**DThis framework out lines progression for reading and writing in Year One. The focus areas and suggested activities will be adapted to meet the needs of individual children and groups. In addition to this framework we follow the ELS progression (weekly overview) for phonics teaching.**

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| **Ongoing Objectives in Reading** |
| **Phonics and Decoding** |
| * To apply phonic knowledge and skills as the route to decode words. * To blend sounds in unfamiliar words using the GPCs that they have been taught. * To respond speedily, giving the correct sound to graphemes for all of the 40+ phonemes. |
| **Fluency** |
| * To accurately read texts that are consistent with their developing phonic knowledge, that do not require them to use other strategies to work out words. * To reread texts to build up fluency and confidence in word reading. |
| **Common Exception Words** |
| * To read Y1 common exception words , following the progression outlined in ELS, noting unusual correspondences between spelling and sound and where these occur in words. |

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| **Overview of Letter Formation and Spelling Objectives** |
| **Phonics and Decoding** |
| Following the progression outlined in ELS children will learn to:   * To know all letters of the alphabet and the sounds which they most commonly represent. * To recognise consonant digraphs which have been taught and the sounds which they represent. * To recognise vowel digraphs which have been taught and the sounds which they represent. * To recognise words with adjacent consonants. * To accurately spell most words containing the 40+ previously taught phonemes and GPCs. * To spell some words in a phonically plausible way, even if sometimes incorrect. * To apply Y1 spelling rules and guidance\*, which includes: |
| **Letter Formation** |
| * To write lower case and capital letters in the correct direction, starting and finishing in the right place with a good level of consistency. * To sit correctly at a table, holding a pencil comfortably and correctly. * To form digits 0-9. * To understand which letters belong to which handwriting ‘families’ (i.e. letters that are formed in similar ways) and to practise these. |
| **Common Exception Words** |
| * To read Y1 common exception words , following the progression outlined in ELS, noting unusual correspondences between spelling and sound and where these occur in words. |

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| **Year: One** | | **Term: Autumn One** | | |
| **Text** | **Suggested Writing Tasks** | **Suggested Immersion Activities** | **Writing Focus Areas** | **Reading Focus Areas** |
| [**Meesha Makes Friends**](https://www.youtube.com/watch?v=uFKdypg7Ifg) | **Purpose**  Advice on how to make friends  **Audience**  Everyone in our class  **Text Type**  Simple instructions | Retell parts of the story by drawing pictures.  Use construction or junk to make a model in pairs or small groups – just like Meesha and the other child do at the end of the story.  Hot seat Meesha and ask why she was behaving in certain ways.  Record messages for the Meesha with tips on how to make friends.  Each child to write one or two instructions for helping everyone to make friends. | **Phonics and Spelling**  Adding the endings  –ing and ed to verbs where no change is needed to the root wood (e.g. buzzer, jumping)  adding -s and -es to words (plural of nouns and the third person singular of verbs)  **Further Spelling Conventions**  To spell simple compound words (e.g. dustbin, football).  To read words that they have spelt.  **Planning, Writing and Editing**  To say out loud what they are going to write about.  To compose a sentence orally before writing it.  **Use of Phrases and Clauses**  To use the joining word (conjunction) ‘and’ to link ideas and sentences  **Punctuation**  To use finger spaces.  To use full stops to end sentences.  . | **Additional Phonics and Decoding**.  To read words containing ed and ing  **Common Exception Words**  Review harder to read and spell words taught in Receptoin as part of ELS  **Comparing, Contrasting and Commenting**  To listen to and discuss a wide range of fiction, texts a level beyond that at which they can read independently.  To link what they have read or have read to them to their own experiences.  To retell familiar stories in increasing detail. |
