



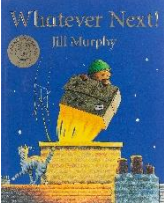
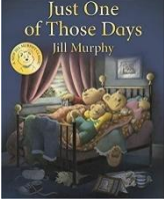
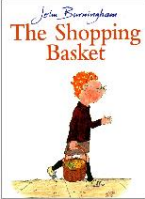
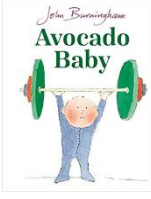
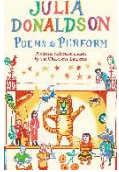
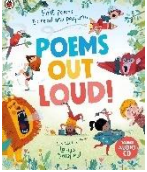


Becontree Primary School

English Curriculum Overview

Year 1

| By the end of the year, children will know and be able to in writing | in reading |
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| <p>Spell:</p> <ul style="list-style-type: none"> - words containing each of the 40+ phonemes already taught, common exception words, the days of the week English <p>Name the letters of the alphabet:</p> <ul style="list-style-type: none"> - naming the letters of the alphabet in order - using letter names to distinguish between alternative spellings of the same sound <p>Add prefixes and suffixes:</p> <ul style="list-style-type: none"> - 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 - apply simple spelling rules <p>Write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far</p> <p>Sit correctly at a table, holding a pencil comfortably and correctly</p> <p>Begin to form lower-case letters in the correct direction, starting and finishing in the right place</p> <p>Form capital letters, form digits 0-9</p> <p>Understand which letters belong to which handwriting ‘families’ (i.e. letters that are formed in similar ways) and to practise these</p> <p>Write sentences by:</p> <ul style="list-style-type: none"> - 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 - discussing what they have written with the teacher or other pupils - reading aloud their writing clearly enough to be heard by their peers and the teacher <p>Develop their understanding of the concepts set out in English Appendix 2 by:</p> <ul style="list-style-type: none"> - 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 <p>Use the grammatical terminology in English Appendix 2 in discussing their writing</p> | <p>Apply phonic knowledge and skills as the route to decode words</p> <p>Respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, 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 common exception words, noting unusual correspondences between spelling and sound and where these occur in the word</p> <p>Read words containing taught GPCs and –s, –es, –ing, –ed, –er and –est endings</p> <p>Read other words of more than one syllable that contain taught GPCs</p> <p>Read words with contractions [for example, I’m, I’ll, we’ll], and understand that the apostrophe represents the omitted letter(s)</p> <p>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</p> <p>Re-read these books to build up their fluency and confidence in word reading</p> <p>Develop pleasure in reading, motivation to read, vocabulary and understanding by:</p> <ul style="list-style-type: none"> - 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 read 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 <p>Understand both the books they can already read accurately and fluently and those they listen to by:</p> <ul style="list-style-type: none"> - 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 <p>Participate in discussion about what is read to them, taking turns and listening to what others say</p> <p>Explain clearly their understanding of what is read to them</p> |

| | Autumn term | | Spring term | | Summer term | |
|---------|---|---|---|---|--|--|
| | A | B | A | B | A | B |
| Writing | <p>Non-fiction All About Me</p>  <p>Non-fiction Seasons Come, Seasons Go by Britta Teckenrump</p>  <p>Non-Fiction Wanted: The Perfect Pet by Fiona Robertson</p> |  <p>Narrative On the Way Home by Jill Murphy</p>  <p>Narrative Sam's Sandwich by David Pelham</p> |  <p>Narrative Kipper's Toy Box by Mick Inkpen</p>  <p>Non-Fiction The Selfish Crocodile by Faustin Charles</p>  <p>Non-Fiction Commotion in the Ocean by Giles Andreae</p> | <p>Poetry Friends 123 Poem</p> <p>Fiction Favourite stories linked to WBD</p>  <p>Fiction The Bad-Tempered Ladybird by Eric Carle</p>  <p>Fiction The Three Little Pigs</p> | <p>Non-Fiction Science link. How to look after plants.</p>  <p>Fiction Me, in the Middle by Annette Demetriou</p>  <p>Fiction The Proudest Blue by Ibtihaj Muhammad</p> |  <p>Fiction / Non-Fiction Peace at Last by Jill Murphy</p>  <p>Fiction Mr Gumpy's Motor Car by John Burningham</p> <p>Non-Fiction Recount of trip</p>  <p>Fiction You Can't Take an Elephant on the Bus by Patricia Cleveland-Peck</p> <p>Non-Fiction Letter to next teacher</p> |

