

Word Reading	Reading Comprehension
<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • apply phonic knowledge and skills as the route to decode words • respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes • read accurately by blending sounds in unfamiliar words containing GPCs that have been taught • read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word • read words containing taught GPCs and –s, –es, –ing, –ed, –er and –est endings • read other words of more than one syllable that contain taught GPCs • read words with contractions [for example, I’m, I’ll, we’ll], and understand that the apostrophe represents the omitted letter(s) • read aloud accurately books that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words • re-read these books to build up their fluency and confidence in word reading. 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • develop pleasure in reading, motivation to read, vocabulary and understanding by: ♣ • listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently • being encouraged to link what they read or hear read to their own experiences • becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics • recognising and joining in with predictable phrases • learning to appreciate rhymes and poems, and to recite some by heart • discussing word meanings, linking new meanings to those already known • understand both the books they can already read accurately and fluently and those they listen to by: • drawing on what they already know or on background information and vocabulary provided by the teacher • checking that the text makes sense to them as they read and correcting inaccurate reading • discussing the significance of the title and events • making inferences on the basis of what is being said and done • predicting what might happen on the basis of what has been read so far • participate in discussion about what is read to them, taking turns and listening to what others say • explain clearly their understanding of what is read to them.
Writing Transcription	Writing Composition
<ul style="list-style-type: none"> • Spelling (see English Appendix 1) <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • spell: • words containing each of the 40+ phonemes already taught • common exception words • the days of the week • name the letters of the alphabet: • naming the letters of the alphabet in order • using letter names to distinguish between alternative spellings of the same sound • add prefixes and suffixes: 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • write sentences by: • saying out loud what they are going to write about • composing a sentence orally before writing it • sequencing sentences to form short narratives • re-reading what they have written to check that it makes sense • discuss what they have written with the teacher or other pupils • read aloud their writing clearly enough to be heard by their peers and the teacher.

<ul style="list-style-type: none"> • using the spelling rule for adding –s or –es as the plural marker for nouns and the third person singular marker for verbs • using the prefix un– • using –ing, –ed, –er and –est where no change is needed in the spelling of root words [for example, helping, helped, helper, eating, quicker, quickest] • apply simple spelling rules and guidance, as listed in English Appendix 1 • write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far. 	
<p>Handwriting</p> <ul style="list-style-type: none"> • Pupils should be taught to: • 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 right place • form capital letters • form digits 0-9 • understand which letters belong to which handwriting ‘families’ (i.e. letters that are formed in similar ways) and to practise these. 	<p>Vocabulary, Punctuation and Grammar</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • develop their understanding of the concepts set out in English Appendix 2 by: • leaving spaces between words • joining words and joining clauses using and • beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark • using a capital letter for names of people, places, the days of the week, and the personal pronoun ‘I’ • learning the grammar for year 1 in English Appendix 2 • use the grammatical terminology in English Appendix 2 in discussing their writing.
<p>Spoken Language</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • listen and respond appropriately to adults and their peers • ask relevant questions to extend their understanding and knowledge • 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 in collaborative conversations, staying on topic and initiating and responding to comments • use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas • speak audibly and fluently with an increasing command of Standard English • participate in discussions, presentations, performances, role play, improvisations and debates • gain, maintain and monitor the interest of the listener(s) • consider and evaluate different viewpoints, attending to and building on the contributions of others • select and use appropriate registers for effective communication. 	
<p>Appendix 1: Spelling See separate document.</p>	<p>Appendix 2: Vocabulary, Punctuation and Grammar</p>

The boundary between revision of work covered in Reception and the introduction of new work may vary according to the programme used, but basic revision should include:

- all letters of the alphabet and the sounds which they most commonly represent
- consonant digraphs which have been taught and the sounds which they represent
- vowel digraphs which have been taught and the sounds which they represent
- the process of segmenting spoken words into sounds before choosing graphemes to represent the sounds
- words with adjacent consonants
- guidance and rules which have been taught

Word 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

Suffixes that can be added to verbs where no change is needed in the spelling of root words (e.g. helping, helped, helper)

How the prefix un– changes the meaning of verbs and adjectives [negation, for example, unkind, or undoing: untie the boat]

Sentence How words can combine to make sentences

Joining words and joining clauses using and
Text Sequencing sentences to form short narratives

Punctuation Separation of words with spaces
Introduction to capital letters, full stops, question marks and exclamation marks to demarcate sentences

Capital letters for names and for the personal pronoun I

Terminology for pupils letter, capital letter word, singular, plural sentence punctuation, full stop, question mark, exclamation mark

