



SUBJECT: ENGLISH

YEAR: ONE

PART: THREE

STEP: TWENTY-FIVE

LESSON	TOPIC	OBJECTIVES
1	Instructions: Pigeon Books	<p>To blend to read a word.</p> <p>To split to spell a word.</p> <p>To know the sound a letter or group of letters makes.</p> <p>To read aloud independently from simple books.</p> <p>To begin to use the voice to add expression when reading aloud.</p> <p>To listen and respond appropriately.</p> <p>To use spoken language to develop understanding through imaging and exploring ideas.</p> <p>To say aloud what they are going to write about.</p> <p>To compose a sentence orally before writing.</p> <p>To show awareness that texts for different purposes look different, e.g. use of photographs, diagrams.</p>
2	Instructions: Pigeon Books	<p>To use phonics as the main method of tackling unfamiliar words.</p> <p>To learn different ways in which vowels can be pronounced.</p> <p>To know alternative spellings for some sounds.</p> <p>To read labels, lists and captions to find information.</p>



		<p>To enjoy reading and listening to a range of books, drawing on background information and vocabulary provided.</p> <p>To share likes and dislikes in response to a poem or story.</p> <p>To build reading stamina by reading for longer.</p> <p>To make inferences.</p> <p>To listen and respond appropriately.</p> <p>To use spoken language to develop understanding through imaging and exploring ideas.</p> <p>To say aloud what they are going to write about.</p> <p>To compose a sentence orally before writing.</p> <p>To punctuate sentences correctly, using a full stop and starting them with a capital letter.</p>
3	Instructions: Pigeon Books	<p>To blend to read a word.</p> <p>To split to spell a word.</p> <p>To know the sound a letter or group of letters makes.</p> <p>To read aloud independently from simple books.</p> <p>To begin to use the voice to add expression when reading aloud.</p> <p>To make inferences.</p> <p>To listen and respond appropriately.</p> <p>To use spoken language to develop understanding through imagining and exploring ideas.</p> <p>To say aloud what they are going to write about.</p> <p>To compose a sentence orally before writing.</p>



		<p>To punctuate sentences correctly, using a full stop and starting them with a capital letter.</p>
4	Instructions: Pigeon Books	<p>To blend to read a word.</p> <p>To split to spell a word.</p> <p>To know the sound a letter or group of letters makes.</p> <p>To read aloud independently from simple books.</p> <p>To begin to use the voice to add expression when reading aloud.</p> <p>To use spoken language to develop understanding through imagining and exploring ideas.</p> <p>To say aloud what they are going to write about.</p> <p>To compose a sentence orally before writing.</p> <p>To punctuate sentences correctly, using a full stop and starting them with a capital letter.</p>
5	Instructions: Pigeon Books	<p>To blend to read a word. To split to spell a word. To know the sound a letter or group of letters makes.</p> <p>To read aloud independently from simple books.</p> <p>To begin to use the voice to add expression when reading aloud.</p> <p>To read books with increased pace.</p> <p>To build reading stamina by reading for longer.</p> <p>To compose a sentence orally before writing it.</p>

		<p>To say aloud what they are going to write about.</p> <p>To compose a sentence orally before writing.</p> <p>To punctuate sentences correctly, using a full stop and starting them with a capital letter.</p>
--	--	---



SUBJECT: ENGLISH

YEAR: ONE

PART: THREE

STEP: TWENTY-SIX

LESSON	TOPIC	OBJECTIVES
1	Instructions: Pigeon Books	<p>To blend to read a word. To split to spell a word. To know the sound a letter or group of letters makes.</p> <p>To read aloud independently from simple books.</p> <p>To begin to use the voice to add expression when reading aloud.</p> <p>To read books with increased pace.</p> <p>To build reading stamina by reading for longer.</p> <p>To compose a sentence orally before writing it.</p> <p>To use phonic knowledge and skills as the route to decode words.</p> <p>To read aloud accurately.</p>
2	Instructions: Pigeon Books	<p>To blend to read a word.</p> <p>To split to spell a word.</p> <p>To know the sound a letter or group of letters makes.</p> <p>To read labels, lists and captions to find information.</p> <p>To enjoy reading and listening to a range of books, drawing on background information and vocabulary provided.</p> <p>To read books with increased pace.</p> <p>To build reading stamina by reading for longer.</p>