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| Reading | <p style="text-align: center;">Read Aloud- Jill Murphy focus</p> <div style="display: flex; justify-content: space-between;"> <div style="width: 30%;">  </div> <div style="width: 40%; text-align: center;"> <p>Whatever Next! Just One of Those Days Mr Large in Charge On the Way Home A Quiet Night In Meltdown The Last Noo-Noo Mother Knows Best A Piece of Cake All in One Piece Five Minute's Peace Peace at Last All for One</p> </div> <div style="width: 30%;">  </div> </div> | <p style="text-align: center;">Read Aloud- John Burningham focus</p> <div style="display: flex; justify-content: space-between;"> <div style="width: 30%;">  </div> <div style="width: 40%; text-align: center;"> <p>The Shopping Basket Avocado Baby Would you rather The Magic Bed Picnic The Way to the Zoo Tug of War There's Going to Be a Baby Aldo Simp Courtney Time to Get Out of the Bath Shirley</p> </div> <div style="width: 30%;">  </div> </div> | <p style="text-align: center;">Read Aloud- Poetry focus</p> <div style="display: flex; justify-content: space-around;">     </div> <p style="text-align: center;"> Julia Donaldson Poems to Perform Poems out Loud The Puffin Book of Fantastic First Poems Silly Verse for Kids </p> |
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| Areas of Teaching | Term 1A, Week 1 | Term 1A, Week 2 | Term 1A, Week 3 | Term 1A, Week 4 | Term 1A, Week 5 | Term 1A, Week 6 |
|---|---|--|--|---|---|--|
| Core text | All About Me (Non-fiction) | | Seasons Come, Seasons Go (Non-fiction) | | Wanted: the Perfect Pet by Fiona Robertson (Fiction- picture books) | |
| Objectives | Write about what they did in their holidays. List objects needed for a holiday. | Write a description of themselves. | Write sentences about trees. | Write about the seasons. | To create an advert for a pet. | To write information about looking after a chicken |
| Phonics based on the My Letters and Sounds Structure | New GPCs; Reading tricky words; Spelling tricky words; Two-syllable words | | | | | |
| | Group 1: Phase 3 j v w x | Group 1: Phase 3 y z zz qu he she to the | Group 1: Phase 3 sh ch th ng we me be Reading two syllable words. | Group 1: Phase 3 ai ee igh oa was no go Reading two syllable words. | Group 1: Phase 3 oo (long) oo (short) ar or my Spelling two syllable words. | Group 1: Phase 3 ur ow oi you |
| | Review of Phase Three GPCs and Phase Four blending. <i>Review of spelling tricky words.</i> Review of reading tricky words (and reading new tricky words) | | | | New GPCs (Phase Five graphemes) <i>Reading new tricky words</i> Spelling tricky words | |
| | Group 2: Phase 5 T1 Graphemes ai ar air ee ear er Blending CVCC, CCVC, CCVCC, CCCVC words Phase Two tricky words: the to I no go Phase Three tricky words: he she we me be was my you her they all are | Group 2: Phase 5 T1 Graphemes oa oo (long) oo (short) igh oi ow ur or Blending CVCC, CCVC, CCVCC, CCCVC words Phase Three tricky words: he she we me be Phase Four tricky words: said have like so do | Group 2: Phase 5 T1 Reading longer words, including compound and multi-syllable words Reading contractions with apostrophe ‘-s’ Phase Three tricky words: was you my her Phase Four tricky words: some come were there little love* | Group 2: Phase 5 T1 Review of all graphemes Reading words with suffixes –s –est –ed Phase Three tricky words: they all are Phase Four tricky words: one when out what (looked)** | Group 2: Phase 5 T1 ay for /ai/ sound (day) ou for /ow/ sound (cloud) ie for /igh/ sound (pie) oh people out | Group 2: Phase 5 T1 ea for /ee/ sound (each) oy for /oi/ sound (boy) ir for /ur/ sound (girl) their your <i>some come</i> |
| Reading based on the BERT programme | BERT will begin in term 1 for the majority of year 1. The higher children that are beyond BERT will join year 2 for reading and comprehension practise. For more information, please see Becontree’s Reading Guidance for staff in burgundy folder. | | | | | |
| Read aloud programme | 4x 10 minute read aloud sessions Author Focus: Jill Murphy Texts: Whatever Next!; Just One of Those Days; Mr Large in Charge; On the Way Home; A Quiet Night In; Meltdown; The Last Noo-Noo; Mother Knows Best; A Piece of Cake; All in One Piece; Five Minute’s Peace; Peace at Last and All for One | | | | | |
