate and justify answers</p> <p>-use spoken language to develop understanding through exploring ideas</p> <p>-consider different viewpoints, building on the contribution of others</p>	
<p>Wellbeing</p> <p>How to Catch a Star by Olivia Jeffers</p>	<p>L1 -<b>Story Exploration:</b> Read <i>How to Catch a Star</i> and encourage re-reading. Provide opportunities to listen to the story online.</p> <p>L3 <b>Making Star Pendants:</b> Guide children in making star pendants from shrink plastic or salt dough. Use Star Words and blank star outlines to expand vocabulary.</p>	<p>- Apply phonic knowledge and skills as the route to decode words.</p>	<p>- Orally compose and write sentences</p> <p>Spell words containing each of the 40+ phonemes already taught.</p>	<p>Articulate and justify answers, arguments and opinions; Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings; -Use spoken language to develop understanding through</p>	

# Year 1 Scheme of Work – Literacy



	<p><b>L4 -Making Puppets &amp; Storytelling:</b> Children create puppets of the boy and the star, then use them to act out or write their own versions of the story.</p> <p><b>L5 -Puppet Show &amp; Role-play:</b> Use the puppets to role-play an adventure scenario, either creating your own or having the children act out their ideas.</p>			<p>speculating, hypothesising, imagining and exploring ideas. - Articulate and justify answers, arguments and opinions; Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings.</p>
--	--	--	--	---

## Term 3.2 – 5 weeks

	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 16.6%;">Week 1</th> <th style="width: 16.6%;">Week 2</th> <th style="width: 16.6%;">Week 3</th> <th style="width: 16.6%;">Week 4</th> <th style="width: 16.6%;">Week 5</th> <th style="width: 16.6%;">Week 6</th> </tr> </thead> <tbody> <tr> <td>-ing, -ed, -er, est</td> <td>compound words</td> <td>un-prefix</td> <td>'k' spelt as 'k'</td> <td>words from across the curriculum</td> <td>Review and reflect</td> </tr> <tr> <td>helping helped helper playing played player quicker quickest day came</td> <td>football playground farmyard bedroom blackberry armchair bedtime airport make very</td> <td>unkind undo unload unfair unlock unhappy untie unpack she his</td> <td>kettle sketch kit skin milk skill king skip full house</td> <td>petals fruit roots most least add bulb seed subtract branches</td> <td></td> </tr> </tbody> </table>	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	-ing, -ed, -er, est	compound words	un-prefix	'k' spelt as 'k'	words from across the curriculum	Review and reflect	helping helped helper playing played player quicker quickest day came	football playground farmyard bedroom blackberry armchair bedtime airport make very	unkind undo unload unfair unlock unhappy untie unpack she his	kettle sketch kit skin milk skill king skip full house	petals fruit roots most least add bulb seed subtract branches			
Week 1	Week 2	Week 3	Week 4	Week 5	Week 6																
-ing, -ed, -er, est	compound words	un-prefix	'k' spelt as 'k'	words from across the curriculum	Review and reflect																
helping helped helper playing played player quicker quickest day came	football playground farmyard bedroom blackberry armchair bedtime airport make very	unkind undo unload unfair unlock unhappy untie unpack she his	kettle sketch kit skin milk skill king skip full house	petals fruit roots most least add bulb seed subtract branches																	

**Handwriting:**  
 Week 1 - consolidate Lower case letters  
 Week 2 - consolidate Upper case letters  
 Week 3 - consolidate digits  
 Week 4 - consolidate posture and pencil grip

Unit	Time (Wks)	Activities	Reading Outcomes	Writing Outcomes inc. Grammar	Speaking & Listening/Oracy	Differentiation
1.6a Instructions (T4W)  Main texts: Don't Let the Pigeon Stay up Late and Don't Let the Pigeon Drive	5	Week 1  Imitation L1 –Hook- set the class as a bedroom with sleeping beds and toothbrush, chn bring in pyjamas to wear, discuss what they do to get ready for bed? - learn the story map of Don't Let the Pigeon Stay up Late L2 – Word aware (use vocabulary from text)- learn the story map with actions- cold task, chn write instructions for getting ready for bed. L3 – learn the text with actions - Chn write a sentence or sentences to persuade a grownup to let them stay up a bit longer. They could write one or more sentences or complete the sentence starter. They can then illustrate the sentence with a picture of themselves and the adult they are trying to persuade. Remind about full stops. L4 – Learn the text using actions- ask chn to identify from the story map where they think pigeon is shouting - 'I'M NOT TIRED!' How do they know? – chn perform shouting sentences can be about not wanting to go to bed or about related domestic incidents (e.g. not jumping on the bed, not spitting toothpaste on the floor...etc.) - chn	-Understand what they read by: Drawing on what they know and on vocabulary provided by the teacher. Checking that text makes sense as they read Word reading: a. apply phonic knowledge and skills as the route to decode words -Read aloud accurately /i. re-read books - Develop pleasure and motivation by: -listening to and discussing a text -becoming familiar with key stories Understand both the books they can already read accurately and fluently and those they listen to by:	- Write sentences by: -composing a sentence orally before writing it -re-reading what they have written to check that it makes sense.  -Chn write sentences by: Saying out loud what they are going to write about -Sequencing sentences to form short narratives  Chn write sentences by:	- Listen and respond appropriately to adults and their peers -Maintain attention, stay on topic and respond to comments -Participate in instructions - Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings -Gain, maintain, monitor interest of listener.	- Modelling  - Pair work.  - Field Trip  - Learning journal template

