



Year 1, Term 1A

Short Texts	
Programme of study	Learning Intentions
<p>In this unit children will read a selection of stories with events and settings that are familiar to them. They will identify characters, settings and main events. They will recognise where the story takes place, who is involved and what happens. They will be introduced to the words 'character', 'setting', 'events'. They will demonstrate how to apply word reading skills and strategies. Children will identify the main events in a story and re-enact through role play. Children will make links with their own experiences. They will explore imaginative ideas arising from this using role-play. They will make a simple story plan, using a sequence of pictures. They will write sentences to tell the story. They will attempt to use spelling strategies and correct sentence punctuation. Children recount their own real or imagined experiences orally. They record their plan by drawing a sequence of pictures, then writing sentence(s) to retell the story in writing.</p>	<p><b>Hairy Bear</b> I will read and write my words. I will read and write my words. I will write my words. I will sound out the words I don't know I will write my words. I will sound out the words I don't know.</p> <p><b>Silly Sally</b> I will keep my sentence in my head when I write it. I will keep my sentence in my head when I write it. I will sound-out the words I don't know. I will write my words. I will sound-out the words I don't know.</p> <p><b>Silly Sally</b> I will write my words. I will sound out the words I don't know. My writing will be on the line. I will have finger spaces between each word. I will sound out words that rhyme. I will sound out words I do not know.</p>
End of Year Expectations	
<p>Spoken Language:</p> <ul style="list-style-type: none"> <li>listen and respond appropriately to their peers</li> <li>ask relevant questions to extend their understanding and build vocabulary and knowledge</li> </ul> <p>Composition:</p> <ul style="list-style-type: none"> <li>write sentences by:</li> <li>saying out loud what they are going to write about</li> <li>composing a sentence orally before writing it</li> <li>sequencing sentences to form short narratives</li> <li>re-reading what they have written to check that it makes sense discuss what they have written with the teacher or other pupils</li> <li>read aloud their writing clearly enough to be heard by their peers and the teacher.</li> </ul> <p>Vocabulary, grammar and punctuation:</p> <ul style="list-style-type: none"> <li>develop their understanding of the concepts set out in Appendix 2 by: leaving spaces between words</li> <li>joining words and joining sentences using and</li> </ul>	<p><b>Grandpa, Grandpa</b> I will keep my sentence in my head when I write it. My sentence will have a describing word in it. I will sound-out the words I don't know. My writing will sit on the line and have finger spaces between the words. My writing will start with a capital letter and end with a full stop.</p> <p><b>I Love Animals</b> I will sound-out the words I don't know. I can write the first and last sound of my word. I will write all the words in my sentence. I will sound-out the words I don't know. I will write all the words in my sentence. I will sound-out the words I don't know. I will remember my target when writing.</p> <p><b>Ten in the Bed</b> I will sound-out the words I don't know. I can write the first and last sound of my word. I will write all the words in my sentence. I will sound-out the words I don't know.</p>



Thames View Infants  
**Blocked Unit Scheme of Work**

<ul style="list-style-type: none"><li>beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation</li></ul>	<p>I will write all the words in my sentence. I will sound-out the words I don't know. I will remember my target when writing.</p>
<p><b>Vocabulary</b></p> <p>I, can, and, hear went, the, to, town, walking went, the, to, way, on, silly, met, was First, Next, Then, After that, Finally, went and, the to, skipped, hopped, ran, jogged, crawled, tiptoed will, get, for, my he, she, is, love, pet the, of, fell, out sent, me, they, too, back, so</p>	<p><b>Dear Zoo</b></p> <p>I will sound-out the words I don't know. I can write the first and last sound of my word. I will write all the words in my sentence. I will sound-out the words I don't know. I will write all the words in my sentence. I will sound-out the words I don't know. I will remember my target when writing.</p>