		<p>To draw on what they already know or on background information and vocabulary.</p> <p>To check that the text makes sense to them as they read.</p> <p>To use phonic knowledge and skills as the route to decode words.</p> <p>To read aloud accurately.</p>
3	Instructions: Pigeon Books	<p>To blend to read a word.</p> <p>To split to spell a word.</p> <p>To know the sound a letter or group of letters makes.</p> <p>To read labels, lists and captions to find information.</p> <p>To enjoy reading and listening to a range of books, drawing on background information and vocabulary provided.</p> <p>To read books with increased pace.</p> <p>To build reading stamina by reading for longer.</p>
4	Instructions: Pigeon Books	<p>To blend to read a word.</p> <p>To split to spell a word.</p> <p>To know the sound a letter or group of letters makes.</p> <p>To read aloud independently from simple books.</p> <p>To read labels, lists and captions to find information.</p> <p>To enjoy reading and listening to a range of books, drawing on background information and vocabulary provided.</p> <p>To read books with increased pace.</p> <p>To build reading stamina by reading for longer.</p>



		<p>To link what they read or hear read to their own experiences.</p> <p>To leave spaces between words and to punctuate sentences using a capital letter and a full stop.</p> <p>To compose a sentence orally before writing it.</p> <p>To re-read what they have written to check that it makes sense.</p>
5	Instructions: Pigeon Books	<p>To blend to read a word.</p> <p>To split to spell a word.</p> <p>To know the sound a letter or group of letters makes.</p> <p>To read aloud independently from simple books.</p> <p>To read labels, lists and captions to find information.</p> <p>To enjoy reading and listening to a range of books, drawing on background information and vocabulary provided.</p> <p>To read books with increased pace.</p> <p>To build reading stamina by reading for longer.</p> <p>To link what they read or hear read to their own experiences.</p> <p>To leave spaces between words and to punctuate sentences using a capital letter and a full stop.</p> <p>To compose a sentence orally before writing it.</p> <p>To re-read what they have written to check that it makes sense.</p>



SUBJECT: ENGLISH

YEAR: ONE

PART: THREE

STEP: TWENTY-SEVEN

LESSON	TOPIC	OBJECTIVES
1	Instructions: Pigeon Books	<p>To link what they read or hear read to their own experiences.</p> <p>To leave spaces between words and punctuate sentences using a capital letter and a full stop.</p> <p>To compose a sentence orally before writing it.</p> <p>To re-read what they have written to check that it makes sense.</p> <p>To blend to read a word.</p> <p>To split to spell a word.</p> <p>To know the sound a letter or group of letters makes.</p> <p>To read aloud independently from simple books.</p> <p>To begin to use the voice to add expression when reading aloud.</p> <p>To read books with increased pace.</p> <p>To build reading stamina by reading for longer.</p>
2	Instructions: Pigeon Books	<p>To blend to read a word.</p> <p>To split to spell a word.</p> <p>To know the sound a letter or group of letters makes.</p> <p>To read aloud independently from simple books.</p> <p>To begin to use the voice to add expression when reading aloud.</p> <p>To read books with increased pace.</p>



		<p>To build reading stamina by reading for longer.</p> <p>To link what they read or hear read to their own experiences.</p> <p>To leave spaces between words and punctuate sentences using a capital letter and a full stop.</p> <p>To compose a sentence orally before writing it.</p> <p>To re-read what they have written to check that it makes sense.</p>
3	Instructions: Pigeon Books	<p>To blend to read a word.</p> <p>To split to spell a word.</p> <p>To know the sound a letter or group of letters makes.</p> <p>To read aloud independently from simple books.</p> <p>To begin to use the voice to add expression when reading aloud.</p> <p>To read books with increased pace.</p> <p>To build reading stamina by reading for longer.</p> <p>To link what they read or hear read to their own experiences.</p> <p>To leave spaces between words and punctuate sentences using a capital letter and a full stop.</p> <p>To compose a sentence orally before writing it.</p> <p>To re-read what they have written to check that it makes sense.</p>
4	Instructions: Pigeon Books	<p>To blend to read a word.</p> <p>To split to spell a word.</p> <p>To know the sound a letter or group of letters makes.</p> <p>To read aloud independently from simple books.</p>