| [**The Three Little Pigs**](https://www.youtube.com/watch?v=vDL48AZf_2c) | **Purpose**  To warn people about the Big Bad Wolf  **Audience**  Fairy Tale Characters  **Text Type**  Poster | Creating a story Map of the story (Could be carried out in groups perhaps by painting a story wall)  Role playing the story in small groups possibly using using puppets.  Building houses out of different materials  Adding captions to different scenes.  Creating a picture of the Big Bad Wolf and thinking of words to describe him  Recording radio television broadcast to warn other people in fairy tale land about the Three Little Pigs |
| **Purpose:** To apologise for blowing down the house  **Audience:** The Three Little Pigs  **Text Type:** Letter / Message in a card | Thinking of questions to ask characters in the story. (Big Bad wolf and the pigs who had their house blown down)  Hot seating key characters  Leaving a voice mail for the Three Little Pigs from the big bad wolf in which he apologises for his actions. |
| [Biscuit Bear](https://www.youtube.com/watch?v=dMqiANWuzX4) | **Purpose**  To explain how to make a to make a simple salt dough character.  **Audience**  Children in the school who want to create their own character.  **Text Type**  Instructions. | Hot seat biscuit bear and find out how he made his biscuit characters.  Talk about the different shapes they can cut out with play dough. Discuss the steps for doing this.  Look at a simple set of instructions and identify the verbs.  Follow verbal instructions for making a biscuit bear.  Write some simple instructions to go with photographs of them making a biscuit characters |
| **Purpose**  To entertain by writing about what their biscuit characters did while the school was closed.  **Audience**  Children in Reception  **Text Type**  Narrative | Talk about the pictures in the story. Particularly focus on what Biscuit bear does while everyone else is sleeping.  Set up a scene with the salt dough biscuit characters. (They could have made models, reading books e.t.c)  Ask children to imagine what their characters did when the school was closed.  They could draw pictures could create their own scenes  Take on the roles of their biscuit characters and talk about what they did.  Write simple sentences to explain what their characters did when the school was closed. Explain that you will be sharing these with Recepiton. |

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| **Year: One** | | **Term : Autumn Two** | | |
| **Text** | **Suggested Writing Focus** | **Suggested Immersion Activities** | **Suggested Writing Focus Areas** | **Suggested Reading Focus Areas** |
| [**The Day The Crayons Quit**](https://www.youtube.com/watch?v=Hrd-Wdxbg-Q)  https://encrypted-tbn0.gstatic.com/images?q=tbn%3AANd9GcRILhkJqyFqG9BpNKBJ-sYCk0P0Qo5B1Brgi8BGwrIY8oWH_P0IXkRqJa-eRCU&usqp=CAc | **Purpose:**  To apologise to the Crayons  **Audience**:  The Crayons  **Text Type:**  Letter | .  Discussion around how the different crayons felt  Create a mind map do explain the feelings of each crayon and to explain why they felt that way  Record messages from Duncan in which he apologises to the crayons  Think of things Duncan would promise to do if they crayons come back. | **Phonics and Spelling**  Adding the endings  –ing and ed to verbs where no change is needed to the root wood (e.g. buzzer, jumping)  adding -s and -es to words (plural of nouns and the third person singular of verbs)  **Further Spelling Conventions**  To read words that they have spelt.  **Planning, Writing and Editing**  To say out loud what they are going to write about.  To compose a sentence orally before writing it.  **Use of Phrases and Clauses**  To use the joining word (conjunction) ‘and’ to link ideas and sentences.  **Punctuation**  To use finger spaces.  To use full stops to end sentences. | **Phonics and Decoding**  To read words containing ed and ing.  To read words ending with es and s.  **Comparing, Contrasting and Commenting**  To listen to and discuss a wide range of fiction, non-fiction and poetry at a level beyond that at which they can read independently.  To recite simple poems.  To retell familiar stories in increasing detail.  To join in with discussions about a text, taking turns and listening to what others say. |