Week/Focus	Day	Learning Intention
<p><u>Week 1</u></p> <p>Focus: Fiction (narrative)</p> <p><u>Assessment focus targets:</u> I can write simple sentences from memory dictated by my teacher.</p> <p>I can say what I am going to write about</p> <p>I can say my sentence before I write it</p> <p>I can choose vocabulary that makes my writing better</p>	<p>Hold a sentence (for each day of week)</p>	<p><u>The man was here.</u></p>
	1	<p>To know how to orally rehearse writing</p> <p><u>Oral Rehearsal:</u> Discussion of WAGOLL (pick out key features in 10minute task), share relevant section of story/ a WAGOLL- learn and orally retell relevant section of story (with the guidance of a pre-prepared story map)</p>
	2	<p>To know how to orally rehearse writing</p> <p><u>Oral Rehearsal:</u> With the guidance of a pre-prepared story map, re-write (or sequence) relevant section of story/WAGOLL through dictated sentences only using known GPCs, focusing on GPCs and letter formation.</p>
	3	<p>To know how to write effective sentences for a setting description</p> <p><u>Slow Writing Sentences</u> – Oral rehearsal of and writing sentences with: adjectives, capital letter to start the sentence through dictated sentences only using known GPCs, focusing on GPCs and letter formation.</p>
	4	<p>To know how to write effective sentences for a setting description</p> <p><u>Slow Writing Sentences</u> – Oral rehearsal of and writing sentences with: adjectives, capital letter to start the sentence through dictated sentences only using known GPCs, focusing on GPCs and letter formation.</p>
	Spelling and Handwriting	
<p><u>Week 2</u></p>	<p>Hold a sentence (for each day of week)</p>	<p><u>The man was there.</u></p>

<p>Focus: Fiction (narrative)</p> <p><u>Assessment focus targets:</u> I can write simple sentences from memory dictated by my teacher.</p> <p>I can say what I am going to write about</p> <p>I can say my sentence before I write it</p> <p>I can choose vocabulary that makes my writing better</p>	1	To know how to write for a specific purpose First Independent Write: Write setting description using sentences that have been gathered over preceding lessons.
	2	To know how to edit and publish my writing (15mins SPaG focus, 15mins polishing focus, 30mins to publish)
	3	Responsive lesson- children will write sentences that could be used to extend the piece of writing that they have just published. These sentences will be focused on an outcome that has been identified requiring further attention in your class.
	4	To know how to apply my writing skills Second Independent Write: Children will write another setting description (using a different stimulus) applying the skills that they have practised during this writing unit (10mins to plan, then complete independent write)
	Spelling and Handwriting	
<p>Week 3</p> <p>Focus: Fiction (narrative)</p> <p><u>Assessment focus targets:</u> I can sequence sentences to form a short narrative</p> <p>I can write simple sentences from memory dictated by my teacher.</p> <p>I can say what I am going to write about</p> <p>I can say my sentence before I write it</p> <p>I can choose vocabulary that makes my writing better</p> <p>I can use 'and' to join two parts of a sentence</p>	Hold a sentence (for each day of week)	<u>He came to my house.</u>
	1	To know how to orally rehearse writing Oral Rehearsal: Share relevant section of the story, teacher to provide brief story map showing relevant section of story. Use story map/visual prompts to learn orally retell relevant section of story.
	2	To know how to orally rehearse writing Oral Rehearsal: With the guidance of a pre-prepared story map, re-write (or sequence) relevant section of story/WAGOLL through dictated sentences only using known GPCs, focusing on GPCs and letter formation.
	3	To know how to write effective sentences for a narrative (paragraph 1) Slow Writing a Cohesive Paragraph- Select a focus point per sentence from the Assessment focus targets (the lesson will focus on gathering approximately 3-4 sentences with prior oral rehearsal*) Sentences will be gathered through dictated sentences only using known GPCs, focusing on GPCs and letter formation.