		<p>To anticipate what happens next in a story.</p> <p>To talk about events in a story and make simple inferences about character to show understanding.</p> <p>To read books with increased pace.</p> <p>To build reading stamina by reading for longer.</p> <p>To link what they read or hear read to their own experiences.</p> <p>To leave spaces between words and punctuate sentences using a capital letter and a full stop.</p> <p>To compose a sentence orally before writing it.</p> <p>To re-read what they have written to check that it makes sense.</p>
5	Instructions: Pigeon Books	<p>To speak audibly and fluently.</p> <p>To participate in presentations.</p> <p>To gain, maintain and monitor the interest of the listener(s).</p> <p>To read aloud their writing clearly enough to be heard.</p>



SUBJECT: ENGLISH

YEAR: ONE

PART: THREE

STEP: TWENTY-EIGHT

LESSON	TOPIC	OBJECTIVES
1	Storytelling - The Three Little Pigs	<p>To speak audibly and fluently with an increasing command of Standard English.</p> <p>To participate in discussions, presentations, performances, role play, improvisations and debates. To gain, maintain and monitor the interest of the listener(s).</p> <p>To anticipate what happens next in a story.</p> <p>To blend to read a word.</p> <p>To split to spell a word.</p> <p>To know the sound a letter or group of letters makes.</p> <p>To read aloud independently from simple books.</p> <p>To read labels, lists and captions to find information.</p> <p>To enjoy reading and listening to a range of books, drawing on background information and vocabulary provided. To read books with increased pace. To build reading stamina by reading for longer.</p>
2	Storytelling - The Three Little Pigs	<p>To speak audibly and fluently with an increasing command of Standard English.</p> <p>To participate in discussions, presentations, performances, role play, improvisations and debates. To gain, maintain and monitor the interest of the listener(s).</p>



		<p>To anticipate what happens next in a story.</p> <p>To pause at full stops when reading.</p> <p>To blend to read a word.</p> <p>To split to spell a word.</p> <p>To know the sound a letter or group of letters makes.</p> <p>To read aloud independently from simple books.</p> <p>To read labels, lists and captions to find information.</p> <p>To enjoy reading and listening to a range of books, drawing on background information and vocabulary provided.</p> <p>To read books with increased pace.</p> <p>To build reading stamina by reading for longer.</p>
3	Storytelling - The Three Little Pigs	<p>To speak audibly and fluently with an increasing command of Standard English.</p> <p>To participate in discussions, presentations, performances, role play, improvisations and debates. To gain, maintain and monitor the interest of the listener(s).</p> <p>To anticipate what happens next in a story.</p> <p>To pause at full stops when reading.</p> <p>To blend to read a word.</p> <p>To split to spell a word.</p> <p>To know the sound a letter or group of letters makes.</p> <p>To read aloud independently from simple books.</p> <p>To begin to use the voice to add expression when reading aloud.</p>



		<p>To read books with increased pace.</p>
4	Storytelling - The Three Little Pigs	<p>To speak audibly and fluently with an increasing command of Standard English.</p> <p>To participate in discussions, presentations, performances, role play, improvisations and debates. To gain, maintain and monitor the interest of the listener(s).</p> <p>To anticipate what happens next in a story.</p> <p>To pause at full stops when reading.</p> <p>To blend to read a word.</p> <p>To split to spell a word.</p> <p>To know the sound a letter or group of letters makes.</p> <p>To read aloud independently from simple books.</p> <p>To begin to use the voice to add expression when reading aloud.</p> <p>To read books with increased pace.</p>
5	Storytelling - The Three Little Pigs	<p>To blend to read a word.</p> <p>To split to spell a word.</p> <p>To know the sound a letter or group of letters makes.</p> <p>To read aloud independently from simple books.</p> <p>To begin to use the voice to add expression when reading aloud.</p> <p>To read books with increased pace.</p> <p>To build reading stamina by reading for longer.</p>



