



Success for All 



Key Stage 1 Reading Meeting

Cavendish Primary School
24th September 2025





The Year 1 day

	8:40 - 9:00	9:00-9:40	9:40-10:30	10:30 - 10:45	10:45-11:45	11:45-12:45	12:45-1:00	1:00-2:00	2:00-2:15	2:15-2:35	2:35-3:00	3:00 - 3:10
Mon	Morning Work/ /Registration/Meal Choice/	Assembly 9:00-9:25	SFA Phonics & Reading					PSHE		PSHE		Home Time/Story/Collective Worship
		English						Music		Music		
		English						Assembly 2:35-3:00		Indoor Provision		
		English						RE		Assembly 2:35-3:00		
		P.E						Reading books				
Tues		Handwriting	English	Handwriting	Maths	Maths	Maths	Maths	BREAK			
Weds		Handwriting	English	Handwriting	Maths	Maths	Maths	Maths	BREAK			
Thurs		Handwriting	English	Handwriting	Maths	Maths	Maths	Maths	BREAK			
Fri		Handwriting	English	Handwriting	Maths	Maths	Maths	Maths	BREAK			

Year 1 Curriculum Overview

Year 1 Curriculum Overview

20

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
English	Lost and Found Fiction - Adventure Story	Nibbles: the Book Monster Recount - Diary	The Lion Inside Fiction - Journey	The Curious Case of the Missing Mammoth Fiction - Adventure	Toys in Space Fiction - Fantasy	Goldilocks and Just the One Bear Fiction - Traditional Tale
Maths	Number and Place Value Addition and Subtraction Geometry - Shape	Addition and Subtraction Measurement - Length/Height Multiplication and Division	Number and Place Value Measurement - Money Addition and Subtraction	Geometry - Position and Direction Multiplication and Division Measurement - Mass and Time	Number and Place value Addition and Subtraction Geometry - Shape	Measurement - Volume, Capacity, Length and Height Multiplication and Division
Science	What are bodies and what can they do? Do living things stay the same?		What are things made from? Do living things stay the same?		What is alive? Do living things stay the same?	
Geography			All Around Me	UK and European Weather		The Four Seasons
History	Toys over Time				Transport and Travel	
Art		Drawing: Make Your Mark		Painting & Mixed Media: Colour Splash		Craft & Design: Woven Wonders
DT	Food: Fruit & Vegetables		Textiles: Puppets		Structures: Windmills	
Music	Ourselves Number	Animals Weather	Machines Seasons	Our School Pattern	Storytime Our Bodies	Travel Water
Spanish	N/A					
Computing	We Are Treasure Hunters	We Are Publishers	We Are Publishers	We Are Rhythmic	We are Digital Artists	
PE	Sending & Receiving Fundamental Movement Skills	Gymnastics (1AM/1CK) Dance (I) /invasion	Yoga Target games	Ball Skills Dance (I) /gymnastics (1SH) Skirting & Fielding (1CK)	OAA Teambuilding Net & Wall Tennis	Skirting & Fielding - Cricket 1SH & 1AM Dance Activities
Religion & Beliefs	Who is a Christian and what do they believe?	What makes some places sacred?	How and why do we celebrate special and sacred times?		What does it mean to belong to a faith?	
Relationships, Health & Wellbeing	Jigsaw: Being me in my World Making everyone feel welcome, Rights, Rewards, Consequences	Jigsaw: Celebrating Difference Similarities, Differences, Bullying, Making Friends	Jigsaw: Dreams and Goals Success, Strengths, Teamwork	Jigsaw: Healthy Me Healthy Eating, Cleanliness, Road Safety, Medicine	Jigsaw: Relationships Family Members, Making Friends, Greetings, Loving Myself	Jigsaw: Changing Me Life Cycles, Babies to Me Now, Boys' and Girls' Bodies
Learning Events			1CK Class Assembly	1SM Class Assembly	1LB Class Assembly / Mad Science	
Trips / Visitors	local church - RE	Pantomime/ Animal Visit	Puppet show- DT		History- Transport Museum	

The Year 2 day

		8:40 – 8:50	8:50 – 9:30	9:30- 10:30		10:30- 10:45	10:45-11:45	<u>11:45 – 12:45</u>	12:45 – 1:00	1:00-2:00	2:00- 2:15	2:15 – 2:35	2:35 – 3:05	3:00- 3:10
Mon	Morning work/Registration/M meal Choice	Assembly 10.10-10.30	SFA Reading & Spelling	Maths	SFA	BREAK	English	LUNCH	Meditation & handwriting	R.E.	BREAK	PE 2.15-3.10		Home time/story/collective worship
Tues				Maths	PE		Science			Science				
Weds				English	Maths		DT/Art			DT/Art		Assembly		
Thurs				English	Maths		PSHE			Music		Computing		
Fri				English	Maths		History/Geography			History/ Geography		Assembly		

