

SPS ENGLISH SPINE – YEAR 1

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
MAIN FOCUS	GEOGRAPHY <i>Our School</i>	HISTORY <i>How am I making history?</i>	GEOGRAPHY <i>Our local area</i>	HISTORY <i>How have toys changed?</i>	GEOGRAPHY <i>Wonderful weather</i>	HISTORY <i>How have explorers changed the world?</i>
BIG QUESTION	<i>How can we find out where we are?</i>	<i>What key events happen in my life?</i>	<i>What is beyond the school gates?</i>	<i>What will toys be like in the future?</i>	<i>What is it like to live in a hot country?</i>	<i>Would you like to be a pirate?</i>
TOPIC	SUPERHEROES	INCREDIBLE ME!	ANIMAL MAGIC	TOY STORY	RUMBLE IN THE JUNGLE	LAND AHOY
CORE TEXT	Eliot, Midnight superhero by Anne Cottinger	What makes me a me? by Ben Faulks	The Gruffalo By Julia Donaldson	Traction Man is Here by Mini Grey	Where the Wild Things Are by Maurice Sendak	Giant Jelly Jaws and the Pirates by Helen Baugh
EXTRA TEXTS	006 and a bit Daisy, the superhero	The Growing Story When I was a child	Martha Maps It Out I Wonder Where I Am	Kipper's Toybox Old Bear	Rumble in the Jungle Elmer	The Pirates Next Door Class Three at the Sea
WRITING PURPOSE & TASKS	WRITING EXPECTATIONS (FIRST WEEK)	READY FOR PVPG LESSONS <i>Once secure in Letter Formation and RWI Set 2 Phonics</i>	SENTENCE PATTERN BUILDING UNIT <i>Mighty Marrow (Narrative)</i>	WRITING TO INFORM SENTENCE PATTERN BUILDING UNIT <i>Toy Man (Non-Chronological Report)</i>	WRITING TO INFORM <i>Instructions – How to tame a wild creature</i> <i>GS MODEL TEXT - How to tame a wild one</i> <i>GS UNIT GUIDE (How To Grow A Plant)</i> <i>Use this as the writing unit guide but change the theme to 'Wild Things'.</i>	WRITING TO ENTERTAIN <i>Character Description – Pirate Captain</i> <i>GS MODEL TEXT - Captain Snappy Beard</i>
	SECURING SET 2 PHONICS & LETTER FORMATION					
	TRANSCRIPTION FOCUS WRITING LISTS, CAPTIONS AND LABELS	POETRY <i>Onomatopoeic Poems (Fireworks)</i>				
Wider Curriculum Writing Possibilities	Labelling Materials (Science) Labelling picture of a best friend (PSHE)	Listing events in their lives (History) Listing gifts that could be given to Jesus (RE)	Write sentences about animals (Science) Write sentences to evaluate kites (DT)	Write sentences about animals (Science) Write sentences to evaluate kites (DT)	Explain how animals are different (Science) Describe foods in a healthy lunchbox (PSHE)	Retell the story of Hanukkah (RE) Write a Pirate Story (English)

SPS WRITING PROGRESSION – YEAR 1

NC 2014 PROGRESSION

Y1	Transcription	Handwriting	Composition	Vocabulary, Grammar & Punctuation
	<ul style="list-style-type: none"> ▪ Spell words containing each of the 40+ graphemes already taught. ▪ Spell common exception words ▪ Spell days of the week ▪ Name the letters of the alphabet in order ▪ Use letter names to distinguish between alternative spellings of the same sound ▪ Use regular plural suffixes: -s, -es ▪ Use suffixes –ing, -ed, -er, -est (with no change to root word) ▪ Use prefix un- ▪ Apply rules from Spelling Progression - Y1 ▪ Write from memory simple dictated sentences including GPCs and common exception words 	<ul style="list-style-type: none"> ▪ Sit correctly at a table, holding a pencil comfortably and correctly ▪ Begin to form lower case letters in the correct directions, starting and finishing in the right place ▪ Form capital letters ▪ Form digits 0-9 ▪ Understand which letters belong to which handwriting 'families' 	<ul style="list-style-type: none"> ▪ Say out loud what they are going to write about ▪ Compose a sentence orally before writing it ▪ Sequence sentences to form short narratives ▪ Re-read what they have written to check that it makes sense ▪ Discuss what they have written with the teachers or other pupils ▪ Read their writing aloud clearly enough to be heard by their peers and the teacher ▪ Begin to develop an awareness of 'The Reader' by making relevant choices about subject matter and choosing appropriate vocabulary 	<ul style="list-style-type: none"> ▪ Leave spaces between words ▪ Join words and sentences using 'and' ▪ Begin to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark ▪ Use a capital letter for names of people, places, days of the week and the personal pronoun 'I'

