

Literacy Overview linked to 8 Paragon Units

Y1

Units are generally 5 weeks long. Spend approximately 2 on non-fiction, 2 on Narrative and 1 on poetry (this is only a guide and can be adjusted)

This overview is what is to be taught in Literacy lessons but linked to Paragon. It is where you teach the style of the text through reading examples and how to write this type of text. However, you can use any of the text types in other curriculum areas.

Unit 1	Non-Fiction Text /Progression/Examples	Narrative Story structure Viewpoint: author; narrator Character & dialogue Setting Telling stories Writing	Poetry
	<p>Recounts</p> <p>F Stage - Informally recount incidents in own life to other children or adults and listen to others doing the same. Experiment with writing in a variety of play, exploratory and role-play situations.</p> <p>Write sentences to match pictures or sequences of pictures illustrating an event. Use experience of simple recounts as a basis for shared composition with an adult such as retelling, substituting or extending, leading to simple independent writing.</p> <p>Y1 - Describe incidents from own experience in an audible voice using sequencing words and phrases such as 'then', 'after that'; listen to other's recounts and ask relevant questions. Read personal recounts and begin to recognise generic structure, e.g. ordered sequence of events, use of words like <i>first</i>,</p>	<p>Recount own experiences orally.</p> <p>Use simple sentences to recount own experiences in writing.</p>	<p><u>subject matter and theme</u></p> <p>discuss own response and what the poem is about;</p>

	<p><i>next, after, when.</i> Write simple first person recounts linked to topics of interest/study or to personal experience, using the language of texts read as models for own writing, maintaining consistency in tense and person.</p> <ul style="list-style-type: none"> • letter • postcard • diary entry • news report • biography • autobiography • oral presentation 		
Unit 1 NC	<p><u>Comprehension (Statutory)</u></p> <p><i>To develop pleasure in reading, motivation to read, vocabulary and understanding by:</i></p> <p>1a Listening to and discussing a wide range of recount texts 1d Discussing meanings of new and unfamiliar words</p> <p><i>To understand books they read and listen to by:</i></p> <p>2a Drawing on what they already know or on information provided 2b Checking the text for sense and self – correcting 2c Making inference from the text, discussing the title and events.</p>	<p><u>Comprehension (Statutory)</u></p> <p><i>To develop pleasure in reading, motivation to read, vocabulary and understanding by:</i></p> <p>1a Listening to and discussing a wide range of stories. 1b Becoming familiar with a range of stories, retelling them and joining in with repeated and predictable phrases 1d Discussing meanings of new and unfamiliar words</p> <p><i>To understand books they read and listen to by:</i></p> <p>2a Drawing on what they already know or on information provided 2b Checking the text for sense and self – correcting</p>	<p><u>Comprehension (Statutory)</u></p> <p><i>To develop pleasure in reading, motivation to read, vocabulary and understanding by:</i></p> <p>1a Listening to and discussing a wide range of poetry, 1c Learning to appreciate rhymes and poems and recite some by heart 1d Discussing meanings of new and unfamiliar words.</p> <p><i>To understand books they read and listen to by:</i></p> <p>2a Drawing on what they already know or on information provided 2b Checking the text for sense and self – correcting</p>

2d Explain their understanding of the text.
2e Participate in discussions, listening and responding to others.

2c Making inference from the text, discussing the title and events.
2d Predict what may happen and explain their understanding of the text
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2c Making inference from the text, discussing the title and events.
2d Explain their understanding of the poem.
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Composition (Statutory)

Pupils should be taught to write sentences by:

- 1a Saying out loud what they are going to write about
- 1b Composing a sentence orally before writing it
- 1c Sequence sentences to form short texts.
- 1d Rereading what they have written to check that it makes sense
- 1e Discuss what they have written with the teacher or other pupils
- 1f Read their writing aloud, clearly enough to be heard by their peers and the teacher

Vocabulary, Grammar, Punctuation. (Statutory)

Pupils should be taught to:

Develop their understanding of the concepts set out in the English Appendix 2 and learn the grammar for Year 1 by:

- **Sentence:** How words can combine to make sentences
- Joining words and joining clauses using 'and'
- **Text:** Sequencing sentences to form short narratives.
- **Punctuation:** Leaving spaces between words
- Beginning to punctuate sentences using a capital letter, and a full stop, a question mark or exclamation mark
- Using capital letters for names of people, places, the days of the week and for the personal pronoun 'I'.

Use the grammar terminology in English Appendix 2 in discussing their writing:

Letter, capital letter, word, singular, plural, sentence, punctuation, full stop, question mark, exclamation mark.

Spelling (Statutory)

Words from the Reception and Year One word list:

- Words containing the 44 phonemes taught.
- Common exception words and days of the week.

Name:

- Letters of the alphabet in order and use letter names to distinguish between alternative spellings.

Apply simple spelling rules:

Word Level:

Add Prefixes and suffixes:

- Regular plural noun suffixes –s or – es (for example, dog, dogs, wish, wishes) including the effects of these suffixes on the meaning of the noun.
- How the prefix un – changes the meaning of verbs and adjectives (negation, for example, unkind, or undoing: unit the boat.)
- Using suffixes that can be added to verbs where no change is needed in the spelling of root words (eg. Helping, helped, helper) –ing, -ed, -er, -est- where the root word doesn't change.

Write from memory simple sentences dictated by the teacher including skills taught so far.

AND

- **The sounds /f/, /l/, /s/, /z/ and /k/ spelt ff, ll, ss, zz and ck** - The /f/, /l/, /s/, /z/ and /k/ sounds are usually spelt as **ff, ll, ss, zz and ck** if they come straight after a single vowel letter in short words. For example, off, well, miss, buzz, back. **Exceptions:** if, pal, us, bus, yes.

- **Division of words into syllables** - Each syllable is like a 'beat' in the spoken word. Words of more than one syllable often have an unstressed syllable in which the vowel sound is unclear. For example, pocket, rabbit, carrot, thunder, sunset.