Year 2 Curriculum Overview

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1 SATS	Summer 2
English	Troll Swap by Leigh Hodgkinson Fiction: write a story with focus on characters	The Owl Who Was Afraid of The Dark by Jill Tomlinson Non-chronological report: write a fact sheet about owls	Dragon Machine by Helen Ward Fiction: write an adventure story with change of character and machine	Major Glad, Major Dizzy by Jan Oke Recount: write a diary entry of historical events from Major Glad's point of view	The Last Wolf by Mini Grey Letter: write a letter in role as the character persuading to save the trees	Grandad's Secret Giant by David Litchfield Fiction: write a story with a moral focus
Maths	Number and Place Value - 2 weeks Addition and Subtraction - 2 weeks Multiplication and Division - 2 weeks	Addition and Subtraction (x2 weeks) Fractions (x2 weeks) Addition and Subtraction (x2 weeks) Measurement- non-standard unit (x2 weeks)	Number and Place Value (x1 week) Addition and Subtraction (x2 weeks) Measurement-money (x1 week) Statistics (x1 week) Consolidation (1 week)	Multiplication and Division (x2 weeks) Fractions (x2 weeks) Geometry and the properties of shape (x1 week) Consolidation (1 week)	Number and Place Value (x1 week) Measurement - time (x1 week) Addition and Subtraction (x1 weeks) Multiplication and Division (x1 week)	Geometry - position and direction (x1 week) Statistics (x1 week) Fractions (x1 weeks) Addition and Subtraction (x2 weeks) Multiplication and Division (x2 weeks)
Science	How can Living Things Stay Healthy? Healthy body, healthy mind	How do we Choose Materials for a Purpose? Uses of Everyday Materials Bend, Twist squash		How can Living Things Stay Healthy? Animals Including Humans	What do living things need to survive? Living things and their habitats	What do living things need to survive? Plants/growing plants
Geography	Manchester-What makes a city? Children visit their local city centre. What makes it a city? Compare Manchester to home and notice the similar and different physical and human features of cities and towns		The Lake District How is it different to home? Children develop their understanding of The UK's physical features. Lake District visit		Over the Sea and Far Away Children study a non-European city (Sydney) which contrasts home. They look at landmarks, weather patterns and compare it to home.	
History		The Great Fire of London – How did the Great Fire affect the people of London?		Kings and Queens – Who was the most powerful British Monarch?		Significant People – How did these significant people make a difference?
Art	Drawing – Tell a Story		Painting and Mixed Media: Life in Colour		Sculpture and 3D: Making clay houses	
DT		Structures – Baby Bear's Chair		Mechanisms: Ferris Wheels		Mechanisms: Making a moving monster
Music	Ourselves - Musical focus: Exploring sounds Toys - Musical focus: Beat	Our Land - Musical focus: Exploring sounds Our Bodies - Musical focus: Beat	Animals – Musical Focus: Pitch Number – Musical Focus: Beat	Storytime – Musical Focus: Exploring sounds Seasons – Musical Focus: Pitch	Weather - Musical Focus: Exploring sounds Pattern - Musical Focus: Beat	Water - Musical Focus: Pitch Travel – Musical Focus: Performance
Computing	Computing Systems and Networks 1: What is a computer? Online Safety: What happens when I post online?	Programming 1: Algorithms and Debugging Creating Media: Stop Motion	Computing Systems and Networks 2: Word Processing Online Safety: How do I keep my things safe online?	Programming 2: Scratch Jr Online Safety: It's my choice	Data Handling: International Space Station	Programming 2: MakeCode Online Safety: Is it true?
PE	Fitness building on agility, balance, coordination, speed, stamina and strength along with skipping skills Fundamentals building on running at different speeds, hopping, skipping, jumping and agility skills	Yoga building on breathing, balancing, flexibility and strength and linking movements together to create a yoga flow Invasion – basketball and football activities that build on fundamental skills along with dribbling, throwing.	Gymnastics Building on travelling movements, shapes, balances and rolls and creating sequences to perform Dance accurately copy, link and repeat a sequence of actions using shape, balance and coordination	Striking and Fielding – Cricket building on throwing, catching, batting, bowling and tracking a ball in a cricket setting Ball developing dribbling, rolling, throwing, tracking and catching a ball with increasing accuracy and control	Target Games Developing under arm and over arm throwing with technique and striking a ball with equipment with some consistency OAA / Teambuilding Building on travelling actions, balancing and jumping along with team work and decision making skills	Net and Wall –Tennis Bat and ball skills building on throwing, catching, hitting and tracking a ball and developing the ready position Athletics Building on running at speed and jumping and throwing for
Religion & Beliefs	Who is Muslim and what do they believe?		Who is Jewish and what do they believe?	What can we learn from sacred books?		How should we care for the community and why does it matter?
Relationships, Health & Wellbeing	Jigsaw: Being me in my World Rights, Rewards, Consequences	Jigsaw: Celebrating Difference Gender: boys and girls	Jigsaw: Dreams and Goals Success, Strengths, Teamwork	Jigsaw: Healthy Me Healthy Eating, Relaxation	Jigsaw: Relationships Friend and Conflicts, Trust, Secrets	Jigsaw: Changing Me Life Cycles, Young to Old, Bodies
	Manchester City Centre - Geography	The Great Fire of London workshop - History	Windermere - Geography			Trip to Wythenshawe Park - science