| Grammar based on Skills Builders planning Taught within writing sessions during transition. | Revise what a sentence is. Say a sentence aloud, repeat and write it down. | Unit 20 Revision of separating words with spaces (finger spaces). | Revision of starting a sentence with a capital letter. | Unit 17 Revision of using a full stop to end a sentence | Unit 1 Recognise and order letters of the alphabet. | Unit 2 Match lower case and capital letters. |

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| Spelling based on Spelling Shed | Taught within phonics and writing sessions during transition. | | | | | |
| Handwriting based on the Nelson Handwriting scheme | Focus: c, a Practising patters: ccc Letter formation: c, a Word building: cat, crab, cup, ant, ape, and | Focus: d, g Practising patters: ooo Letter formation: d, g Word building: dog, dad, did, good, going | Focus: q, o Practising patters: ccoocc Letter formation: q, o Word building: quick, quilt, or, on | Focus: e Practising patters: eee Letter formation: e Word building: we, me, end, eat | Focus: s, f Practising patters: lleell Letter formation: s, f Word building: sun, soon, food, fish, fox | Focus: i Practising patters:llll Letter formation: i Word building: ice, ink, ill, it, in |

| Areas of Teaching | Term 1B, Week 1 | Term 1B, Week 2 | Term 1B, Week 3 | Term 1B, Week 4 | Term 1B, Week 5 | Term 1B, Week 6 |
|---|--|---|--|--|---|--|
| Core text | On the Way Home by Jill Murphy (Fiction- picture books) | | | Sam's Sandwich by David Pelham (Fiction- picture books) | | |
| Objectives | To sequence the story. To use a story map in relation to the context. | To create their own journey based on the text. | To come up with a class book to share in assembly. | To retell the story. | To write their own version of what foods and insects to put in the sandwich. | To write a list of things needed to make their sandwich. |
| Phonics based on the My Letters and Sounds Structure | New GPCs ; Reading tricky words; <i>Spelling tricky words</i> ; Two-syllable words | | | | New GPCs ; Reading tricky words; Spelling tricky Words; Words with adjacent consonants | |
| | Group 1: Phase 3 Revision of all GPCs <i>ear air er they</i> | | | | Group 1: Phase 4 Revision of all GPCs taught so far said so he she we me be Reading and spelling CVCC words | Group 1: Phase 4 Revision of all GPCs taught so far like some come was Reading and spelling CCVC words |
| | New GPCs (Phase Five graphemes) ; <i>Reading new tricky words</i> ; Spelling tricky words | | | | | |
| | Group 2: Phase 5 T1 oe for /oa/ sound (toe) au for /or/ sound (Paul) i-e for /igh/ sound (time) <i>asked called</i> have like | Group 2: Phase 5 T1 a-e for /ai/ sound (make) o-e for /oa/ sound (home) u-e for /oo/ and /yoo/ sounds (rude cute) <i>could would should</i> there were | Group 2: Phase 5 T1 e-e for /ee/ sound (these) wh for /w/ sound(when) ph for /f/ sound (phone) <i>our here</i> when | Group 2: Phase 5 T1 Revision of GPCs in phoneme families: <i>/ai/ ai ay a-e /ee/ ee ea e-e /igh/ igh ie i /or/ or aw au /ur/ ur ir</i> <i>Review of Phase Five tricky words</i> | Group 2: Phase 5 T1 Revision of GPCs in phoneme families: <i>/oa/ oa oe o-e /oo/ and /yoo/ oo ue ew u-e /ow/ ow ou /oy/ oy oi</i> <i>house mouse</i> | Group 2: Phase 5 T1 New GPCs (Phase Five graphemes) Revision Week |
| Reading based on the BERT programme | Daily supported reading with an adult. This is a five-day programme in which children read one to two books a week across four days; the fifth day is an opportunity to verbally or in writing respond to comprehension questions. For more information, please see Becontree's Reading Guidance for staff in burgundy folder. | | | | | |
| Read aloud programme | 4x 10 minute read aloud sessions Author Focus: Jill Murphy Texts: Whatever Next!; Just One of Those Days; Mr Large in Charge; On the Way Home; A Quiet Night In; Meltdown; The Last Noo-Noo; Mother Knows Best; A Piece of Cake; All in One Piece; Five Minute's Peace; Peace at Last and All for One | | | | | |
| Grammar based on Skills Builders planning Taught within writing sessions during transition. | Unit 3 Revision of sounds at the end of words – ff and ll | Unit 4 Revision of sounds at the end of words – ck and nk | Unit 6 Revision of sounds at the end of words – ss and zz | Unit 7 To understand the difference between singular and plural. To learn the rules for adding -s and -es to nouns. | Unit 8 To identify nouns (naming words). | Unit 9 To use verbs (action words) to describe what a person or thing is doing or being. |
