



Year 1
English Planning Progression Document

	Sounds Write:	Handwriting (PenPals):	Reading:	SPaG:	Writing:
Autumn A Fiction	Sounds Write: See Sounds Write Progression Document Pre/Suffixes: Plural noun suffixes (-s, -es) Name letters of the alphabet in order	1. Letter formation practice: long ladder family 2. Letter formation practice: one armed robot family 3. Letter formation practice: curly caterpillar family 4. Letter formation practice: zig zag monster family 5. Practising the vowels: i	<u>Word reading:</u> Read contractions Read words containing the suffixes (-s, -es, -ing, -ed, -er, -est) <u>Reading comprehension:</u> Linking reading to personal experiences Title and events (Significance of them) Prediction (based on events in the story so far) Discussing (What is read to them, taking turns and listening to what others say) Word meanings (ongoing through weekly use of vocabulary boards)	Conjunction 'and' Capital letters to start sentences Full stops to finish sentences Capital letters for proper nouns Question marks Adjectives	<u>Writing to inform:</u> Labels Captions <u>Writing to persuade:</u> Letter <u>Writing to entertain:</u> Descriptive writing Sequencing sentences to form short narratives <u>Ongoing writing objectives:</u> Composing sentences orally before writing them

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					<p>Saying out loud what they are going to write about</p>
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Autumn B Fiction	Sounds Write: See Sounds Write Progression Document	6. Practising the vowels: u	<u>Word reading:</u> Read contractions Read words containing the suffixes (-s, -es, -ing, -ed, -er, -est)	Conjunction 'and' Capital letters to start sentences Full stops to finish sentences	<u>Writing to inform:</u> Labels Captions
	Pre/Suffixes: Prefix un- Plural noun suffixes (-s, -es)	7. Practising the vowels: u	<u>Reading comprehension:</u> Linking reading to personal experiences	Capital letters for proper nouns Exclamation marks	<u>Writing to persuade:</u> Letter
		8. Practising the vowels: o	Title and events (Significance of them)	Adjectives	<u>Writing to entertain:</u> Descriptive writing Sequencing sentences to form short narratives
		9. Practising the vowels: e	Inference (based on what is being said and done)		<u>Ongoing writing objectives:</u> Composing sentences orally before writing them
		10. Letter formation practice: capital letters	Discussing (What is read to them, taking turns and listening to what others say)		Saying out loud what they are going to write about

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<p>Spring A</p> <p>Fairy stories / Myths / Traditional Tales</p>	<p>Sounds Write: See Sounds Write Progression Document</p> <p>Pre/Suffixes: Suffixes (-ing, -ed)</p>	<p>1. Introducing diagonal join to ascender: at, all</p> <p>2. Practising diagonal join to ascender: th</p> <p>3. Practising diagonal join to ascender: ch</p> <p>4. Practising diagonal join to ascender: cl</p> <p>5. Introducing diagonal join: no ascender: in, im</p>	<p><u>Word reading:</u></p> <p>Read contractions</p> <p>Read words containing the suffixes (-s, -es, -ing, -ed, -er, -est)</p> <p><u>Reading comprehension:</u></p> <p>Linking reading to personal experiences</p> <p>Title and events (Significance of them)</p> <p>Inference (based on what is being said and done)</p> <p>Prediction (based on events in the story so far)</p>	<p>Conjunction 'and'</p> <p>Capital letters to start sentences</p> <p>Full stops to finish sentences</p> <p>Capital letters for proper nouns</p> <p>Question marks</p> <p>Adjectives</p>	<p><u>Writing to inform:</u></p> <p>Labels Captions Instructions</p> <p><u>Writing to persuade:</u></p> <p>Letter</p> <p><u>Writing to entertain:</u></p> <p>Descriptive writing Story writing Options: - Story retell - Change of ending - Change of perspective</p> <p><u>Ongoing writing objectives:</u></p> <p>Composing sentences orally before writing them</p>
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<p>Spring B</p> <p>Non-Fiction (Three Weeks)</p> <p>Poetry (Two weeks)</p>	<p>Sounds Write: See Sounds Write Progression Document</p> <p>Pre/Suffixes: Suffixes (-er, -est)</p>	<p>6. Practising diagonal join: no ascender: cr, tr, dr</p> <p>7. Practising diagonal join: no ascender: lp, mp</p> <p>8. Introducing diagonal join to an anti-clockwise letter: id, ig</p> <p>9. Practising diagonal join to an anti-clockwise letter: nd, ld</p> <p>10. Practising diagonal join to an anti-clockwise letter: ng</p>	<p><u>Non-fiction:</u></p> <p>Linking reading to personal experiences</p> <p>Title and events (Significance of them)</p> <p>Discussing (What is read to them, taking turns and listening to what others say)</p> <p><u>Poetry:</u></p> <p>Inference (based on what is being said and done)</p> <p>Discussing (What is read to them, taking turns and listening to what others say)</p>	<p><u>Non-fiction:</u></p> <p>Conjunction 'and'</p> <p>Capital letters for proper nouns</p> <p>Question marks</p> <p><u>Poetry:</u></p> <p>Adjectives</p>	<p><u>Writing to inform:</u></p> <p>Labels</p> <p>Captions</p> <p>Writing instructions</p> <p>Biographical writing</p> <p><u>Writing to entertain:</u></p> <p>Poetry</p> <p><u>Ongoing writing objectives:</u></p> <p>Composing sentences orally before writing them</p> <p>Saying out loud what they are going to write about</p>
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<p>Summer A Class performance (2 weeks)</p> <p>Creative Writing – Fiction (3 weeks]</p>	<p>Sounds Write: See Sounds Write Progression Document</p>	<p>1. Practising diagonal join: no ascender: ee</p>	<p>Word reading:</p> <p>Read contractions</p>	<p>Conjunction ‘and’</p> <p>Capital letters to start sentences</p>	<p>Writing to inform: Captions Instructions</p>
	<p>Pre/Suffixes: Prefix un- Plural noun suffixes (-s, -es)</p>	<p>2. Practising diagonal join: no ascender: ai, ay</p>	<p>Read words containing the suffixes (-s, -es, -ing, -ed, -er, -est)</p>	<p>Full stops to finish sentences</p>	<p>Writing to persuade: Letter</p>
		<p>3. Practising diagonal join: no ascender: ime, ine</p>	<p>Reading comprehension:</p> <p>Linking reading to personal experiences</p>	<p>Capital letters for proper nouns</p> <p>Exclamation marks</p>	<p>Writing to entertain: Descriptive writing Story writing Story retell Alternative ending</p>
		<p>4. Introducing horizontal join, no ascender: op, oy</p>	<p>Inference (based on what is being said and done)</p>	<p>Adjectives</p>	<p>Play – write and perform class assembly</p>
		<p>5. Practising horizontal join, no ascender: one, ome</p>	<p>Prediction (based on events in the story so far)</p> <p>Discussing (What is read to them, taking turns and listening to what others say)</p>		<p>Ongoing writing objectives: Composing sentences orally before writing them</p> <p>Saying out loud what they are going to write about</p>