Vowel digraphs and trigraphs:-

- **ai, oi** - The digraphs **ai** and **oi** are never used at the end of English words. For example, rain, wait, train, paid, afraid, oil, join, coin, point, soil.
- **ay, oy** - **ay** and **oy** are used for those sounds at the end of words and at the end of syllables. For example, day, play, say, way, stay, boy, toy, enjoy, annoy.
- **a-e** - made, came, same, take, safe. **e-e** - these, theme. **i-e** - five, ride, like, time, side. **o-e** - home, those, woke, hope, hole. **u-e** - Both the /u:/ and /ju:/ ('oo' and 'yoo') sounds can be spelt as u-e. For example, June, rule, rude, use, tube, tune.
- **ar** - car, start, park, arm, garden. **ee** - see, tree, green, meet, week. **ea (/i:/)** - sea, dream, meat, each, read (present tense) **ea (/ɛ/)** - head, bread, meant, instead, read (past tense) **er (/ɜ:/)** - (stressed sound): her, term, verb, person. **er (/ə/)** - (unstressed *schwa* sound): better, under, summer, winter, sister.
- **ir** - girl, bird, shirt, first, third. **ur** - turn, hurt, church, burst, Thursday.
- **oo (/u/)** - Very few words end with the letters **oo**, although the few that do are often words that primary children in year 1 will encounter, For example, zoo, food, moon, pool, soon. **oo (/ʊ/)** - For example, book, took, foot, wood, good.
- **oa** - The digraph **oa** is very rare at the end of an English word. For example, boat, coat, road, coach, goal.
- **oe** - For example, toe, goes.
- **ou** - The only common English word ending in **ou** is *you*. For example, out, about, mouth, around, sound.
- **ow (/au/), ow (/əʊ/), ue, ew** - Both the /u/ and /ju/ ('oo' and 'yoo') sounds can be spelt as **u-e**, **ue** and **ew**. If words end

in the /oo/ sound, **ue** and **ew** are more common spellings than **oo**.

- **ie (/ai/)** – For example, lie, tie, pie, cried, tried, dried.
- **ie (/i:/)** - For example, chief, field, thief.

- **igh** – For example, high, night, light, bright, right.

- **or** – For example, for, short, born, horse, morning.

- **ore** – For example, more, score, before, wore, shore.

- **aw** – For example, saw, draw, yawn, crawl.

- **au** – For example, author, August, dinosaur, astronaut.

- **air** – For example, air, fair, pair, hair, chair.

- **ear (/ɛə/)** – For example, dear, hear, beard, near, year.

- **ear** – For example, bear, pear, wear.

- **are (/ɛə/)** – For example, bare, dare, care, share, scared.

Compound words - Compound words are two words joined together. Each part of the longer word is spelt as it would be if it were on its own. For example - football, playground, farmyard, bedroom, blackberry.

Handwriting and presentation (Statutory)

Sit correctly at a table holding a pencil comfortably and correctly.

Begin to form lower case letters in the correct direction, starting and finishing in the correct place.

	<p>Form capitals and form digits 1-9</p> <p>Understand which letters belong to which handwriting 'families.'</p>
	<p>Speaking and Listening for Years 1 – 6 (Statutory)</p> <p>Listen and respond to adults appropriately</p> <ul style="list-style-type: none">• Ask relevant questions• Use relevant strategies to build their vocabulary• Articulate and justify answers, arguments and opinions• Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings• Maintain attention and participate actively, staying on topic• Use spoken language to develop understanding through speculating, hypothesising, imaging and exploring ideas• Speak audibly and fluently• Participate in discussions, presentations, performances, role play and debate• Gain, maintain and monitor the interest of the listener• Consider and evaluate different viewpoints• Select and use appropriate registers for effective communication

2	Non-Fiction Text /Progression/Examples	Narrative Story structure Viewpoint: author; narrator Character & dialogue Setting Telling stories Writing	Poetry
	<p>Reports F Stage - Describe something/someone (possibly after drawing it/them). Develop the description in response to prompts or questions (what does she like to eat? Has she a favourite toy? Ask similar probing questions to elicit a fuller description from someone else. In a shared reading context read information books and look at/re-read the books independently. Experiment with writing labels, captions and sentences for pictures or drawings in a variety of play, exploratory and role-play situations. Y1 Find out about a subject by listening and following text as information books are read, watching a video. Contribute to a discussion on the subject as information is assembled and the teacher writes the information. Assemble information on a subject in own experience, (e.g.) food, pets. Write a simple non-chronological report by writing sentences to describe aspects of the subject.</p> <ul style="list-style-type: none"> • Leaflet, • poster, • booklet, • class Big Book, • Using ICT to publish, • PowerPoint presentation, • multi-modal text, such as a spider 	<p>Consolidate understanding that stories have characters, settings and events. Identify the main events. Write simple sentences to identify main events.</p>	<p><i>language use; style</i> talk about favourite words or parts of a poem;</p>

	<p>gram, or in clouds, bubbles or boxes</p> <ul style="list-style-type: none"> • Like a page from an encyclopaedia, • film 		
Unit 2 NC	<p><u>Comprehension (Statutory)</u></p> <p><i>To develop pleasure in reading, motivation to read, vocabulary and understanding by:</i></p> <p>1a Listening to and discussing a wide range of report texts. 1d Discussing meanings of new and unfamiliar words</p> <p><i>To understand books they read and listen to by:</i></p> <p>2a Drawing on what they already know or on information provided 2b Checking the text for sense and self – correcting 2c Making inference from the text, discussing the title and events. 2d Explain their understanding of the text. 2e Participate in discussions, listening and responding to others.</p>	<p><u>Comprehension (Statutory)</u></p> <p><i>To develop pleasure in reading, motivation to read, vocabulary and understanding by:</i></p> <p>1a Listening to and discussing a wide range of stories. 1b Becoming familiar with a range of stories, retelling them and joining in with repeated and predictable phrases 1d Discussing meanings of new and unfamiliar words</p> <p><i>To understand books they read and listen to by:</i></p> <p>2a Drawing on what they already know or on information provided 2b Checking the text for sense and self – correcting 2c Making inference from the text, discussing the title and events. 2d Predict what may happen and explain their understanding of the text 2e Participate in discussions, listening and responding to others.</p>	<p><u>Comprehension (Statutory)</u></p> <p><i>To develop pleasure in reading, motivation to read, vocabulary and understanding by:</i></p> <p>1a Listening to and discussing a wide range of poetry, 1c Learning to appreciate rhymes and poems and recite some by heart 1d Discussing meanings of new and unfamiliar words.</p> <p><i>To understand books they read and listen to by:</i></p> <p>2a Drawing on what they already know or on information provided 2b Checking the text for sense and self – correcting 2c Making inference from the text, discussing the title and events. 2d Explain their understanding of the poem. 2e Participate in discussions, listening and responding to others.</p>

