

Transcription

Literacy – Writing
Literacy - Reading

‘As fast as possible but as slow as necessary.’

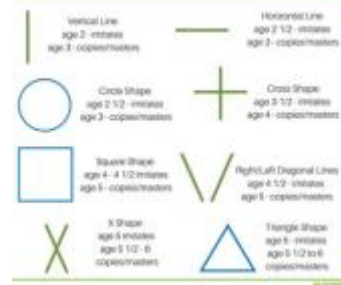
Prior Knowledge - Development Matters – 3 – 4 Year Olds

- Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; writing ‘m’ for mummy. Write some or all of their name
- Write some letters accurately.

	Baseline (Sept)	Autumn (Dec)	Spring One	Spring Two	Summer (June)	ELG's	National Curriculum Links <i>Year 1 for Literacy - Writing</i>
Section 1: Letter Formation	<u>Section 1: Letter formation:</u> <u>Step 1: Pre-transcription:</u> Free mark making- where are children working within their Pre-Writing Line	<u>Section 1:</u> <u>Step 2: Individual letters:</u> Ensure use of tripod grip. I can form letters correctly as I learn to recognise them as graphemes in handwriting. <u>Enhancement:</u> Dedicated direct teaching of handwriting using letter families. Use of		Continue to embed previous skills whilst moving on to the next section.	Continue to embed previous skills whilst moving on to the next section.	Write recognisable letters, most of which are correctly formed. Spell words by identifying sounds in them and representing the sounds with a letter or letters	To form lower-case letters in the correct direction, starting and finishing in the right place To start using some of the diagonal and horizontal strokes needed to join letters and to begin joining these letters by the Spring term.

Development?

Typical Pre-Writing Line Development



Section 1: Letter formation:

Step 1: Pre-transcription:

I can trace patterns including age-appropriate pre-writing shapes.

Enhancement: Daily practice of pre-writing shapes within the timetable.

Section 1:
Step 2: Individual Letters

I explore pretending to represent letters through letter play.

Enhancement:
Role play enhancements.

lined paper to model and for practice. Once fluent, children can begin writing simple words.

To form capital letters consistently and accurately.

	<u>Section 1:</u> <u>Step 2: Individual Letters</u> -I explore writing some sounds from my name whilst looking at my name card. <u>Enhancement: Daily practice of name writing.</u> <u>Section 1</u> <u>Step 3: Name writing.</u>						
Section 2: Writing Simple Words	<u>Section 2: Writing Simple Words.</u> <u>Step 1: Letter- sound correspondence</u> I develop my automaticity in writing graphemes linked to phonemes. <u>Enhancement:</u> Daily phonics practice for direct teaching where this is modelled and for guided and independent practice. :	<u>Section 2: Writing Simple Words.</u> <u>Step 1: Letter- sound correspondence</u> I develop my automaticity in writing graphemes linked to phonemes. <u>Enhancement:</u> Daily phonics practice/ writing practise as well handwriting practise for direct teaching where this is modelled.	<u>Section 2: Writing Simple Words.</u> <u>Step 2: CVC Words</u> I can decode CVC words to read and begin to learn to segment them to write. <u>Enhancement:</u> Follow the teaching sequence of RWI. Children only write words containing the graphemes with which they have	Continue to embed previous skills whilst moving on to the next section.	Continue to embed previous skills whilst moving on to the next section.		To understand which letters belong to which handwriting 'families' and to practise these.

		Ensuring opportunities across the provision inside and outside to practise and build long term memory.	automaticity. Introduce use of digraphs for CVCC/CCVC once fluent in reading and writing these graphemes. <u>Section 2:</u> <u>Step 3: Rhyming words and families.</u> I can understand simple rhyming words and explore spelling these within words families such as cat, hat, mat etc. <u>Enhancement:</u> Encourages children to form more words by changing the first letter.				
Section 3 Writing Simple Phrases				<u>Section 3:</u> <u>Step 1: Word Combination</u> I can write simple words with fluency	Continue to embed and move on to next section.	Write simple phrases and sentences that can be read by others.	To use simple sentence structures. To use the joining word

		and automaticity and begin to combine words. E.g. a cat, big bus. I am beginning to understand the concept of spaces between words. <u>Section 3:</u> <u>Step 2:</u> <u>Common exceptions and high-frequency words:</u> I am beginning to spell simple common exception words with automaticity. put, the, no, I, of, my, he, for. Enhancement: Daily phonics teaching and literacy			(conjunction) 'and' to link ideas and sentences. To begin to form simple compound sentences. To use capital letters for names, places, the days of the week and the personal pronoun 'I'. To use finger spaces. To use full stops to end sentences. To begin to use question marks and exclamation marks. To recognise and use the terms letter, capital letter, word, singular, plural, sentence, punctuation, full stop, question mark and
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		writing twice per week. I can apply my common exception words to writing word combinations such as ‘the red hen, it is big, I am hot.’ <u>Section 3:</u> <u>Step 3:</u> <u>Forming capital letters with awareness and size.</u> I am beginning to form lower- and upper-case letters. <u>Enhancement:</u> Direct Teaching of upper- and lower-case letters- Begin to introduce alongside lowercase within Kinetic			exclamation mark. To read their writing aloud clearly enough to be heard by their peers and the teacher. To say aloud what they are going to write about. To compose a sentence orally before writing it.
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		Letters and block teach within the Summer. Teach positioning and sizing using lined paper. This can take place in parallel with Writing Simple Words and Writing Simple Phrases. Children need to be fluent in upper- and lower-case letters before beginning simple sentences. <u>Section 3:</u> <u>Step 4:</u> <u>Dictation:</u>			
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		I can write word combinations with spacing between words and are fluent with some common exception words (see above) when my sentence is dictated. <u>Enhancement:</u> Ensure that the number of words is in line with current working memory, i.e. if working on 3-sound words, write 3-word phrases. Reinforce word spacing.			
Section 4 Sentence Structure			Section 4: <u>Step 1:</u> I can now fluently write 3–4-word phrases with		

		consistent spacing, accurate spelling of words using known GPCs and taught common exception words. I am beginning to understand simple sentence structure with capital letter, word spacing and full stops using oral practice and dictation. Enhancement: Continue teaching common exception words. Use guided writing opportunities where children fill in the blanks using spelling and		
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		phonetic knowledge.		
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Reading - Comprehension

Prior Knowledge - Development Matters – 3 – 4 Year Olds

Engage in extended conversations about stories, learning new vocabulary.