<p>I can begin to use . ! and ? to punctuate sentences</p> <p>Use capital letters correctly to start a sentence and for names of people and places.</p>		<p><i>*there is no expectation that children will write the sentences that they compose orally</i></p>
	4	<p>To know how to write effective sentences for a narrative (paragraph 2)</p> <p><u>Slow Writing a Cohesive Paragraph-</u> Select a focus point per sentence from the Assessment focus targets (the lesson will focus on gathering approximately 3-4 sentences with prior oral rehearsal*)</p> <p>Sentences will be gathered through dictated sentences only using known GPCs, focusing on GPCs and letter formation.</p> <p><i>*there is no expectation that children will write the sentences that they compose orally</i></p>
	Spelling and Handwriting	
<p>Week 4</p> <p>Focus: Fiction (narrative)</p> <p><u>Assessment focus targets:</u></p> <p>I can sequence sentences to form a short narrative</p> <p>I can write simple sentences from memory dictated by my teacher.</p> <p>I can say what I am going to write about</p> <p>I can say my sentence before I write it</p> <p>I can choose vocabulary that makes my writing better</p> <p>I can use 'and' to join two parts of a sentence</p> <p>I can begin to use . ! and ? to punctuate sentences</p> <p>Use capital letters correctly to start a</p>	<p>Hold a sentence (for each day of week)</p>	<p><u>She</u> came <u>to</u> my house.</p>
	1	<p>To know how to write for a specific purpose</p> <p><u>First Independent Write:</u> Write narrative using sentences for each paragraph that have been gathered over preceding lessons.</p>
	2	<p>To know how to edit and publish my writing (15mins SPaG focus, 15mins polishing focus, 30mins to publish)</p>
	3	<p>Responsive lesson- children will write sentences that could be used to extend the piece of writing that they have just published. These sentences will be focused on an outcome that has been identified requiring further attention in your class.</p>
	4	<p>To know how to apply my writing skills</p> <p><u>Second Independent Write:</u> Children will write another narrative (e.g. from a different point of view) applying the skills that they have practised during this writing unit (10mins to plan, then complete independent write)</p>
	Spelling and Handwriting	

sentence and for names of people and places.		
<p>Week 5</p> <p>Focus: Poetry</p> <p><u>Assessment focus targets:</u> I can use the suffixes -ing</p>	<p>Hold a sentence (for each day of week)</p> <p>1</p> <p>2</p> <p>3</p> <p>4</p>	<p>I saw <u>the house</u>.</p> <p>To know how to orally rehearse writing</p> <p><u>Oral Rehearsal:</u> Discussion of WAGOLL (pick out key features in 10minute task), orally rehearse a poem/part of a poem (using outline/visual prompt provided by teacher)</p> <p><i>(see 'Firework Night' poem planning for potential guide)</i></p> <p>Study WAGOLL poem, identify key parts. Orally retell/perform poem.</p> <p>To know how to orally rehearse writing</p> <p><u>Oral Rehearsal:</u> With the guidance of a pre-prepared visual prompts, re-write relevant section of WAGOLL through dictated lines only using known GPCs, focusing on GPCs and letter formation.</p> <p>To know how to write effective lines for a poem</p> <p><u>Slow writing an effective stanza/verse-</u> Select a focus point per sentence from the Assessment focus targets (the lesson will focus on gathering approximately 3-4 lines with prior oral rehearsal, e.g. focus on use of suffix 'ing' for this poem)</p> <p>Lines will be gathered through dictated sentences only using known GPCs, focusing on GPCs and letter formation.</p> <p><i>*there is no expectation that children will write the lines that they compose orally</i></p> <p>To know how to write effective lines for a poem</p> <p><u>Slow writing an effective stanza/verse-</u> Select a focus point per sentence from the Assessment focus targets (the lesson will focus on gathering approximately 3-4 lines with prior oral rehearsal e.g. focus on use of suffix 'ing' for this poem)</p> <p>Lines will be gathered through dictated sentences only using known GPCs, focusing on GPCs and letter formation.</p> <p><i>*there is no expectation that children will write the lines that they compose orally</i></p>

	Spelling and Handwriting	
<p>Week 6</p> <p>Focus: Poetry</p> <p><u>Assessment focus targets:</u> I can use the suffixes -ing, -ed, -er and -est where the root word does not change</p> <p>I can use -s or -es for plural nouns and 3rd person singular verbs</p>	Hold a sentence (for each day of week)	I saw a house.
	1	To know how to write for a specific purpose <u>First Independent Write:</u> Write poem using sentences for each paragraph that have been gathered over preceding lessons.
	2	To know how to write effective lines for a poem <u>Slow writing an effective stanza/verse-</u> Select a focus point per sentence from the Assessment focus targets (the lesson will focus on gathering approximately 3-4 lines with prior oral rehearsal e.g. focus on use of suffix 'ed'/'er'/'est' for a different version of the original poem) Lines will be gathered through dictated sentences only using known GPCs, focusing on GPCs and letter formation. <i>*there is no expectation that children will write the lines that they compose orally</i>
	3	To know how to write effective lines for a poem <u>Slow writing an effective stanza/verse-</u> Select a focus point per sentence from the Assessment focus targets (the lesson will focus on gathering approximately 3-4 lines with prior oral rehearsal e.g. focus on use of suffix 'ed'/'er'/'est' for a different version of the original poem) Lines will be gathered through dictated sentences only using known GPCs, focusing on GPCs and letter formation. <i>*there is no expectation that children will write the lines that they compose orally</i>
	4	To know how to write for a specific purpose <u>Second Independent Write:</u> Write poem using sentences for each paragraph that have been gathered over preceding lessons.
	Spelling and Handwriting	