SPS PROGRESSION

Y1	Sentence Structure	Vocabulary	Sentence Openers	Building Cohesion	Verb Tense
	<p>Simple:</p> <ul style="list-style-type: none"> ▪ Use statements in first, second and third person starting with noun/proper noun ▪ Use statements in first, second and third person starting with personal pronoun ▪ Use question with a question mark using 'Who', 'What', 'When', 'Where', 'Why' <p>Compound:</p> <ul style="list-style-type: none"> ▪ Join sentences using: and, but <p>Adding detail:</p> <ul style="list-style-type: none"> ▪ Use noun phrases: adjective + noun or adjective + adjective + noun <i>e.g. curly beard or gold, shiny coin</i> ▪ Use adverbs of manner ending in -ly: <i>e.g. I ran quickly</i> ▪ Use prepositions: above, down, in, inside, into, onto, out, outside, to, under, up ▪ Use 'as .. as' to create similes <i>e.g. as quick as a flash</i> ▪ Use determiners: the, a, an, my, your, his, her ▪ Put words that are spoken into speech bubbles 	<ul style="list-style-type: none"> ▪ Use specific nouns rather than general nouns <i>e.g. 'Ferrari' instead of 'car'</i> ▪ Create compound words <i>e.g. football, playground, farmyard, bedroom</i> ▪ Use adjective + noun to create alliteration <i>e.g. A cool cat, A sneaky snake</i> ▪ Tier 2 Vocabulary – Y1 	<ul style="list-style-type: none"> ▪ Use pronouns: The, My, I ▪ Use adverbs ending in -ly <i>e.g. Slowly, Quickly, Suddenly</i> 	<p>Coordinating:</p> <ul style="list-style-type: none"> ▪ and, but <p>Subordinating:</p> <ul style="list-style-type: none"> ▪ because <p>Adverbials of time:</p> <ul style="list-style-type: none"> ▪ First ▪ Firstly ▪ Last ▪ Next ▪ Second ▪ Then ▪ At first 	<p>Simple past</p> <ul style="list-style-type: none"> ▪ To show something happened once ▪ <i>e.g. He walked to school.</i> <p>Present progressive</p> <ul style="list-style-type: none"> ▪ To show something his happening continually <i>e.g. He is walking to school.</i> <p>Subject-verb agreement:</p> <ul style="list-style-type: none"> ▪ 'to do' ▪ 'to be' ▪ 'to have'

SPS READING PROGRESSION – YEAR 1

SPS ENGLISH SPINE	BOOK	FORMAT	DATE WRITTEN	GENRE	PAGES
	Eliot, Midnight Superhero	Paperback – Picture Book	2013	Humour	32
	What makes me a me?	Paperback – Picture Book	2017	Humour	32
	Dear Dinosaur	Paperback – Picture Book	2017	Interactive	32
	Traction Man Is Here	Paperback – Picture Book	2006	Adventure	32
	Where The Wild Things Are	Paperback – Picture Book	1963	Classic / Adventure	48
	Giant Jelly Jaws And The Pirates	Paperback – Picture Book	2015	Humour	32
	Poetry Types: Onomatopoeic, List, Acrostic				

WORD READING:

Y1	Phonics & Decoding	Common Exception Words	Fluency
NC 2014	<ul style="list-style-type: none"> ▪ Apply phonic knowledge and skills to decode words ▪ Speedily read all 40+ letters/groups for 40+ phonemes ▪ Read accurately by blending taught GPCs ▪ Read common suffixes –s, -es, -ing, -ed, -er and –est endings ▪ Read multisyllabic words containing taught GPCs ▪ Read words with contractions and understand that the apostrophe represents the omitted letter(s) ▪ Read aloud phonically decodable text 	<ul style="list-style-type: none"> ▪ Read Y1 common exception words, noting unusual correspondences between spelling and sound and where these occur in the word: the, a, do, to, today, of, said, says, are, were, was, is, his, has, I, you, your, they, be, he, me, she, we, no, go, so, by, my, here, there, where, love, come, some, one, once, ask, friend, school, put, push, pull, full, house, our 	<ul style="list-style-type: none"> ▪ Read age-appropriate texts at 90+ words per minute ▪ Read aloud accurately books that are consistent with Y1 developing phonic knowledge and that do not require other strategies to work out words ▪ Re-read books to build up fluency and confidence in word reading ▪ Reading Level(s): RWI – Green, Purple, Pink, Orange Book Bands – Yellow, Blue, Green, Orange