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Compound words - Compound words are two words joined together. Each part of the longer word is spelt as it would be if it were on its own. For example - football, playground, farmyard, bedroom, blackberry.

AND

- **Tch** – The /t/ sound is usually spelt as **tch** if it comes straight after a single vowel letter. For example, catch, fetch, kitchen, notch, hutch. **Exceptions** – rich, which, much, such.
- **The /ŋ/ sound spelt n before k** – For example, bank, think, honk, sunk.
- **The /v/sound at the end of words** – English words hardly ever end with the letter v, so if a word ends with a /v/ sound, the letter **e** usually needs to be added after the ‘v’. For example, have, live, give.

Handwriting and presentation (Statutory)

Sit correctly at a table holding a pencil comfortably and correctly.

Begin to form lower case letters in the correct direction, starting and finishing in the correct place.

Form capitals and form digits 1-9

Understand which letters belong to which handwriting ‘families.’

Speaking and Listening for Years 1 – 6 (Statutory)

Listen and respond to adults appropriately

- Ask relevant questions
- Use relevant strategies to build their vocabulary
- Articulate and justify answers, arguments and opinions
- Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings
- Maintain attention and participate actively, staying on topic
- Use spoken language to develop understanding through speculating, hypothesising, imaging and exploring ideas
- Speak audibly and fluently
- Participate in discussions, presentations, performances, role play and debate
- Gain, maintain and monitor the interest of the listener
- Consider and evaluate different viewpoints
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3	Non-Fiction Text /Progression/Examples	Narrative Story structure Viewpoint: author; narrator Character & dialogue Setting Telling stories Writing	Poetry
	<p>Discussion F Stage - Experience and recognise that others sometimes think, feel and react differently from themselves. Talk about how they and others might respond differently to the same thing (e.g. like a particular picture or story when someone else doesn't) Give oral explanations e.g. their or another's preferences, e.g. what they like to eat and why. Y1 – Through talk and role play explore how others might think, feel and react differently from themselves and from each other. In reading explore how different characters might think, feel and react differently from themselves and from each other.</p> <ul style="list-style-type: none"> • A newspaper or magazine article with pictures and photographs. • Bullet points in two or more columns. • A leaflet. • A flyer. • A debate. • An interview with people of opposing points of view. • A letter. 	Recognise patterns in texts,(e.g.) repeated phrases and refrains. Recognise story language.	<u>pattern</u> notice the poem's pattern
Unit 3 NC	<u>Comprehension (Statutory)</u> <i>To develop pleasure in reading, motivation to read, vocabulary and understanding by:</i>	<u>Comprehension (Statutory)</u> <u>Comprehension (Statutory)</u> <i>To develop pleasure in reading, motivation</i>	<u>Comprehension (Statutory)</u> <i>To develop pleasure in reading, motivation to read, vocabulary and understanding by:</i>

<p>1a Listening to and discussing a wide range of discussion texts. 1d Discussing meanings of new and unfamiliar words</p> <p><i>To understand books they read and listen to by:</i></p> <p>2a Drawing on what they already know or on information provided 2b Checking the text for sense and self – correcting 2c Making inference from the text, discussing the title and events. 2d Explain their understanding of the text. 2e Participate in discussions, listening and responding to others.</p>	<p><i>to read, vocabulary and understanding by:</i></p> <p>1a Listening to and discussing a wide range of stories. 1b Becoming familiar with a range of stories, retelling them and joining in with repeated and predictable phrases 1d Discussing meanings of new and unfamiliar words</p> <p><i>To understand books they read and listen to by:</i></p> <p>2a Drawing on what they already know or on information provided 2b Checking the text for sense and self – correcting 2c Making inference from the text, discussing the title and events. 2d Predict what may happen and explain their understanding of the text 2e Participate in discussions, listening and responding to others.</p>	<p>1a Listening to and discussing a wide range of patterned poetry. 1c Learning to appreciate rhymes and poems and recite some by heart 1d Discussing meanings of new and unfamiliar words.</p> <p><i>To understand books they read and listen to by:</i></p> <p>2a Drawing on what they already know or on information provided 2b Checking the text for sense and self – correcting 2c Making inference from the text, discussing the title and events. 2d Explain their understanding of the poem. 2e Participate in discussions, listening and responding to others.</p>
<p><u>Composition (Statutory)</u></p> <p><i>Pupils should be taught to write sentences by:</i></p> <p>1a Saying out loud what they are going to write about 1b Composing a sentence orally before writing it 1c Sequence sentences to form short texts. 1d Rereading what they have written to check that it makes sense</p>		

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AND

- **Adding s and es to words (plural of nouns and the third person singular of verbs)** – If the ending sounds like /s/ or /z/, it is spelt as **–s**. If the ending sounds like /ɪz/ and forms an extra syllable or ‘beat’ in the word, it is spelt as **–es**. For example, cats, dogs, spends, rocks, thanks, catches.
- **Adding the endings –ing, -ed and –er to verbs where no change is needed to the root word - -ing and –er** always add an extra syllable to the word and **–ed** sometimes does. The past tense of some verbs may sound as if it ends in /ɪd/ (extra syllable), /d/ or /t/ (no extra syllable), but all these endings are spelt **–ed**. If the verb ends in two consonant letters (the same or different), the ending is simply added on. For example, hunting, hunted, hunter, buzzing, buzzed, buzzer, jumping, jumped, jumper.