| [**The Black Book of Colours**](https://www.youtube.com/watch?v=0sBPeJeSyPw)  https://encrypted-tbn0.gstatic.com/images?q=tbn%3AANd9GcTty7hEt-D8WQOMjjcRwZ-gDJW8beu0P1NOkszx8D7deIBjsFtOdQdC81Kj_Ug&usqp=CAc | **Purpose**  To entertain  **Audience**  Someone who has never seen colours  **Text Type**  Poem | Listening to the Black Book of colours with their eyes shut.  Guessing what colour a child is thinking of by listening to their description.  Creating pictures in just one colour.  Discussing how different colours make them feel.  Looking for items of specific colours.  Creating their own poem based on Red is \_\_\_\_\_\_  . |

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| **Year: One** | | **Term : Spring One** | | |
| **Text** | **Suggested Writing**  **Task** | **Suggested Immersion Activities** | **Suggested Writing Focus Areas** | **Suggested Reading Focus Areas** |
| [**The Girl in the Yellow Bag**](https://www.literacyshed.com/girlwithyellowbag.html)  https://www.lunaandcash.co.uk/ekmps/shops/63ef34/images/the-girl-with-the-yellow-bag-illustrated-children-s-silent-story-book-991-p%5bekm%5d600x600%5bekm%5d.jpg | **Purpose:**  To entertain  **Audience:**  Year Two children  **Text type:**  Narrative retelling a story in their own words. | Creating a story map- they could work in groups to do this.  Role playing different parts of the story. They could use simple props to do this such as a yellow paper bag with paper items to put in it.  Exploring adjectives that can be used to describe the different items, | **Prefixes and Suffixes**  Adding -s and -es to words (plural of nouns and the third person singular of verbs).  **Further Spelling Conventions**  To read words that they have spelt.  **Planning, Writing and Editing**  To say out loud what they are going to write about.  To sequence sentences to form short narratives.  **Use of Phrases and Clauses**  To use the joining word (conjunction) ‘and’ to link ideas and sentences.  To begin to form simple compo­­und sentences  **Use of Phrases and Clauses**  To use the joining word (conjunction) ‘and’ to link ideas and sentences.  To begin to form simple compo­­und sentences  **Punctuation**  To use capital letters at the beginning of a sentence  To use full stops to end sentences. | **Comparing, Contrasting and Commenting**  To retell familiar stories in increasing detail.  To join in with discussions about a text, taking turns and listening to what others say.  To discuss the significance of titles and events.  **Inference and Predictions**  To begin to make simple inferences.  To predict what might happen on the basis of what has been read so far.  To retell a familiar story with increasing detail |
| **Purpose:**  To express ideas  **Audience:**  Their class friends  **Text Type:**  A list | Writing questions that they would like to ask the main character  (they can be linked to the items that the girl put in her bag)  Drawing pictures of what they would like to put in their bags.  Discussing their ideas with a partner  Writing their comprehensive list of items. |
| [**The Tiger Who Came to Tea**](https://www.youtube.com/watch?v=BXgW9UCgpc8)  https://encrypted-tbn0.gstatic.com/images?q=tbn%3AANd9GcQ5Ggxx_wVEk2CoXhXUbHhoXEMq5_OL3yLrNKczOP4yEBXZhUPlgebYi7rmxA&usqp=CAc | **Purpose:**  To entertain  **Audience:**  Reception  **Text type:**  Narrative Writing their own version of the story | Begin the unit of work by setting a scene where a tiger appears in their classroom  Retell the story using props or by creating simple story maps for children to talk through.  You could also carry out a hot seating activity in which the children need to ask questions to a characters in the story.  Creating a tea party for a tiger who is visiting their class.  Children could plan their own version of a story by drawing story maps and talking through them.  They could also draw pictures of their characters and think of words to describe them. |

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| **Year: One** | | **Term : Spring Two (Year B)** | | | |
| **Text** | **Suggested Writing Focus** | **Suggested Immersion Activities** | **Suggested Writing Focus Areas** | **Suggested Reading Focus Areas** | |