| Spelling based on Spelling Shed | Compound words and words with unstressed vowels | Words with the digraphs 'ai' and 'oi' | Words with the digraphs 'ay' and 'oy' | Words with the split digraph 'a_e' | Words with the split digraph 'e_e' | Words with the split digraph 'i_e' Spelling Challenge Term 1B |
| Handwriting based on the Nelson Handwriting scheme | Focus: l, t Practising patters: ililili Letter formation: l, t Word building: lolly, lorry, ten, tent and that. | Focus: j, k Practising patters: uuuuu Letter formation: j, k | Focus: n, m Practising patters: nnnnMMM Letter formation: n, m | Focus: b, p Practising patters: nnnnn Letter formation: b, p | Focus: x, z Practising patters: wWw Letter formation: x, z Word building: z-ray zip, zig-zag, zoo | Focus: 5, 6, 7, 8, 9 Practising patters: sssss Letter formation: 5, 6, 7, 8, 9 |

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| | <p>Focus: u, y Practising patters: uuuuu Letter formation: u, y Word building: up, under, yes, you</p> | <p>Word building: jump, jam, king Focus: r Practising patters: mmmmm Letter formation: r Word building: red, rat, run, rain</p> | <p>Word building: mop, man, mum, no Focus: h Practising patters: hhhhh Letter formation: h Word building: hat, hop, had, he, hen</p> | <p>Word building: ball, bus, be, pen, pan Focus: v, w Practising patters: vvvvv Letter formation: v, w Word building: van, vet, wet, was</p> | <p>Focus: 0, 1, 2, 3, 4 Practising patters: 3 Letter formation: 0, 1, 2, 3, 4 Number building: 2001, 321, 24, 31</p> | <p>Number building: 999, 555, 47, 88 Focus: C, A, D, G, Q, O, E, S Practising patters:ccccc Letter formation: C, A, D, G, Q, O, E Word building: Connie, Ali, Dan, Eve, Sam</p> |
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| Areas of Teaching | Term 2A, Week 1 | Term 2A, Week 2 | Term 2A, Week 3 | Term 2A, Week 4 | Term 2A, Week 5 | Term 2A, Week 6 |
|---|--|---|--|--|---|---|
| Core texts | Kipper's Toy Box by Mick Inkpen (Fiction- picture books) | | The Selfish Crocodile by Faustin Charles (Fiction- picture books) | | | Commotion in the Ocean by Giles Andreae (Fiction- picture books) |
| Objectives | Write a description of their favourite toy. | Describe a sock puppet. | To write a diary entry. To write a letter. | | To create a book on different animals. | To write an information text about an animal |
| Phonics based on the My Letters and Sounds Structure | New GPCs; Reading tricky words; Spelling tricky Words; Words with adjacent consonants | | | | | |
| | Group 1: Phase 4 Revision of all GPCs taught so far have you Reading and spelling CVCC /CCVC words | Group 1: Phase 4 Revision of all GPCs taught so far Reading and spelling words with adjacent consonants and Phase Three vowel digraphs <i>were there little one they are</i> | Group 1: Phase 4 Revision of all GPCs taught so far Reading and spelling words with adjacent consonants and Phase Three vowel digraphs <i>all</i> | Group 1: Phase 4 Revision of all GPCs taught so far Reading and spelling words with adjacent consonants and Phase Three vowel digraphs <i>out do when what my her</i> | Group 1: Phase 4 Revision of all GPCs taught so far Revision of reading Phase Four tricky words Reading words and sentences with adjacent consonants and Phase Two and Three graphemes | Group 1: Phase 4 Revision of all GPCs taught so far Revision of spelling Phase Four tricky words Spelling words and sentences with adjacent consonants and Phase Two and Three graphemes |
| | New GPCs (alternative pronunciations of graphemes); Reading new tricky words; Spelling tricky words | | | | | |
| | Group 2: Phase 5 T2 i /igh/ sound (find) o /oa/ sound (old) a /ai/ sound (paper) <i>water want</i> one little | Group 2: Phase 5 T2 u /yoo/ sound (uniform) u /oo/ (short) sound (put) e /eel/ sound (he) <i>who whole</i> where do don't | Group 2: Phase 5 T2 3 ow /oa/ sound (snow) ie /ee/ sound (field) ea /e/ sound (head) <i>any many two</i> | Group 2: Phase 5 T2 er /ur/ sound (herb) y /ee/ sound (happy) y /igh/ sound (fly) <i>school work</i> | Group 2: Phase 5 T2 ou /oa/ sound (shoulder) ou /oo/ sound (you) ou /u/ sound (young) <i>thought different</i> | Group 2: Phase 5 T2 a /o/ sound (want) ch /c/ sound (school) ch /sh/ sound (chef) <i>friend through what</i> want(ed) school |
| Reading based on the BERT programme | Daily supported reading with an adult. This is a five-day programme in which children read one to two books a week across four days; the fifth day is an opportunity to verbally or in writing respond to comprehension questions. For more information, please see Becontree's Reading Guidance for staff in burgundy folder. | | | | | |