SUBJECT: ENGLISH

YEAR: ONE

PART: THREE

STEP: TWENTY-NINE

LESSON	TOPIC	OBJECTIVES
1	Storytelling - The Three Little Pigs	<p>To speak audibly and fluently with an increasing command of Standard English.</p> <p>To participate in discussions, presentations, performances, role play, improvisations and debates. To gain, maintain and monitor the interest of the listener(s).</p> <p>To anticipate what happens next in a story.</p> <p>To say out loud what they are going to write about.</p> <p>To compose a sentence orally before writing it.</p> <p>To blend to read a word.</p> <p>To split to spell a word.</p> <p>To know the sound a letter or group of letters makes.</p> <p>To read aloud independently from simple books.</p> <p>To read books with increased pace.</p> <p>To build reading stamina by reading for longer.</p>
2	Storytelling - The Three Little Pigs	<p>To blend to read a word.</p> <p>To split to spell a word.</p> <p>To know the sound a letter or group of letters makes.</p> <p>To read aloud independently from simple books.</p> <p>To read books with increased pace.</p>



		<p>To build reading stamina by reading for longer.</p> <p>To read increasingly challenging texts with a good level of accuracy.</p> <p>To develop their understanding by applying phonic knowledge.</p> <p>To respond speedily with the correct sound to graphemes.</p> <p>To learn how to use subordination (using 'when', 'if', 'that', or 'because').</p>
3	Storytelling - The Three Little Pigs	<p>To speak audibly and fluently with an increasing command of Standard English.</p> <p>To participate in discussions, presentations, performances, role play, improvisations and debates. To gain, maintain and monitor the interest of the listener(s).</p> <p>To anticipate what happens next in a story.</p> <p>To say out loud what they are going to write about.</p> <p>To compose a sentence orally before writing it.</p> <p>To blend to read a word.</p> <p>To split to spell a word.</p> <p>To know the sound a letter or group of letters makes.</p> <p>To read aloud independently from simple books.</p> <p>To read books with increased pace.</p> <p>To build reading stamina by reading for longer.</p> <p>To read increasingly challenging texts with a good level of accuracy.</p>



4	Storytelling - The Three Little Pigs	<p>To speak audibly and fluently with an increasing command of Standard English.</p> <p>To participate in discussions, presentations, performances, role play, improvisations and debates. To gain, maintain and monitor the interest of the listener(s).</p> <p>To anticipate what happens next in a story.</p> <p>To say out loud what they are going to write about.</p> <p>To compose a sentence orally before writing it.</p> <p>To blend to read a word.</p> <p>To split to spell a word.</p> <p>To know the sound a letter or group of letters makes.</p> <p>To read aloud independently from simple books.</p> <p>To begin to use the voice to add expression when reading aloud.</p> <p>To read books with increased pace.</p> <p>To build reading stamina by reading for longer.</p>
5	Storytelling - The Three Little Pigs	<p>To develop their understanding by applying phonic knowledge.</p> <p>To respond speedily with the correct sound to graphemes.</p> <p>To learn how to use subordination (using 'when', 'if', 'that', or 'because').</p>



SUBJECT: ENGLISH

YEAR: ONE

PART: THREE

STEP: THIRTY

LESSON	TOPIC	OBJECTIVES
1	Storytelling - The Three Little Pigs	<p>To speak audibly and fluently with an increasing command of Standard English.</p> <p>To participate in discussions, presentations, performances, role play, improvisations and debates. To gain, maintain and monitor the interest of the listener(s).</p> <p>To anticipate what happens next in a story.</p> <p>To say out loud what they are going to write about.</p> <p>To compose a sentence orally before writing it.</p> <p>To blend to read a word.</p> <p>To split to spell a word.</p> <p>To know the sound a letter or group of letters makes.</p> <p>To read aloud independently from simple books.</p> <p>To anticipate what happens next in a story.</p> <p>To talk about events in a story and make simple inferences about character to show understanding.</p> <p>To share likes and dislikes in response to a story.</p> <p>To read books with increased pace.</p> <p>To build reading stamina by reading for longer.</p> <p>To read increasingly challenging texts with a good level of accuracy.</p>