Start of the day

Children need to be in the line outside at **8:40am** - so they are ready to start their morning work at **8:45am**.

Gates open at 8.35am and shut at 8:45am.

End of the day

Gates open at 3:05pm and school finishes at 3:10pm.

We take children to the office shortly before 3:20pm and the gate shuts.

Daily reading at home

Daily SFA session

phonics in
Year 1

Book corners

Individual
readers

spelling
Jungle Club
Year 2

Lightning
squad

Reading in Key
Stage 1

Book talk

Story time

Time reading books
in class

Phonics and Spelling

At Cavendish we use FFT's Success for All Phonics (SFA) which is a proven systematic synthetic phonics teaching programme. It meets all the requirements of the National Curriculum and the EYFS framework and has been validated by the DfE.



Nursery - First Steps to Phonics

Reception and Year 1 - Success For All Phonics

and reading

Year 2 - 4 Spelling with the Jungle Club (rolling out to Y5 and 6 in the next couple of years).

Year 2 - 6 phonics continues to **only** those children who are not secure in their phonics knowledge and application.

Technical Terms

Phoneme - The smallest unit of sound in a word is called a phoneme. If you say the word 'cat' slowly you can hear 3 phonemes or sounds: /c/ /a/ /t/.

Grapheme - A phoneme written down is called a grapheme.

Digraph - if a grapheme has 2 letters to make 1 sound e.g. ai

Trigraph - if a graphemem has 3 letters to make 1 sound e.g igh

Grapheme Phoneme Correspondance - The relationship of the phoneme and the grapheme that represents it and vice versa.

The Alphabet Chant

Lesson 1i – 4i	s a t p
Lesson 5i – 8i	i n m d
Step 1	g o c k
Step 2	ck e u r
Step 3	Consolidation
Step 4	h b f ff
Step 5	l ll ss
Step 6	j v w
Step 7	x y z
Step 8	Consolidation
Step 9	zz qu ch
Step 10	sh th ng
Step 11	Consolidation
Step 12	Consolidation
Step 13	ai
Step 14	ee
Step 15	igh
Step 16	oa
Step 17	oo
Step 18	oo
Step 19	ar
Step 20	Consolidation
Step 21	or (ore se)
Step 22	ur
Step 23	ow (ed)
Step 24	oi (se ze)
Step 25	ear
Step 26	Consolidation
Step 27	air
Step 28	ure (ve)
Step 29	er
Steps 30—32	Consolidation

Covered in
Reception

Step 34	ay (a)
Step 35	ou (le, el, st)
Step 36	ie (al, il)
Step 37	ea (e)
Step 38	oy (i)
Step 39	Consolidation
Step 40	ir (wh)
Step 41	ue (o)
Step 42	aw (au)
Step 43	ew
Step 44	Consolidation
Step 45	a-e (ey, ei, eigh)
Step 46	e-e (ie)
Step 47	i-e (a, al)
Step 48	o-e (ou)
Step 49	u-e (ui, ou, u)
Step 50	Consolidation
Step 51	-y (ey)
Step 52	y (u, oul)
Step 53	ow (wr, oor, our)
Step 54	c (sc, ce)
Step 55	g, ge, dge (ea)
Step 56	Consolidation
Step 57	ire (eer, ere, ear)
Step 58	are (ear, ere, ar, o, me, ne)
Step 59	tch (a, ch, y, or)
Step 60	oe (ch, ti, ci, ssi, ou)
Step 61	ph (gn, kn, mb, que, s, si)
Step 62	Consolidation
Step 63	Comparing long /a/ GPCs
Step 64	Comparing long /i/ GPCs
Step 65	Comparing long /o/ GPCs
Step 66	Comparing long /u/ GPCs
Step 67	Comparing /ur/ GPCs
Step 68	Comparing long /e/ GPCs

Covered in
Year 1

Year 1

Saying pure sound is important - some sounds stretch e.g. m, n, r and some bounce e.g. t, c, p. It is always best to say them softly and say a word that begins with the sound to help. Try to avoid a big 'uh' sound at the end as this will impact on your child's ability to blend and segment words when reading and spelling. 