| Read aloud programme | 4x 10 minute read aloud sessions Author Focus: John Burningham Texts: The Shopping Basket; Avocado Baby; Would you rather; The Magic Bed; Picnic; The Way to the Zoo; Tug of War; There's Going to Be a Baby; Aldo; Simp; Courtney; Time to Get Out of the Bath and Shirley | | | | | |
| Grammar based on Skills Builders planning | Simple Sentence Sentence Ninja | Simple Sentence Sentence Ninja | Unit 15 Using 'and' as a joining word (conjunction). | Unit 16 To use a capital letter for the personal pronoun 'I' when writing about yourself. | Unit 18 To use question marks to punctuate sentences. | Unit 10 Revise what a sentence is. Say a sentence and write it down. |
| Spelling/Phonics based on Spelling Shed | Words with the split digraph 'o_e' | Words with the split digraph 'u_e' | Words with the digraph 'ar' | Words with the digraph 'ee' | Words where the digraph 'ea' makes an /ee/ sound | Words where the digraph 'ea' makes an /e/ sound |
| Handwriting based on the Nelson Handwriting scheme Red Level | Focus: un Practising patters: uuuu Letter formation: un | Focus: ig Practising patters: icicic Letter formation: ig | Focus: an Practising patters: iiiiii Letter formation an | Focus: ng Practising patters: nnnnn Letter formation: ng | Focus: th Practising patters: ttttt Letter formation: th | Focus: sl Practising patters: slsl Letter formation: sl |

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|--|---|--|---|---|---|---|
| | <p>Word building: bun, pun, fun, sun, mum</p> | <p>Word building: dig, big, hid, kid, grid Focus: ed Practising patters: eeeee Letter formation: ed Word building: bed, egg, leg, fed, red</p> | <p>Word building: car, jar, nan, fan, and</p> | <p>Word building: thing, sing, king, ring Focus: ch Practising patters: c c c c c Letter formation: ch Word building: chain, chips, ship, fish, dish</p> | <p>Word building: them, the, this, that, then Focus: ill Practising patters: ilil ilil Letter formation: ill Word building: full, pull, ill. Fill, pill, tell</p> | <p>Word building: slug, slide, slid, slip, slit Focus: ck Practising patters: ckck ckck Letter formation: ck Word building: sack, Jack, peck, quick, duck</p> |
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| Areas of Teaching | Term 2B, Week 1 | Term 2B, Week 2 | Term 2B, Week 3 | Term 2B, Week 4 | Term 2B, Week 5 | Term 2B, Week 6 | |
|---|--|--|--|---|--|--|--|
| Core text | Youtube- Friends, Friends 123 poem | Linked to favourite story chosen for world book day. | The Bad-Tempered Ladybird by Patricia Cleveland-Peck | The Three Little Pigs | | | |
| Objectives | To create a poem as a class. | To review a bedtime story. | To sequence and write a story. | To recount 'The Three Little pigs.' | To write questions for a character. | To write instructions to build/make a good house. | |
| Phonics based on the My Letters and Sounds Structure | New GPCs (Phase Five graphemes); Reading new tricky words; Spelling tricky words | | | | | | |
| | Group 1: Phase 5 (From week 5) ay for /ai/ sound (day) ou for /ow/ sound (cloud) ie for /igh/ sound (pie) oh people out | Group 1: Phase 5 ea for /ee/ sound (each) oy for /oi/ sound (boy) ir for /ur/ sound (girl) ea for /ee/ sound (each) oy for /oi/ sound (boy) ir for /ur/ sound (girl) their your some come | Group 1: Phase 5 aw for /or/ sound (saw) ue for /oo/ and /yoo/ sounds (blue rescue) ew for /oo/ and /yoo/ sounds (chew new) Mr Mrs said so | Group 1: Phase 5 oe for /oa/ sound (toe) au for /or/ sound (Paul) i-e for /igh/ sound (time) asked called have like | Group 1: Phase 5 a-e for /ai/ sound (make) o-e for /oa/ sound (home) u-e for /oo/ and /yoo/ sounds (rude cute) could would should there were | Group 1: Phase 5 (e-e for /ee/ sound (these) wh for /w/ sound(when) ph for /f/ sound (phone) our here when | |
| | New GPCs (alternative pronunciations of graphemes); Reading new tricky words; Spelling tricky words | | | | New GPCs (alternative graphemes for phonemes) Reading new tricky words Spelling tricky words | | |
