

<p>Word Reading</p> <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>Reading Comprehension</p> <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.
<p>Writing Transcription</p> <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>Writing Composition</p> <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>	<p>Vocabulary, Punctuation and Grammar</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>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>
<p>The boundary between revision of work covered in Reception and the introduction of new work</p>	<p>Word Regular plural noun suffixes –s or –es [for example, dog, dogs; wish, wishes],</p>

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

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

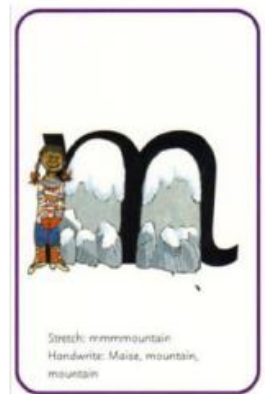
Joining words and joining clauses using and
Text Sequencing sentences to form short narratives

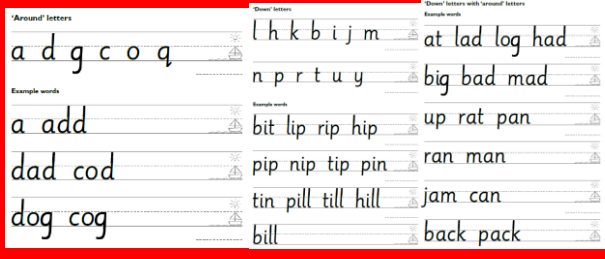
Punctuation Separation of words with spaces
Introduction to capital letters, full stops, question marks and exclamation marks to demarcate sentences

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

- m Maisie, mountain, mountain
a round the apple, down the leaf
s slither down the snake
d round his bottom, up his tall neck and down to his feet
t down the tower, across the tower
i down the body, dot for the head
n down Nobby, over his net
p down the plait and over the pirate's face
g round her face, down her hair and give her a curl
o all around the orange
c curl around the caterpillar
k down the kangaroo's body, tail and leg
u down and under, up to the top and draw the puddle
b down the laces to the heel, round the toe
f down the stem and draw the leaves
e lift off the top and scoop out the egg
l down the long leg
h down the head to the hooves and over his back
r down his back and then curl over his arm
j down his body, curl and dot
v down a wing, up a wing
y down a horn, up a horn and under his head
w down, up, down, up
z zig-zag-zig
q round her head, up past her earrings and down her hair
x down the arm and leg and repeat the other side

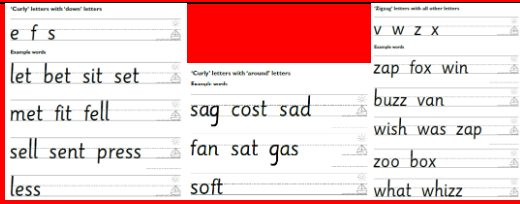


<p>Week 1 Review</p> <p>Focus: Fiction (narrative)</p> <p>Assessment focus targets: I can sit correctly and hold my pencil the right way I can begin to write my letters (lower-case) correctly, always starting on the line I can write capital letters correctly I can write the digits 0-9 correctly I understand which letters belong to which 'families' (Long letter/Curly Caterpillars/One armed robots/Zig-zag) I can say my sentence before I write it</p>	<p>Handwriting for week:</p>	
	1	<ul style="list-style-type: none"> Handwriting (40mins) -teach correct sitting position and pencil grip Read a story Orally retell the story Orally discuss the story, focusing on 'who' questions. Progress to developing inference skills during this discussion. Dictated sentence based on story using only taught GPCs.
	2	<ul style="list-style-type: none"> Handwriting (40mins) -teach correct sitting position and pencil grip Read a story Participate in role play activities Orally discuss the story, focusing on 'who' questions. Progress to developing inference skills during this discussion. Dictated sentence based on story using only taught GPCs.
	3	<ul style="list-style-type: none"> Handwriting (40mins) -teach correct sitting position and pencil grip Read a story Orally retell the story Orally discuss the story, focusing on 'who' questions. Progress to developing inference skills during this discussion. Dictated sentence based on story using only taught GPCs.
	4	<ul style="list-style-type: none"> Handwriting (40mins) -teach correct sitting position and pencil grip Read a story Participate in role play activities Orally discuss the story, focusing on 'who' questions. Progress to developing inference skills during this discussion. Dictated sentence based on story using only taught GPCs.
	Spelling and Handwriting	40mins handwriting
<p>Week 2</p> <p>Focus: Fiction (narrative)</p> <p>Assessment focus targets:</p>	<p>Hold a sentence (for each day of week)</p>	<p>The man <u>was</u> here.</p>
	1	<p>*Responsive handwriting based on week 1 handwriting focus (15mins)</p> <p>To know how to orally rehearse writing</p>