COMPREHENSION:

Y1	Pleasure ~ Performance	Retrieval ~ Fluency	Words: Meaning ~ Choices	Infer ~ Interpret ~ Predict	Sequence ~ Summarise	Respond ~ Explain
NC 2014	<ul style="list-style-type: none"> ▪ Listen to and discuss a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently ▪ Be encouraged to link what they read or hear read to their own experiences ▪ Become very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics ▪ Recognise and join in with predictable phrases ▪ Appreciate rhymes and poems and recite some simple poems by heart 	<ul style="list-style-type: none"> ▪ Draw on what they already know or on background information and vocabulary provided by the teacher ▪ Check the text makes sense as they read and self-correct. ▪ Develop their knowledge of retrieval though images. ▪ Participate in discussions about what is read to them, taking turns and listening to what others say ▪ Clearly explain their understanding of what is read to them ▪ Discuss features and layout of non-fiction texts 	<ul style="list-style-type: none"> ▪ Discuss word meanings, linking new meanings to those already known 	<ul style="list-style-type: none"> ▪ Discuss the significance of the title and events ▪ Make inferences on the basis of what is being said and done. ▪ Develop inference through use of pictures. ▪ Predict what might happen on the basis of what has been read so far. 	<ul style="list-style-type: none"> ▪ Retell familiar stories orally. ▪ Sequence the events of a story they are familiar with. 	

YEAR 1 RESPONSES TO READING

Y1	Pleasure ~ Performance	Retrieval ~ Fluency	Words: Meaning ~ Choices	Infer ~ Interpret ~ Predict	Sequence ~ Summarise	Respond ~ Explain
QUESTION STEMS	<ul style="list-style-type: none"> ▪ Which ... was your favourite? ▪ Have you heard a story like this before? ▪ Is the ... like your ...? 	<ul style="list-style-type: none"> ▪ Who ...? ▪ What did ...? ▪ What do / does ... do? ▪ When ... ▪ Where ...? ▪ Where did .../ ▪ Why was ...? 	<ul style="list-style-type: none"> ▪ What does the word ... mean in this sentence? ▪ Find and copy a word which means ... ▪ Which of the words best describes the character? ▪ Which words has the author used to make you feel happy / angry / worried / frightened / nervous? ▪ How does the word / phrase ... make you feel? ▪ Can you give me another sentence with the word ... in it? 	<ul style="list-style-type: none"> ▪ Why was ... feeling ...? ▪ How do you know that ... was ...? ▪ Why did ... happen? ▪ Why did ... say ...? ▪ Where do you think ...? ▪ Why do you think ...? ▪ Which part made you feel ...? Why? ▪ Look at the book cover / blurb – what do you think this book will be about? ▪ What is happening? What do you think happened before? What do you think will happen after? ▪ What do you think will happen next? Why? ▪ Draw what you think will happen next. 	<ul style="list-style-type: none"> ▪ How does the story start? ▪ Who do you meet first? ▪ What did you find out first? ▪ Where does the story start? ▪ What happened in the middle? ▪ What happened at the end? ▪ Put these pictures in order of when they happened. ▪ Put these sentences in the order they happened ... 	<p>CHALLENGE:</p> <ul style="list-style-type: none"> ▪ Who is your favourite character? Why? ▪ Why do you think all the main characters are girls in this book? ▪ Would you like to live in this setting? Why? Why not? ▪ Is there anything you would change about this story?
ANSWER STEMS	<ul style="list-style-type: none"> ▪ I like ... because ... ▪ My favourite ... is ... because ... 	<ul style="list-style-type: none"> ▪ It is ... ▪ The ... is ... 	<ul style="list-style-type: none"> ▪ The word means ... ▪ It is a good word to use because ... 	<ul style="list-style-type: none"> ▪ I think that ... ▪ I think that ... because ▪ I think the character will ... because ... ▪ I think the character will not do ... because ... ▪ This sentence tells you that ... ▪ The character felt ... because ... ▪ I know this because ... 	<ul style="list-style-type: none"> ▪ In this story ... ▪ This story is about ... ▪ The main event is ... ▪ The key events are ... 	
POSSIBLE TASKS	<ul style="list-style-type: none"> ▪ Join in with the chorus ▪ Join in with the whole text 	<ul style="list-style-type: none"> ▪ Put ticks in to show which statements are true or false ▪ Draw lines to match ... 	<ul style="list-style-type: none"> ▪ Find 5 interesting words in the book. Find out what each one means. Now think of a sentence that uses each word. ▪ Order these words from the book based on how happy they make you feel. ▪ Circle the word that means that same as ... 	<ul style="list-style-type: none"> ▪ Write the character's thoughts in a thought bubble. ▪ Write a diary entry about an event from the book from a character's point of view. ▪ Write down three questions for a character and then write their answers. 	<ul style="list-style-type: none"> ▪ Draw a picture to show what happened in the beginning / middle / end. ▪ Make a map / poster to show the order things happened in. ▪ Draw a cartoon strip of the main events in the story. 	