Handwriting and presentation (Statutory)

Sit correctly at a table holding a pencil comfortably and correctly.

Begin to form lower case letters in the correct direction, starting and finishing in the correct place.

Form capitals and form digits 1-9

Understand which letters belong to which handwriting ‘families.’

Speaking and Listening for Years 1 – 6 (Statutory)

Listen and respond to adults appropriately

- Ask relevant questions
- Use relevant strategies to build their vocabulary
- Articulate and justify answers, arguments and opinions
- Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings
- Maintain attention and participate actively, staying on topic
- Use spoken language to develop understanding through speculating, hypothesising, imaging and exploring ideas
- Speak audibly and fluently
- Participate in discussions, presentations, performances, role play and debate
- Gain, maintain and monitor the interest of the listener
- Consider and evaluate different viewpoints
- Select and use appropriate registers for effective communication

4	Non-Fiction Text /Progression/Examples	Narrative Story structure Viewpoint: author; narrator Character & dialogue Setting Telling stories Writing	Poetry
	<p>Explanations F Stage - Talk about why things happen and how things work; ask questions and speculate. Listen to someone explain a process and ask questions. Give oral explanations e.g. their or another's motives; why and how they made a construction. Y1 - Read captions, pictures and diagrams on wall displays and in simple books that explain a process. Draw pictures to illustrate a process and use the picture to explain the process orally.</p> <ul style="list-style-type: none"> • A leaflet • A flow chart. • Poster • Concertina book. • Part of a non-chronological text. • Multimodal text such as a life cycle. • Page from an encyclopaedia. • Series of photographs with captions and labels. 	<p>Notice familiar and unfamiliar settings. Innovate on patterns from a familiar story orally and in writing.</p>	<p><u>use of voice:</u> perform in unison, following the rhythm and keeping time</p>
Unit 4 NC	<p><u>Comprehension (Statutory)</u></p> <p><i>To develop pleasure in reading, motivation to read, vocabulary and understanding by:</i></p> <p>1a Listening to and discussing a wide range of explanation texts. 1d Discussing meanings of new and unfamiliar</p>	<p><u>Comprehension (Statutory)</u></p> <p><i>To develop pleasure in reading, motivation to read, vocabulary and understanding by:</i></p> <p>1a Listening to and discussing a wide range of stories. 1b Becoming familiar with a range of stories,</p>	<p><u>Comprehension (Statutory)</u></p> <p><i>To develop pleasure in reading, motivation to read, vocabulary and understanding by:</i></p> <p>1a Listening to and discussing a wide range of poetry,</p>

<p>words</p> <p><i>To understand books they read and listen to by:</i></p> <p>2a Drawing on what they already know or on information provided</p> <p>2b Checking the text for sense and self – correcting</p> <p>2c Making inference from the text, discussing the title and events.</p> <p>2d Explain their understanding of the text.</p> <p>2e Participate in discussions, listening and responding to others.</p>	<p>retelling them and joining in with repeated and predictable phrases</p> <p>1d Discussing meanings of new and unfamiliar words</p> <p><i>To understand books they read and listen to by:</i></p> <p>2a Drawing on what they already know or on information provided</p> <p>2b Checking the text for sense and self – correcting</p> <p>2c Making inference from the text, discussing the title and events.</p> <p>2d Predict what may happen and explain their understanding of the text</p> <p>2e Participate in discussions, listening and responding to others.</p>	<p>1c Learning to appreciate rhymes and poems and recite some by heart</p> <p>1d Discussing meanings of new and unfamiliar words.</p> <p><i>To understand books they read and listen to by:</i></p> <p>2a Drawing on what they already know or on information provided</p> <p>2b Checking the text for sense and self – correcting</p> <p>2c Making inference from the text, discussing the title and events.</p> <p>2d Explain their understanding of the poem.</p> <p>2e Participate in discussions, listening and responding to others.</p>
<p><u>Composition (Statutory)</u></p> <p><i>Pupils should be taught to write sentences by:</i></p> <p>1a Saying out loud what they are going to write about</p> <p>1b Composing a sentence orally before writing it</p> <p>1c Sequence sentences to form short texts.</p> <p>1d Rereading what they have written to check that it makes sense</p> <p>1e Discuss what they have written with the teacher or other pupils</p> <p>1f Read their writing aloud, clearly enough to be heard by their peers and the teacher</p>		

Vocabulary, Grammar, Punctuation. (Statutory)

Pupils should be taught to:

Develop their understanding of the concepts set out in the English Appendix 2 and learn the grammar for Year 1 by:

- **Sentence:** How words can combine to make sentences
- Joining words and joining clauses using 'and'
- **Text:** Sequencing sentences to form short narratives.
- **Punctuation:** Leaving spaces between words
- Beginning to punctuate sentences using a capital letter, and a full stop, a question mark or exclamation mark
- Using capital letters for names of people, places, the days of the week and for the personal pronoun 'I'.

Use the grammar terminology in English Appendix 2 in discussing their writing:

Letter, capital letter, word, singular, plural, sentence, punctuation, full stop, question mark, exclamation mark.

Spelling (Statutory)

Words from the Reception and Year One word list:

- Words containing the 44 phonemes taught.
- Common exception words and days of the week.

Name:

- Letters of the alphabet in order and use letter names to distinguish between alternative spellings.

Apply simple spelling rules:

Word Level:

Add Prefixes and suffixes:

- Regular plural noun suffixes –s or – es (for example, dog, dogs, wish, wishes) including the effects of these suffixes on the meaning of the noun.
- How the prefix un – changes the meaning of verbs and adjectives (negation, for example, unkind, or undoing: unlit the boat.)
- Using suffixes that can be added to verbs where no change is needed in the spelling of root words (eg. Helping, helped, helper) –ing, -ed, -er, -est- where the root word doesn't change.

Write from memory simple sentences dictated by the teacher including skills taught so far.