|  | **Purpose**  To thank the people that helped the old man and lady  **Audience**  The animals in the story.  **Text type:**  Creating a thank you letter | Create a story map and orally retell the story.  Ask the children to pretend they are the old man or old lady. Ask them to think about what they did with the turnip.  Hot set the characters in the story.  Role play a phone call conversation in which the old man/ old lady thanks the animals for their help. (This could be a video call)  Plan out their writing. Focus on additional details that they could include such as telling the animals what they did with the turnip. | **Prefixes and Suffixes**  Adding the endings  –ing, –ed and –er to verbs where no change is needed to the root wood (e.g. buzzer, jumping);  **Further Spelling Conventions**  To spell simple compound words (e.g. dustbin, football).  To read words that they have spelt.  **Planning, Writing and Editing**  To sequence sentences to form short narratives.  To discuss what they have written with the teacher or other pupils.  **Awareness of Audience and Purpose**  To use a number of simple features of different  text types and to make relevant choices about subject matter and appropriate vocabulary choices.  To start to engage readers by using adjectives to describe.  **Use of Phrases and Clauses**  To use the joining word (conjunction) ‘and’ to link ideas and sentences.  To begin to form simple compo­­und sentences  **Punctuation**  To use capital letters at the beginning of sentences.  To use full stops to end sentences. | **Phonics and Decoding**  Reading words ending in –ing, –ed and –er to  **Comparing, Contrasting and Commenting**  To retell familiar stories in increasing detail.  To listen to and discuss a wide range of fiction, non-fiction and poetry at a level beyond that at which they can read independently.  To discuss the significance of titles and events.  **Words in context and authorial choice**  To discuss word meaning and link new meanings to those already known |  |
| **London for children**  Katie in London | **Purpose**  To explain what happened on the visit to London.  **Audience**  A relative/friend of Katies  **Text Type**  Recount- to be written as a letter | Describing different places in London that Katie visited.  Devise a word bank of key words about London.  Create a recount map showing all the places that Katie visited on her trip to London.  Hot seating Katie to find out about her trip to London. They will be encouraged to think about Katie’s thoughts and feelings when seeing the different places.  Pretend to be Katie on the phone to a friend or relative. She will tell them all about their trip to London. |  |

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| **Year: One** | | **Term : Summer One (Year B)** | | |
| **Text** | **Suggested Writing Focus** | **Suggested Immersion Activities** | **Suggested Writing Focus Areas** | **Suggested Reading Focus Areas** |
| [**The Smeds and The Smoos**](https://www.youtube.com/watch?v=EgAGW7YjmDE) | **Purpose**  To persuade  **Audience:**  The other Smeds and Smoos  **Text type**  *Letter* | Hot seating characters in the story including Bill, Janet and members of their families.  Discussing why the Smeds and Smoos should get a long  Role play conversations that Bill and Janet could have had with their families to encourage them to become friends.  Write a letter from Bill and Janet to the Smeds and Smoos to encourage them to start getting along. | **Phonics and Spelling**  Adding –er and –est to adjectives where no change is needed to the root word (e.g. fresher, grandest);  **Further Spelling Conventions**  To spell simple compound words (e.g. dustbin, football).  To read words that they have spelt.  **Planning, Writing and Editing**  To sequence sentences to form short narratives.  To reread their writing to check that it makes sense and to independently begin to make changes.  **Awareness of Audience and Purpose**  To use a number of simple features of different  text types and to make relevant choices about subject matter and appropriate vocabulary choices.  To start to engage readers by using adjectives to describe.  **Punctuation**  To use capital letters for names, places, the days of the week and the personal pronoun ‘I’.  To begin to use question marks and exclamation marks. | **Phonics and Decoding**  Reading words ending with er and est.  To read words with contractions, e.g. I’m, I’ll and we’ll.  **Comparing, Contrasting and Commenting**  To join in with discussions about a text, taking turns and listening to what others say.  To discuss the significance of titles and events.  **Words in context and authorial choice**  To discuss word meaning and link new meanings to those already known  **Inference and Prediction**  To begin to make simple inferences.  To predict what might happen on the basis of what has been read so far. |