SPS SPOKEN LANGUAGE PROGRESSION – YEAR 1

Y1	Listen & Respond	Question, Reason, Explain & Discuss	Develop Vocabulary	Performance, Presentation & Evaluation
Objectives	<ul style="list-style-type: none"> ▪ Listen carefully to stories, poems, and instructions. ▪ Respond with relevant comments, questions, or actions. ▪ Retell familiar stories in sequence using own words. ▪ Begin to make simple predictions about events or outcomes. ▪ Demonstrate understanding by following instructions accurately. 	<ul style="list-style-type: none"> ▪ Ask questions to clarify understanding or seek more information. ▪ Give simple reasons for their ideas or choices. ▪ Explain events or experiences in sequence. ▪ Take part in paired or group discussions about a text or topic. 	<ul style="list-style-type: none"> ▪ Understand and use new words related to familiar topics. ▪ Begin to link words to their meaning in context. ▪ Use simple descriptive words in speech and writing. 	<ul style="list-style-type: none"> ▪ Speak in front of the class using simple sentences. ▪ Use expression and gestures to support meaning. ▪ Begin to evaluate their own performance and that of others in simple terms.
Activity ideas	<ul style="list-style-type: none"> ▪ Retelling a story using picture sequences. ▪ Listening to a short poem and drawing or acting out scenes. ▪ Answering “who, what, where” questions after listening to a story. ▪ Partner discussion: “What would you do if ...?” 	<ul style="list-style-type: none"> ▪ Story Detective: Ask questions about characters’ actions or story events. ▪ Why/How Game: Pose “Why do you think...?” questions and encourage answers. ▪ Paired Retell: Children explain a story to a partner using sequence words. ▪ Opinion Corners: Children move to a corner of the room to show agreement/disagreement with a statement, then explain why. 	<ul style="list-style-type: none"> ▪ Labelling Objects: Label classroom items, animals, or story characters. ▪ Adjective Hunt: Identify descriptive words in stories or poems. ▪ Word Banks: Provide themed word banks for writing or speaking tasks. ▪ Matching Games: Match new words to pictures or definitions. 	<ul style="list-style-type: none"> ▪ Retelling Stories: Use props to retell a story to the class. ▪ Class Poems: Perform a short poem in a group, focusing on volume and expression. ▪ Role-Play Conversations: Act out scenarios from stories or real life. ▪ Peer Feedback: Share one thing they liked about someone else’s performance.
Sentence Stems	<ul style="list-style-type: none"> ▪ “The story is about ...” ▪ “I think ... will happen next because ...” ▪ “I liked/disliked ... because ...” ▪ “My question is ...” 	<ul style="list-style-type: none"> ▪ “I think ... because ...” ▪ “Why did ... happen?” ▪ “My idea is ...” ▪ “I agree/disagree because ...” 	<ul style="list-style-type: none"> ▪ “The ... is ...” ▪ “I think ... means ...” ▪ “I like ... because it is ...” ▪ “The ... looks/feels ...” 	<ul style="list-style-type: none"> ▪ “I said ... because ...” ▪ “I acted ... by ...” ▪ “I liked ...’s performance because ...” ▪ “Next time I could ...” ▪