



## English Year One Progression Framework (Intent)

Spoken Language	Reading Word Reading	Reading Comprehension	Writing Transcription	Writing Handwriting	Writing Composition	Writing Vocabulary, Grammar and Punctuation
<p>Pupils should be taught to;</p> <p>Listen and respond appropriately to adults and their peers.</p> <p>Ask relevant questions to extend their understanding and knowledge.</p> <p>Use relevant strategies to build their vocabulary.</p> <p>Articulate and justify answers, arguments and opinions.</p> <p>Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings.</p> <p>Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments.</p> <p>Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas.</p> <p>Speak audibly and fluently with an increasing command of Standard English.</p> <p>Participate in discussions, presentations, performances, role play, improvisations and debates.</p> <p>Gain, maintain and monitor the interest of the listener(s).</p> <p>Consider and evaluate different viewpoints, attending to and building on the contributions of others.</p> <p>Select and use appropriate registers for effective communication.</p>	<p>Pupils should be taught to:</p> <p>Apply phonic knowledge and skills as the route to decode words.</p> <p>Respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes.</p> <p>Read accurately by blending sounds in unfamiliar words containing GPCs that have been taught.</p> <p>Read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word.</p> <p>Read words containing taught GPCs and –s, –es, –ing, –ed, –er and –est endings.</p> <p>Read other words of more than one syllable that contain taught GPCs.</p> <p>Read words with contractions [for example, I'm, I'll, we'll], and understand that the apostrophe represents the omitted letter(s).</p> <p>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.</p> <p>Re-read these books to build up their fluency and confidence in word reading.</p>	<p>Pupils should be taught to:</p> <p><b><i>Develop pleasure in reading, motivation to read, vocabulary and understanding by:</i></b></p> <p>Listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently.</p> <p>Being encouraged to link what they read or hear read to their own experiences.</p> <p>Becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics.</p> <p>Recognising and joining in with predictable phrases.</p> <p>Learning to appreciate rhymes and poems, and to recite some by heart.</p> <p>Discussing word meanings, linking new meanings to those already known.</p> <p><b><i>Understand both the books they can already read accurately and fluently and those they listen to by:</i></b></p> <p>Drawing on what they already know or on background information and vocabulary provided by the teacher.</p> <p>Checking that the text makes sense to them as they read and correcting inaccurate reading.</p> <p>Discussing the significance of the title and events.</p> <p>Making inferences on the basis of what is being said and done.</p> <p>Predicting what might happen on the basis of what has been read so far.</p> <p>Participate in discussion about what is read to them, taking turns and listening to what others say.</p> <p>Explain clearly their understanding of what is read to them.</p>	<p>Spelling (see English Appendix 1)</p> <p>Pupils should be taught to:</p> <p><b><i>Spell:</i></b></p> <p>Words containing each of the 40+ phonemes already taught.</p> <p>Common exception words.</p> <p>The days of the week.</p> <p><b><i>Name the letters of the alphabet.</i></b></p> <p>Naming the letters of the alphabet in order.</p> <p>Using letter names to distinguish between alternative spellings of the same sound.</p> <p><b><i>Add prefixes and suffixes:</i></b></p> <p>Using the spelling rule for adding –s or –es as the plural marker for nouns and the third person singular marker for verbs.</p> <p>Using the prefix un–</p> <p>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]</p> <p>Apply simple spelling rules and guidance, as listed in English Appendix 1</p> <p>Write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far.</p>	<p>Pupils should be taught to:</p> <p>Sit correctly at a table, holding a pencil comfortably and correctly.</p> <p>Begin to form lower-case letters in the correct direction, starting and finishing in the right place.</p> <p>Form capital letters.</p> <p>Form digits 0-9.</p> <p>Understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and to practise these.</p>	<p>Pupils should be taught to:</p> <p><b><i>Write sentences by:</i></b></p> <p>Saying out loud what they are going to write about.</p> <p>Composing a sentence orally before writing it.</p> <p>Sequencing sentences to form short narratives.</p> <p>Re-reading what they have written to check that it makes sense.</p> <p>Discuss what they have written with the teacher or other pupils.</p> <p>Read aloud their writing clearly enough to be heard by their peers and the teacher.</p>	<p>Pupils should be taught to:</p> <p><b><i>Develop their understanding of the concepts set out in English Appendix 2 by:</i></b></p> <p>Leaving spaces between words.</p> <p>Joining words and joining clauses using and.</p> <p>Beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark.</p> <p>Using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'.</p> <p>Learning the grammar for year 1 in English Appendix 2.</p> <p>Use the grammatical terminology in English Appendix 2 in discussing their writing.</p>



