

# Year 1 Pathway Autumn 1

Theme/Term	Journeys & exploration Autumn 1			
Planning Sequence/ Spelling Seed Text	 <p><i>Cave Baby</i> Julia Donaldson and Emily Gravett</p>	 <p><i>Naughty Bus</i> Jan Oke and Jerry Oke</p>	 <p><i>ASTRO GIRL</i> Ken Wilson-Max</p>	 <p><i>Sidney Stella and the Moon</i> Emma Yarlett</p>
Length	10+ sessions, 2+ weeks	16 sessions, 3+ weeks	11 sessions, 2+ weeks	11 sessions, 2+ weeks
Outcomes	<b>Narrative retellings</b> Labels and captions, informal letters	<b>Own adventure stories</b> Letters, diaries, sequels, non-chronological reports	<b>Fact files about being astronauts</b> Writing in role, commands, 'how to' guides	<b>Fact files about the moon</b> 'Lost' posters, labels, glossaries

## 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 they can read independently
- Being encouraged to link what they read or hear read to their own experiences
- Recognising and joining in with predictable phrases
- Learning to appreciate rhymes and poems, and to recite some by heart

Understand both the books they can already read accurately and fluently and those they listen to by:

- Drawing on what they already know or on background information and vocabulary provided by the teacher
- Explain clearly their understanding of what is read to them
- Discussing the sequence of events in books and how items of information are related (Y2)
- Becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales (Y2)
- Predicting what might happen on the basis of what has been read so far
- Recognising simple recurring literary language in stories and poetry (Y2)
- Being introduced to non-fiction books that are structured in different ways (Y2)
- Discussing and clarifying the meanings of words, linking new meanings to known vocabulary (Y2)

## Writing Composition

Write sentences by:

- 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
- Discuss what they have written with the teacher or other pupils
- To make simple edits, corrections and improvements (Y2)

Develop positive attitudes towards and stamina for writing by:

- Writing narratives about personal experiences and those of others (real and fictional) (Y2)
- Writing about real events (Y2)
- Writing for different purposes (Y2)
- Writing down ideas and/or key words, including new vocabulary (Y2)
- Evaluating their writing with the teacher and other pupils (Y2)

## Vocabulary, Grammar & Punctuation

- Suffixes that can be added to verbs where no change is needed in the spelling of root words (e.g. helping, helped, helper)
- How words can combine to make sentences
- Joining words and joining clauses using and
- Sequencing sentences to form short narratives
- Separation of words with spaces
- Introduction to capital letters, full stops, question marks and exclamation marks to demarcate sentences
- Expanded noun phrases for description and specification [for example, the blue butterfly, plain flour, the man in the moon]
- Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences
- Commas to separate items in a list
- Subordination (using when, if, that, because) and co-ordination (using or, and, but)
- How the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command
- Apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns [for example, the girl's name]
- Capital letters for names and the personal pronoun

## Spelling Seed Coverage

**Common Exception Words** the, a, do, to, today, was, were, here, there

**Spelling Rules and Patterns** The // or /ə/ sound spelt –al and –el at the end of words, Compound words -tch

**Phonics** ai, oi, ay, oy, a-e, e-e, i-e, o-e, u-e, arm, ee, ea, er, ir, ur