

Year 1	Summer Term 1					
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
English Mission 5 Message in a Bottle	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 aloud accurately books that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words • re-read these books to build up their fluency and confidence in word reading • be encouraged to link what they read or hear read to their own experiences • be encouraged to consider the opinions of others Writing: • write: recounts of a day, information leaflets about rock pool creatures, a postcard, a diary entry, descriptions, opinions, comic-strip stories • understand, through demonstration, the skills and processes essential to writing that is, thinking aloud as they collect ideas, drafting, and re-reading to check their meaning is clear • write simple dictated sentences that include words taught so far • identifying an exclamation mark • using an exclamation mark in a sentence • 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 –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: write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far • spell CVC words correctly (e.g. bat, dog, cow, hen, fox) (revisit) • make phonetically plausible attempts to spell unknown words • spell most common words correctly in writing • write / spell days of the week and the date, drawing attention to the capital letter at the start of the day and the month 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 • understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and to practise these					