## How This Looks At Great Moor Infant School

Text/Cross Curricular Related Focus	SPAG and Spelling
<p><b>Autumn Term</b> Focus texts; The Great Explorer, The Way Back Home, Stick Man, The Little Red Elf <b>Composing sentences orally before writing is a key focus</b> Letter formation Recount writing Description writing DEAL hot seating, acting out story, writing in a character role Comic strip Creative Writing; Labels, lists, captions, sequence events in sentences Letter writing Rereading texts Story writing (story mountain) – change one/two things Dictated sentences</p> <p><b>Spring Term 1</b> Focus texts; The Town Mouse and The Country Mouse Recount DEAL conscience alley Colourful semantics Creative writing, Diary entry Invitation</p> <p>SPAG; Capital letters – people, places, personal pronoun ‘I’ and days of the week. Dictated sentences</p> <p><b>Spring Term 2</b> Focus texts; DEAL Teacher in role, role on the wall Exclamation marks, question marks and re-enforcing full stops, pre fixes Creative writing; police enquiry form, letter to owl babies, character description of Mr Fox (un words) Pre-fix – un (Mr Fox letter)</p> <p><b>Summer Term 1</b> Spag; suffixes, Using ‘and’ Role play ‘and’ Creative writing; Treasure map with instructions (est and er), invitation to a party at parl (ing), creative story past tense (ed words) Doctor’s surgery for contractions (I’m, we’ll, isn’t, can’t, don’t) Possible texts; Percy texts</p> <p><b>Summer Term 2</b> Poetry focus – Oi Frog, rhyming words to write a rhyming poem, riddle writing (animals) Science focus is animals Cc history – Great Fire Of London</p>	<p><b>SPAG</b> 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’.</p> <p><b>SPELLING</b> Revision of reception work plus: The sounds /f/, /l/, /s/, /z/ and /k/ spelt ff, ll, ss, zz and ck The /ŋ/ sound spelt n before k, Division of words into syllables -tch, The /v/ sound at the end of words Adding s and es to words (plural of nouns and the third person singular of verbs) Adding the endings –ing, –ed and –er to verbs where no change is needed to the root word (summer 1) Adding –er and –est to adjectives where no change is needed to the root word (Summer 2) ai, oi, ay, oy, a–e, e–e, i–e, o–e, u–e, ar, ee, ea (/i:/), ea (/ɛ/), er (/ɜ:/), er (/ə/), ir, ur, oo (/u:/), oo (/ʊ/), oa, oe, ou, ow (/aʊ/), ow (/əʊ/), ue, ew, ie (/aɪ/), ie (/i:/), igh, or, ore, aw, au, air, ear, ear (/ɛə/), are (/ɛə/), Words ending –y (/i:/ or /ɪ/) New consonant spellings ph and wh Using k for the /k/ sound, Adding the prefix –un (spring 2) Compound words Common exception words</p>

<p>Role on the wall, character description (Samuel Pepes), drama – chn and teacher in role as fire starts, writing a letter to tell what has happened (redrafting)</p> <p>Texts – Coming to England, traditional tales Goldilocks – writing instructions</p>	
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**Spiritual, Moral, Social and Cultural Development: English**

