

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

- 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






Week/Focus	Day	Learning Intention
<p>Week 1</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>They love to come to school.</u></p>
	1	<p>*Handwriting (15mins)</p> <p>To know how to orally rehearse writing</p> <p><u>Oral Rehearsal:</u> Orally retell relevant section of story (with the guidance of a pre-prepared story map)</p> <p>Plenary (15mins): Identify subject, state of being verb and adjective in the orally rehearsed writing.</p>
	2	<p>*Handwriting (15mins)</p> <p>To know how to write sentences with state of being verbs</p> <p><u>Being Verbs:</u></p> <ol style="list-style-type: none"> 1) Teacher model and TOL writing sentences with a state of being verb 2) Rewrite simple sentences that contain a missing or incorrect state of being verb. For example, in the sentence ' I ____ going for a walk/'He _____happy', pupils should be able to select the correct state of being verb from a given list (e.g. was/ am/ is). 3) Rewrite simple sentences to add an adjective after a state of being verb, e.g. He was_____.
3	<p>*Handwriting (15mins)</p> <p>To know how to proofread sentences with a state of being verb and adjective</p> <p><u>Being Verb and Adjective:</u></p> <ol style="list-style-type: none"> 1) Teacher model and TOL correcting sentences (including personal pronouns as a subject). <p>*** Mistakes may include incorrect use of a being verb (e.g. He had happy. It had tall. The plant was roots.)</p> <p>***Mistakes may include a sentence expressing an incomplete thought (e.g. He was. It was. The plastic was.)</p> <p>***Mistakes may also include incorrect use of capital letters and full stops.</p> <ol style="list-style-type: none"> 2) When they have found an error, pupils should then rewrite the sentence in full. <p><u>Additional Guidance:</u></p> <ul style="list-style-type: none"> - Errors that pupils should correct should be drawn from the sentence fundamentals - capital letters, complete thought with subject and verb, subject-verb 	


		<p>agreement and stop marks. Pupils should also have to correct incorrect state of being verbs.</p>
4		<p>*Handwriting (15mins) To know how write sentences correctly with a state of being verb and adjective <u>Being Verb and Adjective</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 subject and a past state of being verb. There will continue to be an emphasis on saying and signing the capital letter and full stop. 3) Teacher will gather ideas and children will write sentences provided by the teacher <u>through dictated sentences only using known GPCs, focusing on GPCs and letter formation.</u> <p>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.</p> <p><u>Additional Guidance</u></p> <p>At this stage, pupils only need to use one adjective after a state of being verb to ensure a sentence is a complete thought.</p> <p>Pupils should be able to explain that descriptive adjectives relate to size, colour or shape. They should use this knowledge and their increasing vocabularies to write simple, past tense sentences where the adjective follows the state of being verb. These sentences should be coherent with each other.</p>
Spelling and Handwriting		

Week 2		
Week 2	Hold a sentence (for each day of week)	<u>My friend said they love to come to school.</u>
<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>I can choose vocabulary that makes my writing better</p> <p>I can use 'and' to join two parts of a sentence</p> <p>Use capital letters correctly to start a sentence and for names of people and places.</p>	1	<p><i>*Handwriting (15mins)</i></p> <p>To know how to write effective sentences for a narrative that use a subject, being verb, adjective, 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> <p>1) Children will orally gather sentences that use a subject, being verb, adjective, capital letter and full stop.</p> <p>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>
	2	<p><i>*Handwriting (15mins)</i></p> <p>To know how to write effective sentences for a narrative that use a subject, past tense action verb, object, 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> <p>1) Children will orally gather sentences that use a subject, past tense action verb, object, capital letter and full stop. Include personal pronouns as subjects and objects.</p> <p>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>
	3	<p><i>*Handwriting (15mins)</i></p> <p>To know how to write effective sentences for a narrative that use previously taught skills, including the word 'and' to join two parts of a sentence (plot point 3)</p> <p><u>Teacher will provide a title linked to this part of the narrative:</u></p> <p>1) Children will orally gather sentences that use taught skills, including the word 'and' to join two parts of a sentence. Children can also progress to writing two adjectives after a state of being verb.</p> <p>Using the children's orally gathered sentences, the teacher will provide the children with sentences to write <u>through</u></p>

		<u>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> <p>***Children say sentence to themselves (signing capital letter and full stop) before writing the sentence.</p>
	Spelling and Handwriting	

