**Year 1 English**

**Curriculum**

**B ounce**

**Back**

When planning for English in Year1, it is important to remember the importance of Early Reading and Phonics. Taught phonics must be a priority within this year group as well as the application of phonics when writing. Make reference to the EYFS Statutory Framework to assist with pitch during this ‘Bounce Back’ period.

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| **AfL expectations** | * Baseline assessments must be completed within the first week for phonics using assessment grid.
* All children to be read with within week one and Salford’s completed where needed/necessary.
* One piece of extended writing to be completed as an assessment piece – this will then inform pitch needed.
* Informal assessment of tricky words must happen on a regular basis. This can take part in small group scenarios. For example, tricky word game: ***‘How many tricky words can you write in one minute?’***
* Formative assessment is essential during the bounce back stage and must underpin all that is taught. This assessment must then be used to ‘regularly’ alter pitch and pace.
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| **General Expectations:** | **•** Transition period for minimum 4 weeks / up to half term• Week 1 base assessment week. • Whole class phonics recapping Phase 2 & 3 sounds (moving through to teaching Phase 4 – see L & S - approx. 4-6 weeks)• Phonics assessment to be taken Week 4/5. • Move to non-core whole class teaching when children are ready (approximately wk 4/ 5)• Children to stay in Reception mixed ability bug groups for the transition period • Children to be grouped into ability groups after October half term.• PSHE/Circle Time – each week – fitting in around the swimming session• Look at bringing an additional library session towards the end of the half term.• Picture news each week during Fruit and Milk time |
| **Specific Expectations:** | * **SODA –** planned independent activities in Bug groups. Explained at the beginning of week, supported by T/LSA as needed. Activities to run on a repeated 2-week rota allowing children the opportunity to repeat tasks independently the second time if adult support it required. Tuesday-Friday. Activities will focus on handwriting/letter formation, fine motor skills, phonics games. Monday will be a whole class carpet SODA of a phonics sound with whiteboards or maths rhyme
* **Teacher Time** – teacher led English groups sessions.
* T and LSA to each have a focus group plus 3 independent linked activities for English
* T/LSA work to be stuck into books with 1 star and 2 wishes marking.
* Independent activities of good quality in books.
* 1 LO for the week with the directed tasks listed, highlighted once completed in books.
* Independent activities during Linked Provision, photo evidence to be taken and put into scrap books if not in books
* Handwriting – Each day after Snappy Maths (Can alternate with Maths Whizz)
* **Read and Rhyme** - in afternoon before home time. Split across year grp in bug groups with 4 adults. 1 library session, 1 reading comprehension session, 1 rhyming/phonics games, 1 songs/rhymes session – All session begin with story.
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| **Writing****SPaG** | ***At this stage, the focus should be on children being able to create an oral sentence before attempting to write. Talk for writing opportunities are of great importance, as are opportunities for Speaking and listening such as role play and paired/group talk.**** To begin to hold a sentence independently (start made needs to continue)
* Begin to HAS independently
* Write phase 2 tricky words
* Use an adjective to describe a character
* Begin to write phase 3 tricky words
* Use and, but, because (oral sentences)
* HAS and write using finger space, full stops. capital letters
* Use a capital letter (HA)
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| **Spelling****(Including some elements of Reading)** | ***It is important that these words are practiced regularly. No formal spelling test is needed but children should have lots of opportunities to rehearse the reading and writing of the following:**** Read and Spell all phase 2 tricky words
* Read and Spell all phase 3 tricky words
* Focus on spelling the decodable words which are towards the end of phase 3.

**(cvcc words)*** Reading phase 4

With a heavy focus on the above, children should be ready after half term to begin learning phase 5 sounds and commence reading and spelling of words containing these sounds. |
| **Further guidance** | Homework is to reflect Bounce Back Curriculum. Ensure this is reviewed in class.Provide opportunities for S&L to support those who have had little English during lockdown Use time smartly – going over harder phase 3 sounds where time permits. For example: Pick a sound and quick revision of this sound where applicable – this could be at home time as the children sit on the carpet etc. This only needs to be reading or chanting of this sound. |