



**CYCLE A**

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p><i>The Great Fire of London</i> Non-fiction – Diary (TWS)</p> <p><i>The Bear and the Piano</i> Narrative – adventure (TWS)</p>	<p><i>Strange – poetry – comic poem</i> (TWS)</p> <p><i>If all the World Were</i> Narrative (TWS)</p>	<p><i>On Safari Non-fiction</i> (TWS)</p> <p><i>Last Stop on Market Street</i> Narrative (TWS)</p>	<p><i>George and the Dragon</i> Narrative (TWS)</p> <p><i>Neil Armstrong Non-fiction – recount</i> (TWS)</p>	<p><i>Storm Whale Narrative</i> (TWS)</p> <p><i>Song of the Sea</i> Narrative – Irish myth (TWS)</p>	<p><i>The Queen’s Hat</i> Narrative - adventure (TWS)</p>

**CYCLE B**

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p><i>Pinocchio Narrative – traditional tale</i> (TWS)</p> <p><i>Toys from the Past Non-fiction – report</i> (TWS)</p>	<p><i>Firework Night Poetry</i> (TWS)</p> <p><i>The Christmas Star</i> Narrative (TWS)</p>	<p><i>Plants non-fiction - information</i> (TWS)</p> <p><i>Little Red Riding Hood</i> Narrative – traditional tale (TWS)</p>	<p><i>Seasons Non-fiction</i> (TWS)</p> <p><i>The Owl Who was Afraid of the Dark</i> Narrative (TWS)</p>	<p><i>The Building Boy</i> Narrative – adventure (TWS)</p> <p><i>Grace Darling</i> Non-fiction – biography (TWS)</p>	<p><i>Stardust</i> Narrative (TWS)</p>

Key: TWS – The Write Stuff



Due to the generic nature of the reading comprehension and writing composition objectives in the Year 1/2, they will be taught and consolidated in every unit through the year:

### **READING COMPREHENSION**

Develop pleasure in reading, motivation to read, vocabulary and understanding by listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which he/she can read independently

Develop pleasure in reading, motivation to read, vocabulary and understanding by being encouraged to talk about events in what is read or heard read and link them to his/her own experiences

Retell some of a familiar story/rhyme, when being read to by an adult (one-to-one or in a small group)

Develop pleasure in reading, motivation to read, vocabulary and understanding by joining in with predictable phrases

Develop pleasure in reading, motivation to read, vocabulary and understanding by becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics

Develop pleasure in reading, motivation to read, vocabulary and understanding by learning to appreciate rhymes and poems, and to recite some by heart

Develop pleasure in reading, motivation to read, vocabulary and understanding by discussing word meanings, linking new meanings to those already known & Understand both the books he/she can already read accurately and fluently and those he/she listens to by drawing on what is already known or on background information and vocabulary provided by the teacher (**KEY READING SKILL – ACTIVATING PRIOR KNOWLEDGE**)

Understand both the books he/she can already read accurately and fluently and those he/she listens to by checking that the text makes sense as he/she reads and corrects inaccurate reading (**KEY READING SKILL – CLARIFYING**)

Understand both the books he/she can already read accurately and fluently and those he/she listens to by discussing the significance of the title and events

Understand both the books he/she can already read accurately and fluently and those he/she listens to by making inferences on the basis of what is being said and done & Answer questions in discussion with the teacher and make simple inferences (**KEY READING SKILL – INFERRING**)



Understand both the books he/she can already read accurately and fluently and those he/she listens to by predicting what might happen on the basis of what has been read so far (**KEY READING SKILL – PREDICTING**)

Participate in discussion about what is read to him/her, taking turns and listening to what others say

Explain clearly his/her understanding of what is read to him/her (**KEY READING SKILL – SUMMARISING**)

**& KEY READING SKILL – QUESTIONING**

**WRITING COMPOSITION**

Write sentences by saying out loud what he/she is going to write about, after discussion with the teacher

Write down one of the sentences that he/she has rehearsed

Compose and write sentences independently to convey ideas

Write sentences, sequencing them to form short narratives (real or fictional)

Write sentences by re-reading what he/she has written to check that it makes sense

Discuss what he/she has written with the teacher or other pupils

Read aloud his/her writing clearly enough to be heard by his/her peers and the teacher