| | Group 2: Phase 5 T2 g /j/ sound (giant cage) c /s/ sound (city ice) once eye | Group 2: Phase 5 T2 ve for /v/ (give) le for /l/ (or /ul/) (apple) se and ce for /s/ (house fence) ze and se for /z/ (freeze cheese) laugh(ed) because | Group 2: Phase 5 T2 al and el for /l/ (or /ul/) (metal label) tch for /ch/ (catch) dge and ge for /j/ (bridge large) | Group 2: Phase 5 T2 o and o-e for /u/ (mother some) ey for /ee/ (donkey) and review /ee/ phoneme family (ee ea e-e e ie y) ui for /oo/ (fruit) and review /oo/ phoneme family (oo ue ew u-e u ou) | Group 2: Phase 5 T3 Review of graphemes for /oa/ phoneme family (oa oe o-e ow o ou) Review of graphemes for /igh/ phoneme family (igh ie i-e i y) Reading words with contractions oh Mr Mrs | Group 2: Phase 5 T3 Review of graphemes for /or/ phoneme family (or aw au [+ aur dinosaur]) oor and ore for /or/ (door score) a and al for /or/ (water walk) call(ed) asked | |
| Reading based on the BERT programme | Daily supported reading with an adult. This is a five-day programme in which children read one to two books a week across four days; the fifth day is an opportunity to verbally or in writing respond to comprehension questions. For more information, please see Becontree's Reading Guidance for staff in burgundy folder. | | | | | | |
| Read aloud programme | 4x 10 minute read aloud sessions Author Focus: John Burningham Texts: The Shopping Basket; Avocado Baby; Would you rather; The Magic Bed; Picnic; The Way to the Zoo; Tug of War; There's Going to Be a Baby; Aldo; Simp; Courtney; Time to Get Out of the Bath and Shirley | | | | | | |
| Grammar based on Skills Builders planning | Simple Sentence Sentence Ninja | Unit 19 To use exclamation marks to punctuate sentences. | Unit 13 Revise prefix - to change the meaning of words | Unit 11 Adding suffixes - ed to verbs where no change is needed to root words. | Unit 11 Adding suffixes - ing to verbs where no change is needed to root words. | Unit 12 Adding suffixes - er to verbs where no change is needed to root words. | |
| Spelling/Phonics based on Spelling Shed | Words where the digraph 'er' is stressed | Words where the digraph 'er' is unstressed | Words with the digraphs 'ir' and 'ur' | Words where the digraph 'oo' makes an /oo/ sound | Words where the digraph 'oo' makes an /u/ sound | Words where the digraphs 'oa' and 'oe' make an /oa/ sound Term 2B Spelling Challenge | |

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| <p>Handwriting based on Nelson Handwriting Scheme Red level</p> | <p>Focus: st Practising patters: lili lili Letter formation: st Word building: stop, stick, step, still, sting, stall Focus: nk Practising patters: nlnl nlnl Letter formation: nk Word building: ink, thank, sunk, pink, link</p> | <p>Focus: og Practising patters: ooo ooo Letter formation: og Word building: dog, log, fog, frog Focus: re Practising patters: rere rere Letter formation: re Word building: there, are, care, save, have</p> | <p>Focus: oo Practising patters: roro roro Letter formation: oo Word building: soon, moon, room, broom, spoon Focus: wl Practising patters: vvv vvv Letter formation: wl Word building: owl, howl, growl, bowl</p> | <p>Focus: of Practising patters: fff fff Letter formation: of Word building: of, off, soft, loft Focus: fl Practising patters: lolo lolo Letter formation: fl Word building: flop, flow, flip, flap</p> | <p>Focus: y Practising patters: b g j p q x y z Letter formation: y Word building: bean, green, jump, queen Focus: A Practising patters: ABAB EMEM Letter formation: A Word building: Ben, Paris, Ali, India, London</p> | <p>Handwriting book Lesson 1 – Lower case a-z Lesson 2 – Capital letters A-Z</p> |
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| Areas of Teaching | Term 3A, Week 1 | Term 3A, Week 2 | Term 3A, Week 3 | Term 3A, Week 4 | Term 3A, Week 5 | Term 3A, Week 6 |
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| Core texts | Hook – Plant seeds linked to science and writing.. | | Me, in the Middle by Annette Demetriou | | The Proudest Blue by Ibtihaj Muhammad | |
| Objectives | To write notes about a process | To write instructions on how to look after a plant | To describe yourself and family history | To explain how Georgie was feeling and why. | To retell the story and edit writing. | To describe my proud moments and edit writing. |
| Phonics based on the My Letters and Sounds Structure | New GPCs (Phase Five graphemes); Reading new tricky words; Spelling tricky words | | New GPCs (alternative pronunciations of graphemes); Reading new tricky words; Spelling tricky words. | | | |