<p>2</p>	<p>Storytelling - The Three Little Pigs</p>	<p>To consider and evaluate different viewpoints.</p> <p>To say out loud what they are going to write about.</p> <p>To compose a sentence orally before writing it.</p> <p>To blend to read a word.</p> <p>To split to spell a word.</p> <p>To know the sound a letter or group of letters makes.</p> <p>To read aloud independently from simple books.</p> <p>To anticipate what happens next in a story.</p> <p>To talk about events in a story and make simple inferences about character to show understanding.</p> <p>To share likes and dislikes in response to a story.</p> <p>To read books with increased pace.</p> <p>To build reading stamina by reading for longer.</p> <p>To read increasingly challenging texts with a good level of accuracy.</p>
<p>3</p>	<p>Storytelling -: The Three Little Pigs</p>	<p>To consider and evaluate different viewpoints.</p> <p>To say out loud what they are going to write about.</p> <p>To compose a sentence orally before writing it.</p> <p>To blend to read a word.</p> <p>To split to spell a word.</p> <p>To know the sound a letter or group of letters makes.</p> <p>To read aloud independently from simple books.</p>



		<p>To read labels, lists and captions to find information.</p> <p>To enjoy reading and listening to a range of books, drawing on background information and vocabulary provided.</p> <p>To read books with increased pace.</p> <p>To build reading stamina by reading for longer.</p> <p>To read increasingly challenging texts with a good level of accuracy.</p>
4	Storytelling - The Three Little Pigs	<p>To consider and evaluate different viewpoints.</p> <p>To say out loud what they are going to write about.</p> <p>To compose a sentence orally before writing it.</p>
5	Storytelling - The Three Little Pigs	<p>To say out loud what they are going to write about.</p> <p>To compose a sentence orally before writing it.</p> <p>To sequence sentences to form short narratives.</p>



SUBJECT: ENGLISH

YEAR: ONE

PART: THREE

STEP: THIRTY-ONE

LESSON	TOPIC	OBJECTIVES
1	Humorous Poems	<p>To give well-structured descriptions and explanations.</p> <p>To listen to and discuss poems, linking what they read or hear read to their own experiences.</p> <p>To read along accurately books that are consistent with the child's developing phonic knowledge and that do not require them to use other strategies to work out words.</p> <p>To learn to appreciate rhymes and poems.</p>
2	Humorous Poems	<p>To use spoken language to develop understanding.</p> <p>To give well-structured descriptions.</p>
3	Humorous Poems	<p>To articulate and justify answers, arguments and opinions.</p> <p>To learn to appreciate rhymes and poems, and to recite some by heart.</p>
4	Poems that Play with Sounds	<p>To apply phonic knowledge and skills as the route to decode words.</p> <p>To listen to and discuss a wide range of poems.</p>
5	Poems that Play with Sounds	<p>To listen to and discuss a wide range of poems.</p> <p>To learn to appreciate rhymes and poems, and to recite some by heart.</p>



SUBJECT: ENGLISH

YEAR: ONE

PART: THREE

STEP: THIRTY-TWO

LESSON	TOPIC	OBJECTIVES
1	Poems that Play with Words	To apply phonic knowledge and skills as the route to decode words. To read accurately by blending sounds in unfamiliar words.
2	Nature Poems	To participate in a performance, gaining, maintaining and monitoring the interest of the listeners.
3	Nature Poems	To draw on what we already know, thinking more deeply about the meaning of vocabulary.
4	Nature Poems	To draw on what we already know, thinking more deeply about the meaning of vocabulary.
5	Nature Poems	To draw on what we already know, thinking more deeply about the meaning of vocabulary.



SUBJECT: ENGLISH

YEAR: ONE

PART: THREE

STEP: THIRTY-THREE

LESSON	TOPIC	OBJECTIVES
1	Nature Poems	To explain clearly their understanding of what is read to them. To re-read texts to build up their fluency and confidence.
2	Nature Poems	To listen to and discuss a wide range of poems. To participate in discussion about what is read to them.
3	Poetry: Rhyme	To learn to appreciate rhymes and poems, To draw on what they already know or on background information and vocabulary.
4	Poetry: Rhyme	To learn to appreciate rhymes and poems, To draw on what they already know or on background information and vocabulary.
5	Poetry: Rhyme	To perform poetry to an audience.