Understand the five key concepts about print: - print has meaning - print can have different purposes - we read English text from left to right and from top to bottom - the names of the different parts of a book - page sequencing.

	Baseline (Sept)	Autumn (Dec)	Spring (April)	Summer (June)	ELG's	National curriculum Links <i>Year 1 for Literacy - Reading</i>
Comprehension (Understanding & retelling)	Talk about my favourite story that I share with family member at home or stories I have heard.	Retell the key events in stories that have been read to me. Start to recall facts from non-fiction texts. Link what I have read or what has been read to me, by linking it to my own experiences. Begin to ask what words mean in the text which is read to me.	Retell key events from stories I have read. Describe the key events in detail and answer why and how questions about what I have just read. Recall facts from a non-fiction book and find the information from the text. Ask a question when I do not understand a word and ask what the meaning is, so I can understand what	Explain what I have read or has been read to me. Retell simple stories naming the characters and how the characters felt in the story. Recall facts from information. Use the new vocabulary that I have learn through the text when retelling or	Demonstrate understanding of what has been read by retelling stories & narratives using own words and new vocabulary	Become very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics. Learn to appreciate rhymes and poems, and to recite some by heart. Discuss word meanings, linking new meanings to those already known.

			has been read to me or what I have just read.	acting out the story to my friends or teacher.	Anticipate key events in stories. Use vocabulary given by the teacher. Discuss the significance of the title and events. Link what they have read or heard to their own experiences. Explain clearly their understanding of what has been read to them. Answer a question about what has just happened in a story. Recognise characters, events, titles and information. Retell familiar stories orally. Sequence events of a story they are familiar with.
Comprehension (Prediction)	Talk about my favourite story from home and answer what	Talk about stories I have heard and the sequence of the story.	Say what might happen next linked to other similar stories.	Say what I think might happen next and why.	Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play. Predict what might happen based on what has happened so far.

	happens next question.	Predict what will happen in the story looking at the picture's clues on the front cover. Infer using picture clues.	Predict what will happen in the story when reading the title and talking about my reasons. Infer using words from the text and what I have just read.	Share my idea about what will happen at the end of the story and give reasons why. I can connect my ideas to what I have just read and give sensible reasons for my answers. Change the ending of the story and give reasons for my choice of ending.		Make simple predictions based on the story and on their own life experience. Link what they hear to their own experiences. Explain clearly what they understand about what has been read to them. Begin to explain these ideas verbally or through pictures.
Comprehension (Vocabulary)	Join in with familiar rhymes and songs (and some patterned stories). Say all the words to a nursery rhyme independently.	Listen carefully to stories, rhymes, non-fiction and songs and listen to how new words are being used in the story. After my key worker has explained what the new word is, I can give them an example of my own with the new word.	Talk about stories, rhymes, non-fiction and songs. Ask my key worker to help me understand a word that I am not sure of. After my key worker has explained what the new word is, I can give them an example of my own with the new word.	Understand new vocabulary in the correct context. Use new vocabulary throughout my play. Make a vocabulary sketch of new words that I have explored and learnt to show		Learning to appreciate rhymes, poems and to recite some by heart. Explain clearly, what they understand about what has been read to them. Take part in discussions about books they have read or listened to Check that the text makes sense to them as they read and

				that I understand what they mean.		correct inaccurate reading. Discuss word meanings, linking new meanings to those already known. Use vocabulary given by the teacher.
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Word Reading -

Prior Knowledge - Development Matters – 3 – 4 Year Olds

- Develop their phonological awareness, so that they can: -
- spot and suggest rhymes
- count or clap syllables in a word
- recognise words with the same initial sound, such as money and mother

	Baseline (Sept)	Autumn (Dec)	Spring (April)	Summer (June)	ELG's	National curriculum Links <i>Year 1 for Literacy - Reading</i>
Grapheme-Phoneme matching	Read the first 16 sounds. Say the sound for some letters (e.g. from my name or familiar names- Mum, Dad, etc.)	Read all set 1 single letter sounds.	Read Set 1 Special Friends	Read 4 double consonants. Read first 6 Set 2 sounds	Say a sound for each letter in the alphabet and at least 10 digraphs.	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 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
Blending and Segmenting	Start to orally blend words within context.	Blend set 1 sound into words orally.	Blend sounds to read words. Read short ditty stories.	Read Green Storybooks Read 4 double consonants	Read words consistent with their phonic knowledge by sound blending.	Read accurately by blending sounds in unfamiliar words containing GPCs that have been taught Read other words of more than one syllable that contain taught GPCs
			Read Red Storybooks Read Set 1 Special Friends Red words: put, the, no, I, of, my, he, for.	Read Green Storybooks Read first 6 Set 2 sounds Green words: put, the, no, I, of, my, he, your, said, you, be, are	Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words	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 Apply phonic knowledge and skills as