|  | **Purpose**  To inform people about the planet where the Smeds and Smoos live  **Audience**  Anyone who is considering visiting the planet  **Text Type**  **Information** | Making models and drawing pictures of the planet where the Smeds and Smoos live. Talking about the planet in their groups and label their pictures.  Create a mind map to think about reasons why people should visit the planet.  Thinking about activities where  Looking at an example of a leaflet about the planet.  Writing their leaflet about the planet. |
| **The Big Book of Blooms** | **Purpose**  To inform children about the parts of a plant.  **Text type**  Fact file  **Audience**  The children in Reception | Discuss the way in which information is organised in each page of the Big Book of Blooms.  Draw upon work in Science where children have looked at the different parts of a plant.  Children to talk through a labelled diagram of a plant with another child. (This could be recorded) |  |

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| **Year: One** | |  | | **Term : Summer One** | | |
| **Text** | **Suggested Writing Focus** | **Suggested Immersion Activities** | **Writing Focus Areas** | | **Reading Focus Areas** | |
| [**Lost and Found**](https://www.youtube.com/watch?v=cRAAQ8EWzig)  Lost and Found | **Purpose:**  To entertain their friends a peers  **Audience:**  Another class in the school  **Text type**  Narrative | Orally retelling the story by looking at a story map  Roleplaying conversations between the penguin and the boy at different points of the story.  Planning a different story where a different animal turns up at the door of a child. Deciding which animal would turn up and where they would travel to. (This could be linked to their Geography topic.)  Talking through their story with a partner.  Writing their story over (probably over a couple of days) | **Prefixes and Suffixes**  Adding –er and –est to adjectives where no change is needed to the root word (e.g. fresher, grandest);  **Further Spelling Conventions**  To spell simple compound words (e.g. dustbin, football).  To read words that they have spelt.  **Planning, Writing and Editing**  To reread their writing to check that it makes sense and to independently begin to make changes.  To read their writing aloud clearly enough to be heard by their peers and the teacher.  To use adjectives to describe. | | **Comparing, Contrasting and Commenting**  To link what they have read or have read to them to their own experiences  To discuss the significance of titles and events.  **Words in context and authorial choice**  To discuss word meaning and link new meanings to those already known  **Inference and Prediction**  To begin to make simple inferences.  To predict what might happen on the basis of what has been read so far. |  |
| **Lost and Found**  Lost and Found | **Purpose**  To inform about penguins  **Audience**  People visiting a zoo.  **Text Type**  Information Book. | Children to write questions about penguins (things that they want to find out)  Watch information clips about penguins  Creating a bank of key facts about penguins and where they live (this could be done in groups)  Record short clips of children talking about penguins.  Create a short information booklet for a zoo- writing under key headings. | **Planning, Writing and Editing**  To reread their writing to check that it makes sense and to independently begin to make changes.  To read their writing aloud clearly enough to be heard by their peers and the teacher.  **Awareness of Audience and Purpose**  To start to engage readers by using adjectives to describe.  **Punctuation**  To use capital letters for names, places, the days of the week and the personal pronoun ‘I’.  To use full stops at sentences.  To begin to use question marks and exclamation marks. | |  |
| [**Ish**](https://www.youtube.com/watch?v=qZKoDRhmWxk) | **Purpose**  For Ramon to express his feelings  **Audience**  Ramon  **Text Type**  Diary | Retelling the story possibly by sequencing pictures or drawing pictures.  Writing questions that we would like to ask Ramon?  Hot seating the character of Ramon. Asking how he felt at different points in the story.  Discussing the features of an example of a diary entry.  Creating thought bubbles for Ramon at a key point in the story.  Writing their own diary entries |