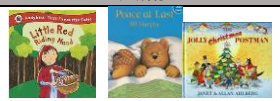
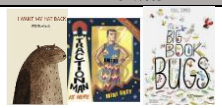
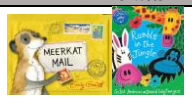
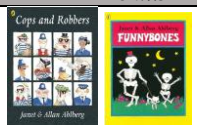
English – Year 1 Programme of study	Autumn Term 1 7wks	Autumn 2 7 wks	Spring Term 1 6 wks	Spring 2 5 wks	Summer Term 1 6 wks	Summer 2 8 weeks
2025/26 / How many times the objective is covered during the half term.	 3 weeks 2 wks 2 wks Author Focus : Judith Kerr & read Mog stories	 Author Focus: Ibtihaj mohammed S.K.Ali & Hatem Aly Learn and recite little red poem* Instructions – jam sandwiches	 Author focus: Nathan Bryon Clean up & read Speak up, Look up	 Author Focus: Giles Andreae - Rumble in the jungle + others + World Book Week *Learn poem	 Author Focus: Alan Alhberg & read Burglar bill	 Author Rachael Bright & jim Field Pandas who promised, Squirrels who squabbled & read Roald Dahl chapter books & others
Reading – word reading read words with contractions [for example, I'm, I'll, we'll], and understand that the apostrophe represents the omitted letter(s)	/ / /	/ / /	/ / /	/ / /	/ / /	/ / /
Reading - comprehension 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	/ / /	/ / /	/ / /	/ / /	/ / /	/ / /
drawing on what they already know or on background information and vocabulary provided by the teacher	/ / /	/ / /	/ / /	/ / /	/ / /	/ / /
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	/ / /	/ / /	/ / /	/ / /	/ / /	/ / /