# Year 1 Scheme of Work – Literacy



<p><b>the Bus by Mo Willems</b></p>	<p>write those as sentences using capital letter and encourage able chn to write longer sentences using ‘because’ or ‘and’ and exclamation mark. L5 – Chn read Boris and Sid Are Bad! Using decoding strategies - !What happened in the end? How was the problem sorted out? – chn perform parts of the story</p> <p>Week 2 Reading as a Reader L1– Word aware (use vocabulary from text)- Learn the story map with gestures and actions- show chn the illustration of the pigeon from the book - Give the chn a chance to listen very carefully by giving them verbal instructions about how to draw the pigeon. This time they are drawing it for ‘real’ on a piece of paper. Stress that EVERYONE can draw the pigeon if they LISTEN to the instructions carefully. Point out the language of instructions First, next, then etc. L2 –Read chn the hard copy of the book as a class-- give chn reciprocal reading roles – chn sequence the story and complete comprehension questions based on the text. L3- Explain to chn that the sentence Don’t Let the Pigeon Stay up Late! is an instruction. Show them the cover of Don’t Let the Pigeon Drive the bus! The title is another instruction - Play a game similar to Simon Says, only switch rules round, i.e. Chn follow instruction - Write a sentence using an imperative verb</p> <p>Reading as a writer L4- Chn sit with a partner and give them verbal instructions about how to do something that they do at home or at school. The partner mimes the activity (brushing teeth, going to bed, getting up, making a bowl of cereal, putting on a CD, making a sandwich etc) or at school (change a reading book, get ready for P.E., turn on a computer etc- see resources). Chn then write/draw. L5 Chn reread the story and ask chn to look at words they don’t understand - Explore a specific spelling pattern – prefix un – unhappy, unkind, undoing. Create a spelling card for the model text. Play with words to encourage a more playful approach to language.</p> <p>Week 3 -Innovation L1 – Talk the text- Read Don’t Let the Pigeon Drive the Bus - Give a group of chn photocopies of the double page spread with the 8 small pictures. Chn read pages with support; practising reading the contractions (see Weds Word reading 3). They then take it in turns to make up a sentence explaining to pigeon why he/she can’t drive the bus. They say their sentence out loud. L2-Writing a sentence with /ou/ graphemes. Dictate a sentence to the chn which uses words with the /ou/ phoneme. Then chn write a sentence using their own using words with the /ou/ grapheme. Encourage more able chn to write an instruction-related sentence! Shout out loud when you see a cloud! Count all the sprouts on the mountain. L3- Writing a sentence with /ou/ graphemes. Dictate a sentence to the chn which uses words with the /ou/ phoneme. Then chn write a sentence using their own using words with the /ou/ grapheme. Encourage more able chn to write an instruction-related sentence! Shout out loud when you see a cloud! Count all the sprouts on the mountain – L4- explain that they are going to start thinking about their own Pigeon story. Write Don’t let the Pigeon... on flip chart. Brainstorm ideas for other titles and list vertically.</p>	<p>- discussing the significance of the title and events - making inferences on the basis of what has been said/done.</p>	<p>-Re-reading what they have written to check it makes sense -Discuss what they have written Read aloud their writing</p> <p>Grammar: Leave spaces between words Begin to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark Join sentences using ‘and’ and ‘because’. a. beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark</p>		
---	---	---	--	--	--

# Year 1 Scheme of Work – Literacy



	<p>Don't let the Pigeon... go to sea, join the circus, fly a plane, make friends with a sparrow hawk, go into town, have a puppy - Change the bare bones to match the new story through shared writing - Make changes to the map focusing on the persuasive - come up with different ideas.</p> <p>L5 - box up the story adding up alternative versions of the story - Innovate at word or sentence level by write an incomplete sentence - chn write 1 persuasive sentences for pigeon to say for the inside and back of their book linked to the chosen book title.</p> <p>Week 4</p> <p>L1- box up the story adding up alternative versions of the story - Innovate at word or sentence level by write an incomplete sentence - chn write 2nd persuasive sentences for pigeon to say for the inside and back of their book linked to the chosen book title.</p> <p>L2- box up the story adding up alternative versions of the story - Innovate at word or sentence level by write an incomplete sentence - chn write 3rd persuasive sentences for pigeon to say for the inside and back of their book linked to the chosen book title.</p> <p>L3- box up the story adding up alternative versions of the story - Innovate at word or sentence level by write an incomplete sentence - chn write 4th persuasive sentences for pigeon to say for the inside and back of their book linked to the chosen book title.</p> <p>L4- Chn orally say the story to a partner and make changes on suggestions - make a story map of their new story.</p> <p>L5- shared writing - Look at a dull piece (not by a child in your class!) – improve using correct spelling and punctuation.</p> <p>Week5</p> <p>L1- Word aware (use vocabulary from text)- Go over success criteria – shared writing modelling using plan to write first draft– begin first draft.</p> <p>L2- – shared writing modelling using plan to write first draft– continue first draft.</p> <p>L3- Provide chn self-assessment checklist and model as a class using it to improve writing - chn peer assess first draft and begin final draft.</p> <p>L4- Continue final draft in book using neat handwriting and presentation</p> <p>L5- Chn draw pictures for their new story and Chn sit with a partner and share their books and then swap round until they have read their book and listened to other people's several times.</p>				
--	--	--	--	--	--