Vowel digraphs and trigraphs:-

- **ai, oi** - The digraphs **ai** and **oi** are never used at the end of English words. For example, rain, wait, train, paid, afraid, oil, join, coin, point, soil.
- **ay, oy** - **ay** and **oy** are used for those sounds at the end of words and at the end of syllables. For example, day, play, say, way, stay, boy, toy, enjoy, annoy.
- **a-e** - made, came, same, take, safe. **e-e** - these, theme. **i-e** – five, ride, like, time, side. **o-e** – home, those, woke, hope, hole. **u-e** - Both the /u:/ and /ju:/ ('oo' and 'yoo') sounds can be spelt as u–e. For example, June, rule, rude, use, tube, tune.
- **ar** – car, start, park, arm, garden. **ee** – see, tree, green, meet, week. **ea (/i:/)** - sea, dream, meat, each, read (present tense) **ea (/ɛ/)** - head, bread, meant, instead, read (past tense) **er (/ɜ:/)** - (stressed sound): her, term, verb, person. **er (/ə/)** - (unstressed *schwa* sound): better, under, summer, winter, sister.
- **ir** - girl, bird, shirt, first, third. **ur** - turn, hurt, church, burst, Thursday.
- **oo (/u/)** – Very few words end with the letters **oo**, although the few that do are often words that primary children in year 1 will encounter, For example, zoo, food, moon, pool, soon. **oo (/ʊ/)** – For example, book, took, foot, wood, good.
- **oa** - The digraph **oa** is very rare at the end of an English word. For example, boat, coat, road, coach, goal.

- **oe** – For example, toe, goes.
- **ou** – The only common English word ending in **ou** is *you*. For example, out, about, mouth, around, sound.
- **ow (/au/), ow (/əʊ/), ue, ew** – Both the /u/ and /ju/ ('oo' and 'yoo') sounds can be spelt as **u-e**, **ue** and **ew**. If words end in the /oo/ sound, **ue** and **ew** are more common spellings than **oo**.
- **ie (/ai/)** – For example, lie, tie, pie, cried, tried, dried.
- **ie (/i:/)** - For example, chief, field, thief.
- **igh** – For example, high, night, light, bright, right.
- **or** – For example, for, short, born, horse, morning.
- **ore** – For example, more, score, before, wore, shore.
- **aw** – For example, saw, draw, yawn, crawl.
- **au** – For example, author, August, dinosaur, astronaut.
- **air** – For example, air, fair, pair, hair, chair.
- **ear (/ɛə/)** – For example, dear, hear, beard, near, year.
- **ear** – For example, bear, pear, wear.
- **are (/ɛə/)** – For example, bare, dare, care, share, scared.

Compound words - Compound words are two words joined together. Each part of the longer word is spelt as it would be if it were on its own. For example - football, playground, farmyard, bedroom, blackberry.

AND

- **Adding –er and –est to adjectives where no change is needed to the root word** – As with verbs (see above), if the adjective ends in two consonant letters (the same or different), the ending is simply added on. For example, grander, grandest, fresher, freshest, quicker, quickest.

Handwriting and presentation (Statutory)

Sit correctly at a table holding a pencil comfortably and correctly.

Begin to form lower case letters in the correct direction, starting and finishing in the correct place.

Form capitals and form digits 1-9

Understand which letters belong to which handwriting ‘families.’

Speaking and Listening for Years 1 - 6

- Listen and respond to adults appropriately
- Ask relevant questions
- Use relevant strategies to build their vocabulary
- Articulate and justify answers, arguments and opinions
- Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings
- Maintain attention and participate actively, staying on topic
- Use spoken language to develop understanding through speculating, hypothesising, imaging and exploring ideas
- Speak audibly and fluently
- Participate in discussions, presentations, performances, role play and debates
- Gain, maintain and monitor the interest of the listener
- Consider and evaluate different viewpoints
- Select and use appropriate registers for effective communication

5	Non-Fiction Text /Progression/Examples	Narrative Story structure Viewpoint: author; narrator Character & dialogue Setting Telling stories Writing	Poetry
	<p>Instructions</p> <p>F Stage -</p> <p>Listen to and follow single instructions, and then a series of two and three instructions</p> <p>Give oral instructions when playing.</p> <p>Read and follow simple classroom instructions on labels with additional pictures or symbols.</p> <p>Attempt to write instructions on labels, for instance in role play area</p> <p>Y1 - Listen to and follow a single more detailed instruction and a longer series of instructions.</p> <p>Think out and give clear single oral instructions.</p> <p>Routinely read and follow written classroom labels carrying instructions.</p> <p>Read and follow short series of instructions in shared context.</p> <p>Contribute to class composition of instructions with teacher scribing.</p> <p>Write two consecutive instructions independently</p> <ul style="list-style-type: none"> • A step-by-step list of instructions with diagrams to help the reader. • A flow-chart with numbered steps and diagrams. 	<p>Recognise the beginning, middle and end in stories.</p> <p>Recognise typical phrases for story openings and endings.</p> <p>Recognise typical characters; recognise dialogue</p> <p>Notice features of typical settings</p> <p>Write simple descriptions of characters, settings and dialogue</p>	<p><u>Presentation</u></p> <p>imitate and invent actions</p>