SUBJECT: ENGLISH

YEAR: ONE

PART: THREE

STEP: THIRTY-FOUR

LESSON	TOPIC	OBJECTIVES
1	Superheroes	<p>To blend to read a word.</p> <p>To split to spell a word.</p> <p>To know the sound a letter or group of letters makes.</p> <p>To maintain attention and participate in collaborative conversations.</p> <p>To say aloud what they are going to write about.</p> <p>To compose a sentence orally before writing it.</p>
2	Superheroes	<p>To blend to read a word.</p> <p>To split to spell a word.</p> <p>To know the sound a letter or group of letters makes.</p> <p>To give well-structured descriptions.</p> <p>To say aloud what they are going to write about.</p> <p>To compose a sentence orally before writing it.</p>
3	Superheroes	<p>To blend to read a word.</p> <p>To split to spell a word.</p> <p>To know the sound a letter or group of letters makes.</p> <p>To read aloud independently from simple books.</p> <p>To enjoy reading and listening to a range of books, drawing on background information and vocabulary provided.</p>



		<p>To anticipate what happens next in a story.</p> <p>To talk about events in a story and make simple inferences about character to show understanding.</p> <p>To sit correctly at a table, holding a pencil correctly.</p> <p>To say aloud what they are going to write about.</p> <p>To compose a sentence orally before writing it.</p> <p>To learn to use regular plural noun suffixes.</p>
4	Reading - Superheroes	<p>To blend to read a word.</p> <p>To split to spell a word.</p> <p>To know the sound a letter or group of letters makes.</p> <p>To read aloud independently from simple books.</p> <p>To enjoy reading and listening to a range of books, drawing on background information and vocabulary provided.</p> <p>To learn to add suffixes to verbs where no change is needed in the spelling of root words.</p> <p>To join words and clauses using 'and'.</p> <p>To speak aloud what they are going to write about.</p> <p>To compose a sentence orally before writing it.</p>
5	Superheroes	<p>To blend to read a word.</p> <p>To split to spell a word.</p> <p>To know the sound a letter or group of letters makes.</p> <p>To read aloud independently from simple books.</p>



		<p>To begin to use the voice to add expression when reading aloud.</p> <p>To enjoy reading and listening to a range of books, drawing on background information and vocabulary provided.</p> <p>To talk about events in a story and make simple inferences about character to show understanding.</p> <p>To spell using '-ing', '-ed', '-er' and '-est' where no change is needed in the spelling of root words.</p> <p>To speak aloud what they are going to write about.</p> <p>To compose a sentence orally before writing it.</p>
--	--	---



SUBJECT: ENGLISH

YEAR: ONE

PART: THREE

STEP: THIRTY-FIVE

LESSON	TOPIC	OBJECTIVES
1	Superheroes	<p>To blend to read a word.</p> <p>To split to spell a word.</p> <p>To know the sound a letter or group of letters makes.</p> <p>To read aloud independently from simple books.</p> <p>To begin to use the voice to add expression when reading aloud.</p> <p>To build reading stamina by reading for longer.</p> <p>To read increasingly challenging texts with a good level of accuracy.</p> <p>To apply phonic knowledge to decode words.</p> <p>To read aloud accurately books consistent with their phonic knowledge.</p> <p>To talk about significant aspects of a story's language.</p> <p>To recognise story elements (beginning, middle and end).</p>
2	Superheroes	<p>To blend to read a word.</p> <p>To begin to use the voice to add expression when reading aloud.</p> <p>To anticipate what happens next in a story.</p> <p>To talk about events in a story and make simple inferences about character to show understanding.</p>



		<p>To read books with increased pace.</p> <p>To read increasingly challenging texts with a good level of accuracy.</p> <p>To apply phonic knowledge to decode words.</p> <p>To read aloud accurately books consistent with their phonic knowledge.</p> <p>To talk about significant aspects of a story's language.</p> <p>To recognise story elements (beginning, middle and end).</p>
3	Superheroes	<p>To blend to read a word.</p> <p>To split to spell a word.</p> <p>To know the sound a letter or group of letters makes.</p> <p>To read aloud independently from simple books.</p> <p>To begin to use the voice to add expression when reading aloud.</p> <p>To read increasingly challenging texts with a good level of accuracy.</p> <p>To say out loud what they are going to write about.</p> <p>To compose a sentence orally before writing it.</p> <p>To re-read what they have written to make sure it makes sense.</p>
4	Superheroes	<p>To blend to read a word.</p> <p>To split to spell a word.</p> <p>To know the sound a letter or group of letters makes.</p>