<p>I can write simple sentences from memory dictated by my teacher.</p>		<p>Oral Rehearsal: Orally retell relevant section of story (with the guidance of a pre-prepared story map) Plenary (15mins): Identify past tense action verbs in the orally rehearsed writing.</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>	2	<p>*Responsive handwriting based on week 1 handwriting focus (15mins) To know how to use past tense action verbs <u>Past Tense Action Verbs:</u></p> <ol style="list-style-type: none"> 1) Teacher model and TOL writing sentences with past tense action verbs. 2) Provide examples of sentences with a missing past tense action verb, and they will be asked to identify the verbs and rewrite the whole sentence. 3) With the guidance of a pre-prepared story map, re-write orally rehearsed sentences that use <u>past tense action verbs, through dictated sentences only using known GPCs, focusing on GPCs and letter formation.</u>
	3	<p>*Responsive handwriting based on week 1 handwriting focus (15mins) To know how to use past tense action verbs <u>Past Tense Action Verbs:</u></p> <p>Pupils will be provided with sentences (linked to the orally rehearsed story extract) that uses a past tense action verb incorrectly (e.g. a present tense action verb instead). Pupils will identify the verb and re-write the whole sentence in the past tense.</p>
	4	<p>*Responsive handwriting based on week 1 handwriting focus (15mins) To know how to use past tense action verbs <u>Past Tense Action Verbs:</u></p> <ol style="list-style-type: none"> 1) As a class, the pupils will practise a range of sentences that use past tense action verbs that either directly link to or are a direct extension of the orally rehearsed story extract. 2) Teacher will gather ideas and children will write sentences provided by the teacher that use past tense action verbs <u>through dictated sentences only using known GPCs, focusing on GPCs and letter formation.</u>
	Spelling and Handwriting	40mins handwriting

<p>Week 3</p> <p>Focus: Fiction (narrative)</p>	<p>Hold a sentence (for each day of week)</p>	<p>The man <u>was</u> <u>there</u>.</p>
<p><u>Assessment focus targets:</u></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>1</p>	<p><i>*Responsive handwriting (15mins)</i></p> <p>To know how identify and write a simple subject in a sentence</p> <p><u>Subject:</u></p> <ol style="list-style-type: none"> 1) Teacher model and TOL writing sentences with simple subject and past tense action verbs. 2) Identify simple subjects from orally rehearsed story extract. 3) Provide examples of sentence fragments (linked to the story) with a missing subject. 4) Pupils will add a subject and write the whole sentence.
	<p>2</p>	<p><i>*Responsive handwriting (15mins)</i></p> <p>To know write a simple subject in a sentence</p> <p><u>Subject:</u></p> <ol style="list-style-type: none"> 1) The teacher will provide a visual stimulus that is linked to the story. 2) As a class, children will orally gather ideas of sentences linked to this story stimulus using a simple subject and past tense action verb. 3) Teacher will gather ideas and children will write sentences provided by the teacher that use simple subjects and past tense action verbs <u>through dictated sentences only using known GPCs, focusing on GPCs and letter formation.</u>
	<p>3</p>	<p><i>*Responsive handwriting (15mins)</i></p> <p>To know how use capital letters and full stops correctly.</p> <p><u>Capital Letters and Full Stops:</u></p> <ol style="list-style-type: none"> 1) Teacher model and TOL writing sentences with capital letter, simple subject, past tense action verb, full stop. 2) Pupils will be provided with sentences (linked to the orally rehearsed story extract) that do not use a capital letter at the beginning of the sentence and do not use a full stop at the end of the sentence. 3) The children will rewrite these sentences with the correct punctuation.

	4	<p>*Responsive handwriting (15mins)</p> <p>To know how use capital letters and full stops correctly.</p> <p><u>Capital Letters and Full Stops:</u></p> <ol style="list-style-type: none"> 1) The teacher will provide a visual stimulus that is linked to the story (different from the previous stimulus) 2) As a class, children will orally gather ideas of sentences linked to this story stimulus using a simple subject and past tense action verb. There will continue to be an emphasis on saying and signing the capital letter. 3) Teacher will gather ideas and children will write sentences provided by the teacher that use simple subjects and past tense action verbs <u>through dictated sentences only using known GPCs, focusing on GPCs and letter formation.</u> 4) The sentences will be repeated orally all together so that the children can 'think like a teacher', say and sign the capital letter and full stop and check that this is in their writing.
	Spelling and Handwriting	40mins handwriting
<p><u>Week 4</u></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>Hold a sentence (for each day of week)</p> <p>1</p> <p>2</p>	<p>He came <u>to</u> <u>my</u> <u>house</u>.</p> <p>*Responsive handwriting (15mins)</p> <p>To know how to write effective sentences for a narrative that use a simple subject, past tense action verb, capital letter and full stop (plot point 1)</p> <p><u>Teacher will provide a title linked to this part of the narrative:</u></p> <ol style="list-style-type: none"> 1) Children will orally gather sentences that use a simple subject, past tense action verb, capital letter and full stop. 2) Using the children's orally gathered sentences, the teacher will provide the children with sentences to write <u>through dictated sentences only using known GPCs, focusing on GPCs and letter formation.</u> <p>*Responsive handwriting (15mins)</p>