	<ul style="list-style-type: none"> • A booklet to put in a game. • A demonstration video • Big Book of recipes or craft projects. 		
Unit 5 NC	<p><u>Comprehension (Statutory)</u></p> <p><i>To develop pleasure in reading, motivation to read, vocabulary and understanding by:</i></p> <p>1a Listening to and discussing a wide range of instruction texts.</p> <p>1d Discussing meanings of new and unfamiliar words</p> <p><i>To understand books they read and listen to by:</i></p> <p>2a Drawing on what they already know or on information provided</p> <p>2b Checking the text for sense and self – correcting</p> <p>2c Making inference from the text, discussing the title and events.</p> <p>2d Explain their understanding of the text.</p> <p>2e Participate in discussions, listening and responding to others.</p>	<p><u>Comprehension (Statutory)</u></p> <p><i>To develop pleasure in reading, motivation to read, vocabulary and understanding by:</i></p> <p>1a Listening to and discussing a wide range of stories.</p> <p>1b Becoming familiar with a range of stories, retelling them and joining in with repeated and predictable phrases</p> <p>1d Discussing meanings of new and unfamiliar words</p> <p><i>To understand books they read and listen to by:</i></p> <p>2a Drawing on what they already know or on information provided</p> <p>2b Checking the text for sense and self – correcting</p> <p>2c Making inference from the text, discussing the title and events.</p> <p>2d Predict what may happen and explain their understanding of the text</p> <p>2e Participate in discussions, listening and responding to others.</p>	<p><u>Comprehension (Statutory)</u></p> <p><i>To develop pleasure in reading, motivation to read, vocabulary and understanding by:</i></p> <p>1a Listening to and discussing a wide range of poetry,</p> <p>1c Learning to appreciate rhymes and poems and recite some by heart with actions.</p> <p>1d Discussing meanings of new and unfamiliar words.</p> <p><i>To understand books they read and listen to by:</i></p> <p>2a Drawing on what they already know or on information provided</p> <p>2b Checking the text for sense and self – correcting</p> <p>2c Making inference from the text, discussing the title and events.</p> <p>2d Explain their understanding of the poem.</p> <p>2e Participate in discussions, listening and responding to others.</p>

Composition (Statutory)

Pupils should be taught to write sentences by:

- 1a Saying out loud what they are going to write about
- 1b Composing a sentence orally before writing it
- 1c Sequence sentences to form short texts.
- 1d Rereading what they have written to check that it makes sense
- 1e Discuss what they have written with the teacher or other pupils
- 1f Read their writing aloud, clearly enough to be heard by their peers and the teacher

Vocabulary, Grammar, Punctuation. (Statutory)

Pupils should be taught to:

Develop their understanding of the concepts set out in the English Appendix 2 and learn the grammar for Year 1 by:

- **Sentence:** How words can combine to make sentences
- Joining words and joining clauses using 'and'
- **Text:** Sequencing sentences to form short narratives.
- **Punctuation:** Leaving spaces between words
- Beginning to punctuate sentences using a capital letter, and a full stop, a question mark or exclamation mark
- Using capital letters for names of people, places, the days of the week and for the personal pronoun 'I'.

Use the grammar terminology in English Appendix 2 in discussing their writing:

Letter, capital letter, word, singular, plural, sentence, punctuation, full stop, question mark, exclamation mark.

Spelling (Statutory)

Words from the Reception and Year One word list:

- Words containing the 44 phonemes taught.
- Common exception words and days of the week.

Name:

- Letters of the alphabet in order and use letter names to distinguish between alternative spellings.

Write from memory simple sentences dictated by the teacher including skills taught so far.

Apply simple spelling rules:

And

- **Words ending –y (/i:/ or /ɪ/)** – very, happy, funny, party, family.
- **New consonant spellings ph and wh** - The /f/ sound is not usually spelt as **ph** in short everyday words (e.g. *fat, fill, fun*). For example, dolphin, alphabet, phonics, elephant, when, where, which, wheel, while.
- **Using k for the /k/ sound** - The /k/ sound is spelt as **k** rather than as **c** before **e, i** and **y**. For example, Kent, sketch, kit, skin, frisky.

Handwriting and presentation (Statutory)

Sit correctly at a table holding a pencil comfortably and correctly.

Begin to form lower case letters in the correct direction, starting and finishing in the correct place.

Form capitals and form digits 1-9

Understand which letters belong to which handwriting 'families.'

Speaking and Listening for Years 1 – 6 (Statutory)

Listen and respond to adults appropriately

- Ask relevant questions
- Use relevant strategies to build their vocabulary
- Articulate and justify answers, arguments and opinions
- Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings
- Maintain attention and participate actively, staying on topic
- Use spoken language to develop understanding through speculating, hypothesising, imaging and exploring ideas
- Speak audibly and fluently
- Participate in discussions, presentations, performances, role play and debate
- Gain, maintain and monitor the interest of the listener
- Consider and evaluate different viewpoints
- Select and use appropriate registers for effective communication

6	Non-Fiction Text /Progression/Examples	Narrative Story structure Viewpoint: author; narrator Character & dialogue Setting Telling stories Writing	Poetry
	<p>Persuasion</p> <p>F Stage - Talk about how they respond to certain words, stories and pictures by behaving or wanting to behave in particular ways (e.g. pictures of food that make them want to eat things) Watch and listen when one person is trying to persuade another to do something or go somewhere. Recognising what is happening. Give oral explanations (e.g.) their or another's motives; why and how they can persuade or be persuaded.</p> <p>Y1 - Read captions, pictures, posters and adverts that are trying to persuade. Begin to recognise what they are trying to do and some of the ways they do it. Through games and role play begin to explore what it means to persuade or be persuaded, and what different methods might be effective.</p> <ul style="list-style-type: none"> • A letter. • A leaflet. • A poster. • A newspaper or magazine article. • A radio jingle. • A video recording. • An oral presentation • An advertisement. 	<p>Re-tell a familiar story in sequence and including some story language.</p> <p>Write own version of a familiar story using a series of sentences to sequence events..</p>	<p><u>original playfulness with language and ideas</u></p> <p>invent impossible ideas, e.g. magical wishes;</p>