Your child will be learning GPC's each week and applying them in their reading and writing.

Your child will apply their skills with an SFA Shared Reader for that week. They will bring it home on Friday so that they can practise at home.

What will my Year 1 child do in their daily lessons?

- spend time revisiting phonemes and graphemes to ensure they consolidate their learning before new content is introduced.
- orally blend, segment and read words and then sentences.
- learn the alphabet and how to write letters in upper and lower case before beginning to write simple words and then sentences.
- apply their learning into reading books in a Shared Reader lesson
- discuss the text to develop their comprehension skills.

What will my Year 2 child do in their daily lessons?



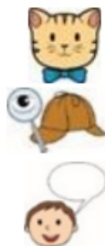
- Spelling with the Jungle Club is an online platform that provides teachers with fun and engaging daily spelling lessons for Year 2, Year 3 and Year 4 (roll out to Y5 and 6 in the next 2 years).
- Daily cycle of review-teach-practise-apply.
- Builds seamlessly on from the Year 1 phonics programme.

What will my Year 2 child do in their daily lessons

- Enable pupils to master the skills, knowledge and understanding for reading fluency and comprehension.
- experience texts from a range of genres and text types
- use and refine comprehension strategies and use a bank of reading journal activities.
- The programme builds on pupils' phonemic knowledge, decoding, fluency and comprehension skills from Year 1.



Question Types:



Copy Cat - Retrieval Questions

Text Detective - Inferential Questions

Have your say - Evaluative Questions

Other Year 2 activities include:



Building Background



Clarifying



Predicting



Questioning



Summarising

Matching, dictionary work, book reviews

These are all key skills to reading and comprehension that will be built on in Key Stage 2.

From Year 3 to Year 6 we move onto Reading Gems.

Year 1 books

35 to complete over the year

- 1 each week

Year 2 books

15 to complete over the year. We cover them over a 2-3 week period.



Choral read



Echo read



Partner read



Independent read



Phonics and Lightning Squad

If your child is not secure with their phonics they will access additional phonics and reading sessions.

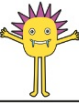
- SFA phonics books for school and home daily reading
- Small group phonics catch up sessions
- Lightning Squad intervention which can be accessed at home as well as school



This is in addition to the daily SFA reading and Jungle Club.

Year 1 Phonics Screening

- Week commencing **Monday 8th June**
- Each child is assessed by their teacher
- They read 20 real words and 20 alien words

heng	
shob	
farn	
chesh	

twin
crack
tuft
ports

slimp	
craint	
splet	
strave	

elbow
taylor
sequins
whirling

- If your Year 2 child didn't pass the phonics screening in Year 1 they will sit it again w/c **8th June**.

Reading books at home

- Changed once per week, day might change
- Please ensure your child brings their reading diary and books in every day
- They should bring home 2 books:
 1. SFA book (either the class reader or their SFA phonetically matched book)
 2. sharing book
- We will stick a label in their reading diaries to highlight their SFA book and the objectives covered in class.
- Scan the QR code to access a digital version of their SFA reading book.

Book - The Turning of the Year
Reading objective – To Predict what might happen on the basis of what has been read so far.
This week's phoneme (sound) - a_e
Bake a cake.



What do parents need to do?

- Read every day

Choral or partner read if necessary.

Few minutes daily, not 30 mins once a week

- Ask questions about what child has read.

Discuss the book, make links to child's own experiences.

- Make it fun. Make it part of the routine.

- Write in reading diary.



Please access the SFA Parent Portal for:

- videos for phoneme pronunciations
- phonic and writing phrases
- tips for home reading



<https://parents.fft.org.uk/>

Homework

Please leave a comment in the reading diary each time you read at home.

Year 2 only

Each week, your child will receive maths homework on Mymaths and spellings on EdShed. Your log in details are in your child's reading diary.

We will use Timetable Rockstars after half term.

Homework is set on a Friday and is due for the following Friday.