<p>I can use 'and' to join two parts of a sentence</p> <p>I can use . to punctuate sentences</p> <p>Use capital letters correctly to start a sentence.</p>		<p>To know how to write effective sentences for a narrative that use a simple subject, past tense action verb, capital letter and full stop (plot point 2)</p> <p><u>Teacher will provide a title linked to this part of the narrative:</u></p> <ol style="list-style-type: none"> 1) Children will orally gather sentences that use a simple subject, past tense action verb, capital letter and full stop. 2) Using the children's orally gathered sentences, the teacher will provide the children with sentences to write <u>through dictated sentences only using known GPCs, focusing on GPCs and letter formation.</u>
	3	<p>*Responsive handwriting (15mins)</p> <p>To know how to write effective sentences for a narrative that use a simple subject, past tense action verb, capital letter and full stop (plot point 3)</p> <p><u>Teacher will provide a title linked to this part of the narrative:</u></p> <ol style="list-style-type: none"> 1) Children will orally gather sentences that use a simple subject, past tense action verb, capital letter and full stop. 2) Using the children's orally gathered sentences, the teacher will provide the children with sentences to write <u>through dictated sentences only using known GPCs, focusing on GPCs and letter formation.</u>
	4	<p>*Responsive handwriting (15mins)</p> <p>To know how to write sentences to create a narrative</p> <p><u>Teacher to provide title for narrative:</u></p> <p>Children write narrative using sentences for each paragraph that have been gathered over preceding lessons.</p>
Spelling and Handwriting	40mins handwriting	
<p><u>Week 5</u></p> <p>Focus: Non-fiction (book or text linked to wider curriculum topic/assessment task)</p>	Handwriting for week:	 <p>The handwriting practice sheet is divided into four quadrants. The top-left quadrant is titled 'Curly letters with 'shoe' letters' and lists 'e f s' with example words 'let bet sit set'. The top-right quadrant is titled 'Spiky letters with all other letters' and lists 'v w z x' with example words 'zap fox win'. The bottom-left quadrant is titled 'Curly letters with 'smooth' letters' and lists 'met fit fell', 'sag cost sad', 'sell sent press', and 'less'. The bottom-right quadrant is titled 'Spiky letters with all other letters' and lists 'buzz van', 'wish was zap', 'zoo box', and 'what whizz'.</p>

<p><u>Assessment focus targets:</u> I can sit correctly and hold my pencil the right way I can begin to write my letters (lower-case) correctly, always starting on the line I can write capital letters correctly I can write the digits 0-9 correctly I understand which letters belong to which 'families' (Long letter/Curly Caterpillars/One armed robots/Zig-zag) I can say my sentence before I write it</p>	<p>Hold a sentence (for each day of week)</p>	<p>I saw <u>a house</u>.</p>
	1	<ul style="list-style-type: none"> Handwriting (40mins) -teach correct sitting position and pencil grip Read a story/text Participate in role play activities Orally discuss the story, focusing on 'who' and 'what' questions. Progress to developing inference skills during this discussion. Dictated sentence based on story/text using only taught GPCs.
	2	<ul style="list-style-type: none"> Handwriting (40mins) -teach correct sitting position and pencil grip Read a story/text Participate in role play activities Orally discuss the story, focusing on 'who' and 'what' questions. Progress to developing inference skills during this discussion. Dictated sentence based on story/text using only taught GPCs.
	3	<ul style="list-style-type: none"> Handwriting (40mins) -teach correct sitting position and pencil grip Read a story/text Orally retell the story Orally discuss the story, focusing on 'who' and 'what' questions. Progress to developing inference skills during this discussion. Dictated sentence based on story/text using only taught GPCs.
	4	<ul style="list-style-type: none"> Handwriting (40mins) -teach correct sitting position and pencil grip Read a story/text Participate in role play activities Orally discuss the story, focusing on 'who' and 'what' questions. Progress to developing inference skills during this discussion. Dictated sentence based on story/ text using only taught GPCs.
	Spelling and Handwriting	40mins handwriting
<p>Week 6 Focus: Non-fiction writing linked to wider curriculum topic/assessment task</p>	<p>Hold a sentence (for each day of week)</p>	<p>She came <u>to my house</u>.</p>
	1	<p>*Responsive handwriting based on week 5 handwriting focus (15mins)</p>

<u>Assessment focus targets:</u>		Non-fiction writing linked to wider curriculum topic/assessment task
I can write simple sentences from memory dictated by my teacher.	2	*Responsive handwriting based on week 5 handwriting focus (15mins) Non-fiction writing linked to wider curriculum topic/assessment task
I can say what I am going to write about I can say my sentence before I write it	3	*Responsive handwriting based on week 5 handwriting focus (15mins) Non-fiction writing linked to wider curriculum topic/assessment task
I can choose vocabulary that makes my writing better I can use 'and' to join two parts of a sentence	4	*Responsive handwriting based on week 5 handwriting focus (15mins) Non-fiction writing linked to wider curriculum topic/assessment task
I can use . to punctuate sentences Use capital letters correctly to start a sentence and for names of people and places.	Spelling and Handwriting	40mins handwriting