Unit 6 NC	<p><u>Comprehension (Statutory)</u></p> <p><i>To develop pleasure in reading, motivation to read, vocabulary and understanding by:</i></p> <p>1a Listening to and discussing a wide range of persuasion texts. 1d Discussing meanings of new and unfamiliar words</p> <p><i>To understand books they read and listen to by:</i></p> <p>2a Drawing on what they already know or on information provided 2b Checking the text for sense and self – correcting 2c Making inference from the text, discussing the title and events. 2d Explain their understanding of the text. 2e Participate in discussions, listening and responding to others.</p>	<p><u>Comprehension (Statutory)</u></p> <p><i>To develop pleasure in reading, motivation to read, vocabulary and understanding by:</i></p> <p>1a Listening to and discussing a wide range of stories. 1b Becoming familiar with a range of stories, retelling them and joining in with repeated and predictable phrases 1d Discussing meanings of new and unfamiliar words</p> <p><i>To understand books they read and listen to by:</i></p> <p>2a Drawing on what they already know or on information provided 2b Checking the text for sense and self – correcting 2c Making inference from the text, discussing the title and events. 2d Predict what may happen and explain their understanding of the text 2e Participate in discussions, listening and responding to others.</p>	<p><u>Comprehension (Statutory)</u></p> <p><i>To develop pleasure in reading, motivation to read, vocabulary and understanding by:</i></p> <p>1a Listening to and discussing a wide range of poetry, 1c Learning to appreciate rhymes and poems and recite some by heart 1d Discussing meanings of new and unfamiliar words.</p> <p><i>To understand books they read and listen to by:</i></p> <p>2a Drawing on what they already know or on information provided 2b Checking the text for sense and self – correcting 2c Making inference from the text, discussing the title and events. 2d Explain their understanding of the poem. 2e Participate in discussions, listening and responding to others.</p>
<p><u>Composition (Statutory)</u></p> <p><i>Pupils should be taught to write sentences by:</i></p> <p>1a Saying out loud what they are going to write about</p>			

- 1b Composing a sentence orally before writing it
- 1c Sequence sentences to form short texts.
- 1d Rereading what they have written to check that it makes sense
- 1e Discuss what they have written with the teacher or other pupils
- 1f Read their writing aloud, clearly enough to be heard by their peers and the teacher

Vocabulary, Grammar, Punctuation. (Statutory)

Pupils should be taught to:

Develop their understanding of the concepts set out in the English Appendix 2 and learn the grammar for Year 1 by:

- **Sentence:** How words can combine to make sentences
- Joining words and joining clauses using 'and'
- **Text:** Sequencing sentences to form short narratives.
- **Punctuation:** Leaving spaces between words
- Beginning to punctuate sentences using a capital letter, and a full stop, a question mark or exclamation mark
- Using capital letters for names of people, places, the days of the week and for the personal pronoun 'I'.

Use the grammar terminology in English Appendix 2 in discussing their writing:

Letter, capital letter, word, singular, plural, sentence, punctuation, full stop, question mark, exclamation mark.

Spelling (Statutory)

Words from the Reception and Year One word list:

- Words containing the 44 phonemes taught.
- Common exception words and days of the week.

Name:

- Letters of the alphabet in order and use letter names to distinguish between alternative spellings.

Write from memory simple sentences dictated by the teacher including skills taught so far.

Apply simple spelling rules:

AND

- **Adding the prefix –un -** The prefix **un–** is added to the beginning of a word without any change to the spelling of the root word. For example, unhappy, undo, unload, unfair, unlock.

Handwriting and presentation (Statutory)

Sit correctly at a table holding a pencil comfortably and correctly.

Begin to form lower case letters in the correct direction, starting and finishing in the correct place.

Form capitals and form digits 1-9

Understand which letters belong to which handwriting ‘families.’

Speaking and Listening for Years 1 – 6 (Statutory)

Listen and respond to adults appropriately

- Ask relevant questions
- Use relevant strategies to build their vocabulary
- Articulate and justify answers, arguments and opinions
- Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings
- Maintain attention and participate actively, staying on topic
- Use spoken language to develop understanding through speculating, hypothesising, imaging and exploring ideas
- Speak audibly and fluently
- Participate in discussions, presentations, performances, role play and debate
- Gain, maintain and monitor the interest of the listener
- Consider and evaluate different viewpoints
- Select and use appropriate registers for effective communication

7	Non-Fiction Text /Progression/Examples	Narrative Story structure Viewpoint: author; narrator Character & dialogue Setting Telling stories Writing	Poetry
	Recounts (revisit, as at start of year)	Make predictions about events and endings or about how characters will behave.	<u>detailed recreation of closely observed experience;</u> observe details of first hand experiences using the senses and describe;
Unit 7 NC	<u>Comprehension (Statutory)</u> <i>To develop pleasure in reading, motivation to read, vocabulary and understanding by:</i> 1a Listening to and discussing a wide range of recount texts. 1d Discussing meanings of new and unfamiliar words <i>To understand books they read and listen to by:</i> 2a Drawing on what they already know or on information provided 2b Checking the text for sense and self – correcting 2c Making inference from the text, discussing the title and events. 2d Explain their understanding of the text. 2e Participate in discussions, listening and responding to others.	<u>Comprehension (Statutory)</u> <i>To develop pleasure in reading, motivation to read, vocabulary and understanding by:</i> 1a Listening to and discussing a wide range of stories. 1b Becoming familiar with a range of stories, retelling them and joining in with repeated and predictable phrases 1d Discussing meanings of new and unfamiliar words <i>To understand books they read and listen to by:</i> 2a Drawing on what they already know or on information provided 2b Checking the text for sense and self – correcting 2c Making inference from the text, discussing the title and events.	<u>Comprehension (Statutory)</u> <i>To develop pleasure in reading, motivation to read, vocabulary and understanding by:</i> 1a Listening to and discussing a wide range of poetry, 1c Learning to appreciate rhymes and poems and recite some by heart 1d Discussing meanings of new and unfamiliar words. <i>To understand books they read and listen to by:</i> 2a Drawing on what they already know or on information provided 2b Checking the text for sense and self – correcting 2c Making inference from the text,

	<p>2d Predict what may happen and explain their understanding of the text</p> <p>2e Participate in discussions, listening and responding to others.</p>	<p>discussing the title and events.</p> <p>2d Explain their understanding of the poem.</p> <p>2e Participate in discussions, listening and responding to others.</p>
<p><u>Composition (Statutory)</u></p>		
<p><i>Pupils should be taught to write sentences by:</i></p> <p>1a Saying out loud what they are going to write about</p> <p>1b Composing a sentence orally before writing it</p> <p>1c Sequence sentences to form short texts.</p> <p>1d Rereading what they have written to check that it makes sense</p> <p>1e Discuss what they have written with the teacher or other pupils</p> <p>1f Read their writing aloud, clearly enough to be heard by their peers and the teacher</p>		
<p><u>Vocabulary, Grammar, Punctuation. (Statutory)</u></p>		
<p>Pupils should be taught to:</p> <p>Develop their understanding of the concepts set out in the English Appendix 2 and learn the grammar for Year 1 by:</p> <ul style="list-style-type: none"> • Sentence: How words can combine to make sentences • Joining words and joining clauses using ‘and’ • Text: Sequencing sentences to form short narratives. • Punctuation: Leaving spaces between words • Beginning to punctuate sentences using a capital letter, and a full stop, a question mark or exclamation mark • Using capital letters for names of people, places, the days of the week and for the personal pronoun ‘I’. <p>Use the grammar terminology in English Appendix 2 in discussing their writing:</p>		

Letter, capital letter, word, singular, plural, sentence, punctuation, full stop, question mark, exclamation mark.