| | Group 1: Phase 5 T1 Revision of GPCs in phoneme families: <i>/ai/ ai ay a-e</i> <i>/ee/ ee ea e-e</i> <i>/igh/ igh ie i</i> <i>/or/ or aw au</i> <i>/ur/ ur ir</i> Review of Phase Five tricky words | Group 1: Phase 5 T1 Revision of GPCs in phoneme families: <i>/oa/ oa oe o-e</i> <i>/oo/ and /yoo/ oo ue ew</i> <i>u-e</i> <i>/ow/ ow ou</i> <i>/oy/ oy oi</i> house mouse | Group 1: Phase 5 T2 i /igh/ sound (find) o /oa/ sound (old) a /ai/ sound (paper) <i>water want</i> one little | Group 1: Phase 5 T2 u /yoo/ sound (uniform) u /oo/ (short) sound (put) e /ee/ sound (he) <i>who whole where</i> do don't | Group 1: Phase 5 T2 ow /oa/ sound (snow) ie /ee/ sound (field) ea /e/ sound (head) <i>any many two</i> | Group 1: Phase 5 T2 er /ur/ sound (herb) y /ee/ sound (happy) y /igh/ sound (fly) <i>school work</i> |
| | New GPCs (alternative graphemes for phonemes); Reading new tricky words; Spelling tricky words | | | | | |
| | Group 2: Phase 5 T3 Review of graphemes for /ur/ phoneme family (ur ir er) (w)or for /ur/ (work) ear for /ur/ (earth) <i>busy pretty</i> | Group 2: Phase 5 T3 eer and ere for /ear/ (cheer here) are for /air/ (share) ear and ere for /air/ (bear there) their your | Group 2: Phase 5 T3 ure and the /ure/ sound (pure) t(ure) for /ch/ (picture) a for /ar/ (father) al for /ar/ (half) <i>hour beautiful</i> | Group 2: Phase 5 T3 Unstressed /er/ at the end of words: or ar for /er/ (doctor calendar) Unstressed /er/ in the middle of longer words: er and other vowels (different envelope) | Group 2: Phase 5 T3 kn gn for /n/ sound (know gnat) wr for /r/ sound (write) mb for /m/ sound (lamb) <i>shoe parent(s)</i> people our | Group 2: Phase 5 T3 st sc for /s/ sound (listen science) y for /i/ sound (gym) ough our oar for /or/ sound (caught four <i>board) friend once</i> |
| Reading based on the BERT programme | Daily supported reading with an adult. This is a five-day programme in which children read one to two books a week across four days; the fifth day is an opportunity to verbally or in writing respond to comprehension questions. For more information, please see Becontree's Reading Guidance for staff in burgundy folder. | | | | | |
| Read Aloud programme | 4x 10 minute read aloud sessions Poetry focus: Julia Donaldson Poems to Perform; Poems out Loud; The Puffin Book of Fantastic First Poems and Silly Verse for Kids | | | | | |
| Grammar based on Skills Builders planning | Compound Sentence (and) Sentence Ninja | Compound Sentence (and) Sentence Ninja | Skills Builder unit 14 Adding er and est | Skills Builder unit 5 tch and v | Skills Builder unit 21 Words ending in y | Skills Builder unit 22 ai, ay, and a_e. page 29 |
| Spelling/Phonics based on Spelling Shed | Words where the digraph 'ou' makes an /ow/ sound | Words where the digraph 'ow' makes an /ow/ or /oa/ sound | Words ending in 'y' /ee/ and 've' /v/ | Words with the digraphs 'ue' and 'ew' | Words where the digraph 'ie' makes an /igh/ sound | Words where 'ie' makes an /ee/ sound |

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| <p>Handwriting based on Nelson Handwriting Scheme</p> | <p>Handwriting book Lesson 1 – words: when, are, they, want, there, because</p> | <p>Handwriting book Lesson 1 – letter formation: f, r Words: flower, rose Sentence: A rose is a flower. Lesson 2 – letter formation: g,d Words: girl, dress Sentence: The girl is wearing a dress.</p> | <p>Handwriting book Lesson 1 – letter formation: b,p Words: boy, pulled Sentence: The boy pulled a toy car. Lesson 2 – letter formation: Sentence: An island is surrounded by water. Sentence: The waves move in the water.</p> | <p>Handwriting book Lesson 1 –Words: human, physical, north, east, south, west Lesson 2 – Words: island, mountain, ocean, city, town, village.</p> | <p>Handwriting book Lesson 1 – Sentence: A mountain is a physical feature. Sentence: A town is a human feature.</p> | <p>Handwriting book Lesson 1 – words: unhappy, unfair, unable, unkind, unlucky, untidy. Lesson 2 – sentence: I was unhappy. Sentence: It is unfair. Sentence: He was unhelpful.</p> |
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| Areas of Teaching | Term 3B, Week 1 | Term 3B, Week 2 | Term 3B, Week 3 | Term 3B, Week 4 | Term 3B, Week 5 | Term 3B, Week 6 |
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| Core texts | Recount | Peace at Last by Jill Murphy | | Mr Gumpy's Motor Car by John Burningham | Recount | You Can't Take an Elephant on the Bus by Patricia Cleveland-Peck |
| Objectives | To describe what they did in the holiday | To write a story based on noises heard on a listening walk. | To make a leaflet of the senses | To write own animal story | To recount the Sport's Day events | To retell the story |