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<p>Summer B</p> <p style="text-align: center;">Fiction</p>	<p>Sounds Write: See Sounds Write Progression Document</p> <p>Pre/Suffixes: Suffixes (-ing, -ed, er, est)</p>	<p>6. Introducing horizontal join to an anti-clockwise letter: oa, og</p> <p>7. Practising horizontal join to an anti-clockwise letter: wa, wo</p> <p>8. Introducing horizontal join to an ascender: ol, ot</p> <p>9. Practising horizontal join to an ascender: wh, oh</p> <p>10. Introducing joins to anti-clockwise letters with ascenders: of, if</p>	<p><u>Word reading:</u></p> <p>Read contractions</p> <p>Read words containing the suffixes (-s, -es, -ing, -ed, -er, -est)</p> <p><u>Reading comprehension:</u></p> <p>Title and events (Significance of them)</p> <p>Inference (based on what is being said and done)</p> <p>Prediction (based on events in the story so far)</p> <p>Discussing (What is read to them, taking turns and listening to what others say)</p>	<p>Conjunction 'and'</p> <p>Capital letters to start sentences</p> <p>Full stops to finish sentences</p> <p>Capital letters for proper nouns</p> <p>Question marks</p> <p>Exclamation marks</p>	<p><u>Writing to inform:</u></p> <p>Non-chronological report</p> <p><u>Writing to persuade:</u></p> <p>Letter</p> <p><u>Writing to entertain:</u></p> <p>Descriptive writing Story writing Options: - Story retell - Change of ending - Change of perspective</p> <p style="color: red;"><u>Ongoing writing objectives:</u></p> <p>Composing sentences orally before writing them</p> <p>Saying out loud what they are going to write about</p>
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Word Reading:

- Year 1 Word Reading curriculum taught through Sounds Write systematic, synthetic phonics scheme.

World Book Day:

- Recommending books they have read to their peers, giving reasons for their choices
- participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously

Poetry week:

- Learning to appreciate rhymes and poems and to recite some by heart

Reading lesson guidance:

Inference KS1

Within KS1, **children must be able to make inferences on** the basis of what is being said and done. Within KS2, children must be able to draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence.

Prediction KS1

Prediction is **using evidence from a text to say what may happen next**, what events may unfold or how a character may behave. A key part of comprehension.

