

# Year 1 English - Autumn Term

	Week 1 WC 6 <sup>th</sup> Sep	Week 2 WC 13 <sup>th</sup> Sep	Week 3 WC 20 <sup>th</sup> Sep	Week 4 WC 27 <sup>th</sup> Sep	Week 5 WC 4 <sup>th</sup> Oct	Week 6 WC 11 <sup>th</sup> Oct	Week 7 WC 18 <sup>th</sup> Oct
Autumn Term 1	<p>Phonics-based activities</p> <p><u>Reading Focus</u></p> <p>Children to:</p> <p>-apply phonics knowledge and skills as the route to decode words.</p> <p>-discuss word meanings, linking new meanings to those already known.</p> <p><u>Writing Focus</u></p> <p>Children to:</p> <p>-say out loud what they are going to write about</p>	<p>Phonics-based activities</p> <p><u>Reading Focus</u></p> <p>Children to:</p> <p>-apply phonics knowledge and skills as the route to decode words</p> <p>-link what they read or hear to their own experiences.</p> <p>-discuss word meanings, linking new meanings to those already known.</p> <p><u>Writing Focus</u></p> <p>Writing simple CVC words</p>	<p>Phonics-based activities</p> <p><u>Reading Focus</u></p> <p>Children to:</p> <p>-apply phonics knowledge and skills as the route to decode words</p> <p>-read accurately by blending sounds in unfamiliar words.</p> <p>-read common exception words.</p> <p><u>Writing Focus</u></p> <p>Writing CVC words in a sentence</p> <p>Say out loud what they are going to write</p> <p>Read aloud their writing clearly</p>	<p>Phonics-based activities</p> <p><u>Reading Focus</u></p> <p>Children to:</p> <p>-discuss word meanings, linking new meanings to those already known.</p> <p>-apply phonics knowledge and skills as the route to decode words.</p> <p><u>Writing Focus</u></p> <p>Use a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'</p>	<p><u>Text</u></p> <p>Peace at Last</p> <p><u>Reading Focus</u></p> <p>Children to:</p> <p>-link what they read or hear to their own experiences.</p> <p><u>Writing Focus</u></p> <p>Instructions - Writing CVC words for verbs</p> <p>Using capital letters for verbs at the beginning of a sentence.</p>	<p><u>Text</u></p> <p>Peace at Last</p> <p><u>Reading Focus</u></p> <p>Children to:</p> <p>-become very familiar with key stories, fairy stories and traditional tales by retelling them and considering their characteristics.</p> <p><u>Writing Focus</u></p> <p>Instructions - Features</p> <p>Ordering instructions</p> <p>Write Away - Creating a set of instructions to make a peg doll.</p>	<p><u>Text</u></p> <p>Poetry</p> <p><u>Reading Focus</u></p> <p>Children to:</p> <p>-recognise and join in with predictable phrases.</p> <p>Learn to appreciate rhymes and poems and recite some by heart.</p> <p><u>Writing Focus</u></p> <p>Rhyming words</p> <p>Writing short captions</p> <p>Adjectives</p> <p><u>Phonics Focus</u></p> <p>'ee' grapheme and adding ing and ed</p>

	<p>-discuss what they have written with adults and peers</p> <p>-read aloud their writing clearly</p> <p><u>Phonics Focus</u></p> <p>ff, ll, ss, zz, and ck graphemes and common exception words</p> <ul style="list-style-type: none"> <li>• be</li> <li>• he</li> <li>• we</li> <li>• she</li> <li>• go</li> <li>• no</li> <li>• so</li> <li>• to</li> <li>• do</li> <li>• today</li> <li>• I</li> <li>• by</li> <li>• my</li> </ul>	<p>Children to:</p> <p>-discuss what they have written with adults and peers</p> <p>-re-read what they have written to check it makes sense.</p> <p><u>Phonics Focus</u></p> <p>tch, ve and ai graphemes and common exception words.</p> <ul style="list-style-type: none"> <li>• love</li> <li>• some</li> <li>• come</li> <li>• was</li> <li>• his</li> <li>• is</li> <li>• has</li> <li>• one</li> <li>• once</li> <li>• friend</li> <li>• your</li> </ul>	<p><u>Phonics Focus</u></p> <p>Oi, ay and oy graphemes and common exception words</p> <ul style="list-style-type: none"> <li>• the</li> <li>• of</li> <li>• said</li> <li>• here</li> <li>• there</li> <li>• you</li> <li>• school</li> </ul>	<p>Begin to punctuate sentences using a capital letter.</p> <p><u>Phonics Focus</u></p> <p>Plurals, the a-e grapheme and common exception words</p> <ul style="list-style-type: none"> <li>• where</li> <li>• were</li> <li>• they</li> <li>• says</li> <li>• are</li> <li>• house</li> <li>• our</li> <li>• ask</li> <li>• put</li> <li>• push</li> <li>• full</li> </ul>	<p><u>Phonics Focus</u></p> <p>Split digraphs e-e, i-e, and o-e and high frequency words</p> <ul style="list-style-type: none"> <li>• from</li> <li>• help</li> <li>• back</li> <li>• animal</li> <li>• will</li> <li>• this</li> <li>• that</li> <li>• then</li> <li>• them</li> <li>• with</li> <li>• went</li> <li>• children</li> <li>• just</li> <li>• of</li> </ul>	<p><u>Phonics Focus</u></p> <p>'ar' grapheme and u-e grapheme and high frequency words</p> <ul style="list-style-type: none"> <li>• made</li> <li>• make</li> <li>• came</li> <li>• like</li> <li>• time</li> <li>• by</li> <li>• my</li> <li>• I</li> <li>• I'm</li> <li>• into</li> <li>• too</li> <li>• don't</li> </ul>	<p>suffixes. High frequency words</p> <ul style="list-style-type: none"> <li>• see</li> <li>• day</li> <li>• very</li> <li>• have</li> <li>• when</li> <li>• out</li> <li>• about</li> <li>• people</li> </ul>
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