Week 3		
<p>Week 3</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>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 sentence and for names of people and places.</p>	<p>Hold a sentence (for each day of week)</p>	<p><u>He says I can come to his house today.</u></p>
	1	<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>
	2	<p>*Handwriting (15mins)</p> <p style="background-color: yellow;">*The learning on questions and statements will take place through the use of Q&A interviews (either through the hot seating of a character in a narrative OR the interview of a key historical figure).</p> <p>To know how to orally rehearse statements and questions</p> <p><u>Oral Rehearsal:</u> Teacher will provide visual prompts for a Q&A interview. This will be orally rehearsed. E.g. When did you learn to read?</p> <p style="text-align: center;">↓</p> <p style="text-align: center;">  </p> <p style="text-align: center;">When  ?</p> <p style="text-align: center;">I learnt to read when I was three.</p> <p style="text-align: center;">↓</p> <p style="text-align: center;">  </p> <p style="text-align: center;">3.</p> <p>Children will say and sign the capital letter and the full stop/question mark.</p> <p>This can be orally rehearsed as a class, then children can practise in pairs.</p>
	3	<p>*Handwriting (15mins)</p> <p>To know how to identify questions and statements</p> <p><u>Questions and Statements:</u></p> <p>The teacher will discuss and the children will identify what is a question and what is a statement.</p> <p><u>Additional Guidance:</u></p>

		<p>Pupils should understand the key characteristics of statements and questions, differentiate between statements and questions based on sentence structure, word order, and context.</p> <p>Adults should provide clear explanations of the differences between statements and questions, including sentence structure, word order, and tone, offer examples and non-examples of statements and questions to illustrate the concepts.</p>
4		<p>*Handwriting (15mins)</p> <p>To know how to proofread sentences that are statements or questions</p> <p><u>Statements and Questions</u></p> <p>Teacher will:</p> <ul style="list-style-type: none"> • Discuss the differences in sentence structure and meaning between statements and questions. • Model correct punctuation usage in statements and questions through examples and non-examples. • Model identifying mistakes and correcting them <p>Children will:</p> <ul style="list-style-type: none"> - Identify and correct mistakes in questions and statements. <p>***Mistakes may include incorrect use of capital letters, full stops and question marks or missing punctuation.</p> <p>***Mistakes may also include incorrect word order.</p>
Spelling and Handwriting		

Week 4		
<p>Week 4</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>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 sentence and for names of people and places.</p>	<p>Hold a sentence (for each day of week)</p>	<p><u>She said the car was red.</u></p>
	1	<p>*Handwriting: 15mins</p> <p>Drama: Hot Seating</p> <p>*The character that is being interviewed for the Q&A will be hot seated.</p> <div style="display: flex; align-items: center;">  <div> <p>Hot seating is where a character or characters from a text can be interviewed by the class. The character can be played by the teacher or by the children. Before interviewing, it's good to discuss what the class want to ask the character and help them to reframe questions if necessary, so they are clear and workable. It is also good to model asking and answering questions beforehand.</p> </div> </div>
	2	<p>*Handwriting (15mins)</p> <p>To know how to write questions</p> <p><u>Questions</u></p> <ul style="list-style-type: none"> - Teacher will model and TOL writing questions for the person/character being interviewed. - Children will orally rehearse questions (using ideas from the hot seating yesterday). <p>Using the children's orally gathered questions, the teacher will provide the children with questions to write <u>through dictated sentences only using known GPCs, focusing on GPCs and letter formation.</u></p>
	3	<p>*Handwriting (15mins)</p> <p>To know how to write statements</p> <p><u>Statements</u></p> <ul style="list-style-type: none"> - Teacher will model and TOL writing statements that the person/character being interviewed gives in response to the questions written yesterday. - Children will orally rehearse statements that are given in response (using ideas from the hot seating). <p>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>
4	<p>*Handwriting (15mins)</p>	

		<p>To know how to write questions and statements for an interview</p> <p><u>Questions and Statements</u></p> <ul style="list-style-type: none"> - Teacher will model and TOL writing a question that the interviewer asks, followed by a statement that the person/character being interviewed gives in response to the questions written yesterday. - Children will orally rehearse questions and statements that are given in response (using ideas from the hot seating and the previous two lessons' work). <p>Using the children's orally gathered sentences, the teacher will provide the children with sentences (questions and answers) to write <u>through dictated sentences only using known GPCs, focusing on GPCs and letter formation.</u></p>
	Spelling and Handwriting	

<p><u>Week 5 and 6</u></p> <p><u>Focus:</u> Non-fiction writing linked to wider curriculum topic/assessment task</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>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</p>	<p>Hold a sentence (for each day of week)</p>	<p><u>Ask his friend to come to our house.</u></p> <p><u>We will go to the shop where they sell the food I love.</u></p>
	1	<p>*Responsive handwriting based on week 5 handwriting focus (15mins)</p> <p>Non-fiction writing linked to wider curriculum topic/assessment task</p>
	2	<p>*Responsive handwriting based on week 5 handwriting focus (15mins)</p> <p>Non-fiction writing linked to wider curriculum topic/assessment task</p>
	3	<p>*Responsive handwriting based on week 5 handwriting focus (15mins)</p> <p>Non-fiction writing linked to wider curriculum topic/assessment task</p>
	4	<p>*Responsive handwriting based on week 5 handwriting focus (15mins)</p> <p>Non-fiction writing linked to wider curriculum topic/assessment task</p>
	Spelling and Handwriting	40mins handwriting

sentence and for names of people and places.		
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