Reading curriculum link:	Reading lesson activity:	How to embed learning in exercise books:
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<ul style="list-style-type: none"> Inference 	<p>Conscience alley</p> <p>A useful technique for exploring any kind of dilemma faced by a character, providing an opportunity to analyse a decisive moment in greater detail. The class forms two lines facing each other. One person (the teacher or a participant) walks between the lines as each member of the group speaks their advice. It can be organised so that those on one side give opposing advice to those on the other. When the character reaches the end of the alley, she makes her decision. Sometimes known as Decision Alley or Thought Tunnel.</p> <p>https://youtu.be/-Hs0LirW9v8</p>	<ul style="list-style-type: none"> Write a short note to the character giving them advice on what to do next and suggest reasons why you are giving that advice.
<ul style="list-style-type: none"> Inference 	<p>Freeze frame</p> <p>Like pressing a pause button on a remote control. Children demonstrate a critical moment in a scene or story by standing in still poses demonstrating what their character is doing, how they are feeling etc. After children have demonstrated their freeze frame in small groups, other children/adults question the children based on their actions, facial expressions etc. Children to give justify their answers based on evidence from the text. Once completed, children to write what they did in their freeze frame as their character and why.</p> <p>https://youtu.be/flueLbP7NOI</p>	<ul style="list-style-type: none"> Children to write what they did in their freeze frame in role, why their character was doing what they were doing, how they were feeling and why etc.
<ul style="list-style-type: none"> Inference 	<p>Flashbacks</p> <p>A step up from freeze frames. Children to create freeze-frames in small groups but then (when the teacher claps their hands) they move into a second freeze frame from before their original.</p>	<ul style="list-style-type: none"> Children to write what they did in their freeze frame in role, why their character was doing what they were doing, how they were feeling and why etc. Demonstrate how the flashback changed the character's feelings, thoughts and actions within their writing.

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<ul style="list-style-type: none"> • Inference • Prediction 	<p>Flashforwards</p> <p>A step up from freeze frames. Children to create freeze-frames in small groups but then (when the teacher claps their hands) they move into a second freeze frame from after their original.</p>	<ul style="list-style-type: none"> • Children to write what they did in their freeze frame in role, why their character was doing what they were doing, how they were feeling and why etc. • Demonstrate how the flashforwards changed the character's feelings, thoughts and actions within their writing.
<ul style="list-style-type: none"> • Inference • Prediction <ul style="list-style-type: none"> • Linking reading to personal experiences • Discussing 	<p>Hot seating</p> <p>Hot seating is where one or a small group of children sit at the front of a class or small group. Teacher asks as a facilitator, pushing the questioning in the right direction. They are then asked questions about their feelings, thoughts and motives and have to give reasons for their answers based on the story/text. It is best to give children time to prepare their questions in their exercise books.</p>	<ul style="list-style-type: none"> • Write questions they are going to ask pre hot-seating. • Write what they have learned about the character.
<ul style="list-style-type: none"> • Inference • 	<p>Role on the wall</p> <p>Outline of a body drawn on board/paper. Words or phrases describing a character are then written directly onto the drawing or stuck on using sticky notes. This technique can be carried out as a group or individually. You can include facts such as physical appearance, age, gender, location, as well as subjective ideas such as likes/dislikes, friends/enemies, opinions, motivations, secrets, dreams etc. Remember to push children to suggest reasons for their ideas.</p>	<ul style="list-style-type: none"> • Children to create role on the wall independently in their exercise books using body template.
<ul style="list-style-type: none"> • Inference <ul style="list-style-type: none"> • Linking reading to personal experiences • Discussing 	<p>Thought tracking</p> <p>Thought tracking is a natural follow-up to still images and freeze frames. Once children have made an image, explain that when you tap them on the shoulder you would like them to speak the thoughts or feelings of their character aloud. At the beginning this may just be one or two words but children will soon gain confidence to express themselves in longer sentences. It doesn't take long to thought-track each child in a group so that you reveal a wide range of attitudes and feelings from different characters.</p>	<ul style="list-style-type: none"> • Children to write a short diary entry as their character explaining what they were doing/feeling/thinking and suggest reasons for this.

The KS1 Reading Content Domains

The content domain sets out the relevant elements from the national curriculum programme of study (2014) for English at key stage 1 that are assessed in the English reading test. The tests will, over time, sample from each area of the content domain. The key stage 1 English reading tests will focus on the comprehension elements of the national curriculum.

The following table shows the content domain, which sets out how elements of the curriculum will be defined for test development purposes.

Content domain reference

1a draw on knowledge of vocabulary to understand texts

1b identify / explain key aspects of fiction and non-fiction texts, such as characters, events, titles and information

1c identify and explain the sequence of events in texts

1d make inferences from the text

1e predict what might happen on the basis of what has been read so far

<https://www.goodrichprimarysch.co.uk/wp-content/uploads/2018/03/KS1-Reading-Domains.pdf>