| Phonics based on the My Letters and Sounds Structure | New GPCs (alternative pronunciations of graphemes); Reading new tricky words; Spelling tricky words. | | | | | <i>New GPCs (alternative graphemes for phonemes) Reading new tricky words Spelling tricky words</i> |
| | Group 1: Phase 5 T2 a /o/ sound (want) ch /c/ sound (school) ch /sh/ sound (chef) <i>friend through what</i> <i>want(ed) school</i> | Group 1: Phase 5 T2 g /j/ sound (giant cage) c /s/ sound (city ice) <i>once eye</i> | Group 1: Phase 5 T2 ve for /v/ (give) le for /l/ (or /ul/) (apple) se and ce for /s/ (house fence) ze and se for /z/ (freeze cheese) <i>laugh(ed) because</i> | Group 1: Phase 5 T2 al and el for /l/ (or /ul/) (metal label) tch for /ch/ (catch) dge and ge for /j/ (bridge large) | Group 1: Phase 5 T2 o and o-e for /u/ (mother some) ey for /ee/ (donkey) and review /ee/ phoneme family (ee ea e-e e ie y) ui for /oo/ (fruit) and review /oo/ phoneme family (oo ue ew u-e u ou) | Group 1: Phase 5 T3 Review of graphemes for /oa/ phoneme family (oa oe o-e ow o ou) Review of graphemes for /igh/ phoneme family (igh ie i-e i y) Reading words with contractions <i>oh Mr Mrs</i> |
| | New GPCs (alternative graphemes for phonemes); Reading new tricky words; Spelling tricky words | | | | | |
| | Group 2: Phase 5 T3 Review of graphemes for /ai/ phoneme family: ai ay a-e a eigh aigh for /ai/ sound (eight straight) ey ea for /ai/ sound (they great) move improve <i>two (and other numbers)</i> | Group 2: Phase 5 T3 Review of graphemes for /sh/ phoneme family: sh ch s for /sh/ (sugar) t(ion) for /sh/ (mention) ci ssi si for /sh/ (special mission mansion) <i>could would should</i> | Group 2: Phase 5 T3 su si and /zh/ sound (treasure vision) Reading words with suffixes –ment –ness –ly Reading words with prefix un– | Group 2: Phase 5 T3 Reading words with suffixes –less and –ful Review of Phase Five GPCs | Group 2: Phase 5 T3 <i>Revision of all phase 5 GPCs (alternative graphemes for phonemes)</i> Revision of all phase 5 tricky words: reading and spelling. | |
| Reading based on the BERT programme | Daily supported reading with an adult. This is a five-day programme in which children read one to two books a week across four days; the fifth day is an opportunity to verbally or in writing respond to comprehension questions. For more information, please see Becontree's Reading Guidance for staff in burgundy folder. | | | | | |
| Read Aloud programme | 4x 10 minute read aloud sessions Poetry focus: Julia Donaldson Poems to Perform; Poems out Loud; The Puffin Book of Fantastic First Poems and Silly Verse for Kids | | | | | |
| Grammar based on Skills Builders planning | Compound Sentence (and) Sentence Ninja | Compound Sentence (and) Sentence Ninja | Skills Builder unit 23 oa, oe, o_e, ow. page 30 | Skills Builder unit 24 oi and oy. page 32 | Skills Builder Unit 25 ou and ow | Skills Builder Unit 26 ee, ea, ie and i_e |
| Spelling based on Spelling Shed | Words with the trigraph 'igh' | Words with the digraph 'or' and the trigraph 'ore' | Words where the digraphs 'aw' and 'au' make an /or/ sound | Words with the trigraphs 'air' and 'ear' | Words where the trigraphs 'ear' and 'are' make an /air/ sound | Words with the digraphs 'ph' and 'wh' |

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| Handwriting based on Nelson Handwriting Scheme | Handwriting book Lesson 1 – words: unpack, unwell, uncomfortable, unlock, unhelpful, unusual. Lesson 2 – sentence: I felt unwell. Sentence: She was unlucky. Sentence: I need to unpack. | Handwriting book Lesson 1 – words: horse, cart, bus, Dagenham, village, local. Lesson 2 – sentence: Pilots fly aeroplanes. Sentence: The Wright brothers made a plane fly. | Handwriting book Lesson 1 – letters: k, m words: king, man Sentence: The king is a kind man. | Handwriting book Lesson 1 – words: rail, train, steam, engine, gauge, locomotive. Lesson 2 – Sentence: Steam trains use coal. Sentence: Trains now use diesel fuel. Sentence: Stephenson invented the gauge. | Handwriting book Lesson 1 – words: saw, first, sure, author, boil, toe Lesson 2 – Sentence: How are you? Sentence: That car is so fast! Sentence: Well done everyone! | Handwriting book Lesson 1 – words: missing, found, hiding, scared, lonely, lost Lesson 2 – Sentence: The chick is missing. Sentence: Where is he hiding? Sentence: The chick feels lonely. |