Spelling (Statutory)

Words from the Reception and Year One word list:

- Words containing the 44 phonemes taught.
- Common exception words and days of the week.

Name:

- Letters of the alphabet in order and use letter names to distinguish between alternative spellings.

Write from memory simple sentences dictated by the teacher including skills taught so far.

Apply simple spelling rules:

AND

- **Common exception words** - Pupils' attention should be drawn to the grapheme-phoneme correspondences that do and do not fit in with what has been taught so far. For example, the, a, do, to, today, of, said, says, are, were, was, is, his, has, I, you, your, they, be, he, me, she, we, no, go, so, by, my, here, there, where, love, come, some, one, once, ask, friend, school, put, push, pull, full, house, our - and/or others, according to the programme used

Handwriting and presentation (Statutory)

Sit correctly at a table holding a pencil comfortably and correctly.

Begin to form lower case letters in the correct direction, starting and finishing in the correct place.

Form capitals and form digits 1-9

Understand which letters belong to which handwriting 'families.'

Speaking and Listening for Years 1 – 6 (Statutory)

Listen and respond to adults appropriately

- Ask relevant questions
- Use relevant strategies to build their vocabulary
- Articulate and justify answers, arguments and opinions
- Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings
- Maintain attention and participate actively, staying on topic
- Use spoken language to develop understanding through speculating, hypothesising, imaging and exploring ideas
- Speak audibly and fluently
- Participate in discussions, presentations, performances, role play and debate
- Gain, maintain and monitor the interest of the listener
- Consider and evaluate different viewpoints
- Select and use appropriate registers for effective communication

8	Non-Fiction Text /Progression/Examples	Narrative Story structure Viewpoint: author; narrator Character & dialogue Setting Telling stories Writing	Poetry
	Revisit a Text Type that was a weakness.	Write own story with a linear structure; beginning, middle and end; good and bad characters.	<i>using different patterns</i> list words and phrases or use a repeating pattern or line.
Unit 8 NC	<u>Comprehension (Statutory)</u> Revisit skills that are a weakness.	<u>Comprehension (Statutory)</u> <i>To develop pleasure in reading, motivation to read, vocabulary and understanding by:</i> 1a Listening to and discussing a wide range of stories. 1b Becoming familiar with a range of stories, retelling them and joining in with repeated and predictable phrases 1d Discussing meanings of new and unfamiliar words <i>To understand books they read and listen to by:</i> 2a Drawing on what they already know or on information provided 2b Checking the text for sense and self – correcting 2c Making inference from the text, discussing the title and events. 2d Predict what may happen and explain their understanding of the text	<u>Comprehension (Statutory)</u> <i>To develop pleasure in reading, motivation to read, vocabulary and understanding by:</i> 1a Listening to and discussing a wide range of poetry, 1c Learning to appreciate rhymes and poems and recite some by heart 1d Discussing meanings of new and unfamiliar words. <i>To understand books they read and listen to by:</i> 2a Drawing on what they already know or on information provided 2b Checking the text for sense and self – correcting 2c Making inference from the text, discussing the title and events. 2d Explain their understanding of the poem.

		2e Participate in discussions, listening and responding to others.	2e Participate in discussions, listening and responding to others.
<u>Composition (Statutory)</u>	<u>Composition (Statutory)</u>	<u>Composition (Statutory)</u>	<u>Composition (Statutory)</u>
Revisit skills that are a weakness.	Revisit skills that are a weakness.	Revisit skills that are a weakness.	Revisit skills that are a weakness.
<u>Vocabulary, Grammar, Punctuation. (Statutory)</u>			
Pupils should be taught to:			
Develop their understanding of the concepts set out in the English Appendix 2 and learn the grammar for Year 1 by:			
<ul style="list-style-type: none"> • Sentence: How words can combine to make sentences • Joining words and joining clauses using 'and' • Text: Sequencing sentences to form short narratives. • Punctuation: Leaving spaces between words • Beginning to punctuate sentences using a capital letter, and a full stop, a question mark or exclamation mark • Using capital letters for names of people, places, the days of the week and for the personal pronoun 'I'. 			
Use the grammar terminology in English Appendix 2 in discussing their writing:			
Letter, capital letter, word, singular, plural, sentence, punctuation, full stop, question mark, exclamation mark.			
<u>Spelling (Statutory)</u>			
Revisit skills that are a weakness.			

Handwriting and presentation (Statutory)

Sit correctly at a table holding a pencil comfortably and correctly.

Begin to form lower case letters in the correct direction, starting and finishing in the correct place.

Form capitals and form digits 1-9

Understand which letters belong to which handwriting 'families.'

Speaking and Listening for Years 1 - 6

Listen and respond to adults appropriately

- Ask relevant questions
- Use relevant strategies to build their vocabulary
- Articulate and justify answers, arguments and opinions
- Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings
- Maintain attention and participate actively, staying on topic
- Use spoken language to develop understanding through speculating, hypothesising, imaging and exploring ideas
- Speak audibly and fluently
- Participate in discussions, presentations, performances, role play and debates
- Gain, maintain and monitor the interest of the listener
- Consider and evaluate different viewpoints
- Select and use appropriate registers for effective communication