Spiritual Development	Moral Development	Social Development	Cultural Development	British Values
<ul style="list-style-type: none"> <li>• Children use their imagination when reading, writing and engaging in drama activities.</li> <li>• Opportunities are given for creativity in different ways of writing, such as using letters, posters, instructions, recipes, stories and descriptions.</li> <li>• Children are encouraged to reflect on authors and the impact their work can have.</li> <li>• Children express themselves through regular drama activities (DEAL: hot-seating, tableaux, conscience alley etc.), as well as spoken language, through poetry recitals and book reviews.</li> <li>• Children learn about different ways of communicating, through words, movements, gestures and facial expressions.</li> <li>• In Year 1 all children are involved in a Christmas production and Year 2 children are involved in a summer production.</li> <li>• Children also take part in a class assembly which generally follows a theme and celebrates their work.</li> </ul>	<ul style="list-style-type: none"> <li>• Children are encouraged to reread their work and use the pink and green marking pens to improve it. Year 2 children are given the opportunity to redraft using their 'purple pens'.</li> <li>• Children access a wide variety of texts that cover moral values and making good choices in difficult situations. E.g. The Christmasaurus, The Twits and Goldilocks.</li> <li>• Children read and are read many traditional tales and folk tales. Common strands are discussed and moral dilemmas i.e Was Jack right to steal the Giant's harp? etc.</li> <li>• Children are asked to consider moral issues through drama work such as the opinion line and other DEAL strategies.</li> <li>• Books that deal with social or moral issues can be found in class book corners and the school library.</li> </ul>	<ul style="list-style-type: none"> <li>• Pair and group work encourages collaboration, co-operation and respect for others.</li> <li>• Year 2 children partner up with a junior class in preparation for transition. This develops respect, tolerance and understanding, as well as giving the older children the opportunity to pass on their knowledge, building up their own confidence. It also gives the younger children a good role model.</li> <li>• Children are encouraged to use the school library and can become librarians, taking on responsibilities and dealing with other children.</li> <li>• Children have the opportunity to become school councillors and represent the views of their class in meetings with the headteacher and senior leaders.</li> <li>• Year 2 children train to be playground leaders to talk and mentor the younger children at playtimes and lunchtime.</li> <li>• Year 2 study the changing role of women with links to English and History as they discuss and learn about Florence Nightingale and Mary Seacole. Year 1 look at the role of Grace Darling.</li> </ul>	<ul style="list-style-type: none"> <li>• Stories are shared from many different cultures such as: Handa's Surprise by Eileen Browne Coming to England by Floella Benjamin Little Leaders – Bold Women in Black History Henry's Freedom Box by Ellen Lavine and Kadir Nelson I am Muslim Rosa Parks by Lisabeth Kaiser</li> <li>• Children are exposed to a range of stories from other cultures in order to help them acquire an appreciation, respect and greater understanding for their own and other cultures.</li> <li>• Authors of from a range of different backgrounds, genders and cultures are chosen to give a diverse mix across the school.</li> <li>• Work is linked through English and History to Black History month each October. The year 2 children look at the life of Mary Seacole.</li> </ul>	<ul style="list-style-type: none"> <li>• Children take part in voting for school councillors. During a general election all the children are given opportunity to vote in school.</li> <li>• Year One through the theme of explorers discuss the astronaut Tim Peake. Year 2 discuss British Monarchs Queen Elizabeth and Queen Victoria.</li> <li>• Year one learn about the diarist Samuel Pepys.</li> <li>• Classic texts from our literary heritage such as <i>Roald Dahl, Julia Donaldson, Paddington Bear, Mr Benn, The Tiger Who Came to Tea and The Iron Man</i> etc. are enjoyed and celebrated.</li> <li>• Some texts are chosen to develop and understanding of mutual respect, tolerance and British Values. Examples include The Class Vote by Deborah Chancellor We all Belong by Nathalie Goss and Alex Goss Our Diversity Makes Us Stronger by Elizabeth Cole <ul style="list-style-type: none"> <li>• Teaching students to respect and value diversity is encouraged in the day to day teaching and learning through showing respect for different viewpoints and ideas as well as in the ability to work effectively together both individually and in groups.</li> </ul> </li> </ul>