		<p>To read aloud independently from simple books.</p> <p>To begin to use the voice to add expression when reading aloud.</p> <p>To build reading stamina by reading for longer.</p> <p>To read increasingly challenging texts with a good level of accuracy.</p> <p>To use spoken language to develop understanding.</p> <p>To name the letters of the alphabet in order.</p> <p>To compose a sentence orally before writing it.</p> <p>To re-read what they have written to make sure it makes sense.</p>
5	Superheroes	<p>To blend to read a word.</p> <p>To split to spell a word.</p> <p>To know the sound a letter or group of letters makes.</p> <p>To read aloud independently from simple books.</p> <p>To begin to use the voice to add expression when reading aloud.</p> <p>To read increasingly challenging texts with a good level of accuracy.</p> <p>To begin to punctuate using a capital letter.</p> <p>To use a capital letter for names of people.</p>



SUBJECT: ENGLISH

YEAR: ONE

PART: THREE

STEP: THIRTY-SIX

LESSON	TOPIC	OBJECTIVES
1	Superheroes	<p>To blend to read a word.</p> <p>To split to spell a word.</p> <p>To know the sound a letter or group of letters makes.</p> <p>To read aloud independently from simple books.</p> <p>To read labels, lists and captions to find information.</p> <p>To enjoy reading and listening to a range of books, drawing on background information and vocabulary provided.</p> <p>To read books with increased pace.</p> <p>To build reading stamina by reading for longer.</p> <p>To read increasingly challenging texts with a good level of accuracy.</p> <p>To use spoken language to develop understanding through imaging and exploring ideas.</p> <p>To spell verb forms ending in '-ing'.</p> <p>To apply simple spelling rules and guidance.</p>
2	Superheroes	<p>To blend to read a word.</p> <p>To split to spell a word.</p> <p>To know the sound a letter or group of letters makes.</p> <p>To read aloud independently from simple books.</p>



		<p>To read labels, lists and captions to find information.</p> <p>To begin to read and follow simple instructions.</p> <p>To use spoken language to develop understanding through imagining and exploring ideas</p> <p>To ask questions to extend understanding.</p> <p>To say out loud what they are going to write about.</p> <p>To compose a sentence orally before writing it.</p> <p>To sequence sentences to form short narratives.</p>
3	Superheroes	<p>To blend to read a word.</p> <p>To split to spell a word.</p> <p>To know the sound a letter or group of letters makes.</p> <p>To read aloud independently from simple books.</p> <p>To read labels, lists and captions to find information.</p> <p>To use spoken language to develop understanding through imaging and exploring ideas.</p> <p>To ask questions to extend understanding.</p> <p>To say out loud what they are going to write about.</p> <p>To compose a sentence orally before writing it.</p> <p>To sequence sentences to form short narratives.</p> <p>To learn to punctuate sentences, using question marks, exclamation marks and a full stop.</p>



4	Superheroes	<p>To blend to read a word.</p> <p>To split to spell a word.</p> <p>To know the sound a letter or group of letters makes.</p> <p>To read aloud independently from simple books.</p> <p>To begin to use the voice to add expression when reading aloud.</p> <p>To read books with increased pace.</p> <p>To build reading stamina by reading for longer.</p> <p>To read increasingly challenging texts with a good level of accuracy.</p> <p>To ask questions to extend understanding.</p> <p>To say out loud what they are going to write about.</p> <p>To compose a sentence orally before writing it.</p> <p>To sequence sentences to form short narratives.</p> <p>To learn to punctuate sentences, using question marks, exclamation marks and a full stop.</p>
5	Superheroes	<p>To ask questions to extend understanding.</p> <p>To re-read what they have written to check that it makes sense.</p> <p>To compose a sentence orally before writing it.</p> <p>To sequence sentences to form short narratives.</p> <p>To learn to punctuate sentences, using question marks, exclamation marks and a full stop.</p>