



Year 1 English and Reading

Class Text Overview, Reading Spine and Planning Progression Documents

Class text overview

Year:	Autumn A						Autumn B					Spring A					Spring B					Summer A						Summer B					
1	1	2	3	4	5	6	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	6	1	2	3	4	5	6
	Shopping Basket - John Burningham	Mr Grumpy Motorcar - John Burningham	The Naughty Bus - Jan Oke	The Train Ride - June Crebbin	The Tiger Who Came to Tea - Judith Kerr	The Little Red Elf - Barbara McGrath	The Cayons' Christmas - Drew Daywalt	Hansel and Gretel - Fairy Tale	Magic Porridge Pot - Vera Southgate	The Pied Piper of Hamelin - Robert Browning	Poetry: Anyone Seen my Dragon? Rainbow Rabbit	Instructions	Biography - Walt Disney	Biography - All About Me	Year 1 Class Performance	Mrs Honey's Hat - Pam Adams	Mr Underbed - Chris Riddell	The Queen's Hat - Steve Antony	Claude - Alex T. Smith	Bob the Man on the Moon - Simon Bartram	The Proudest Blue - Ibtihaj Muhammad	The Lion Inside - Rachel Bright											

English Teaching and Reading Overview

10:30 – 11:30
Whole class teaching and learning in English

11:30 – 12:00
Whole class phonics teaching

3:00 – 3:10
Whole class story time
See below Reading Spine:

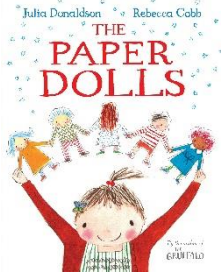
1:1 reading: 20% 5x, 80% 3x & pre and post phonics teaching for LA woven throughout the day.

Reading Spine

Autumn A

The Paper Dolls – Julia Donaldson

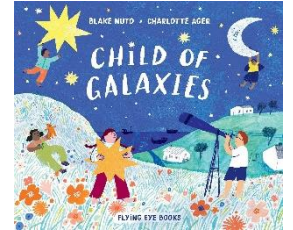
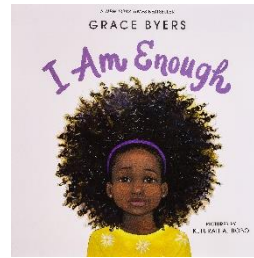
The Magic Paintbrush – Julia Donaldson



Autumn B

I Am Enough – Grace Byers

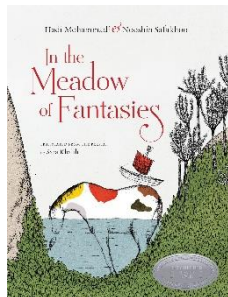
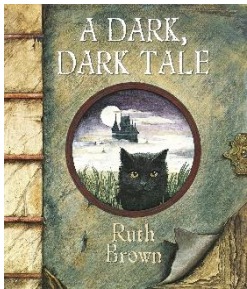
Child of Galaxies – Blake Nuto



Spring A

A Dark, Dark Tale – Ruth Brown

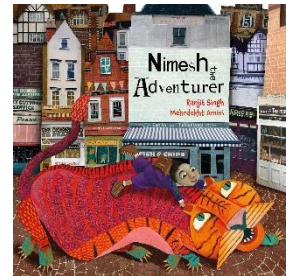
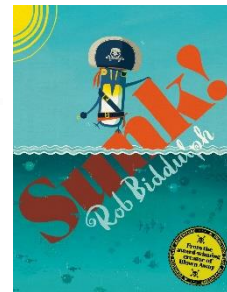
In the Meadow of Fantasies – Hadi Mohammadi



Spring B

Sunk! – Rob Biddulph

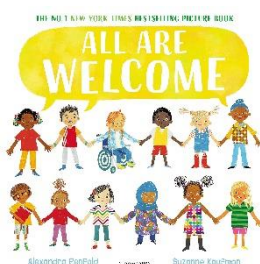
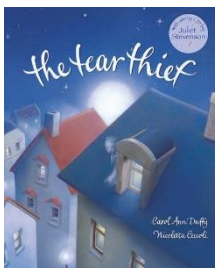
Nimesh the Adventurer – Ranjit Singh



Summer A

The Tear Thief – Carol Ann Duffy

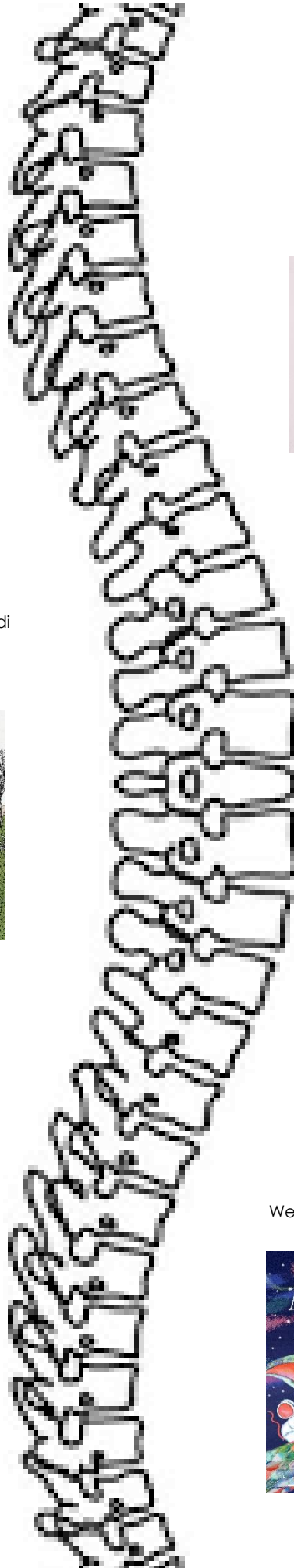
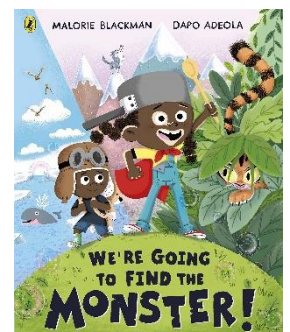
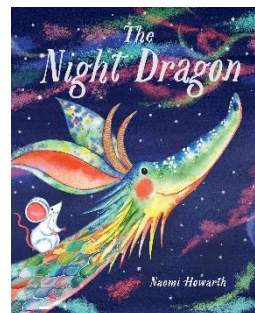
All Are Welcome – Alexandra Penfold



Summer B

The Night Dragon – Naomi Howarth

We're Going to Find the Monster – Malorie Blackman





Planning Progression Document

	Spelling:	Handwriting:	Reading:	SPaG:	Writing:
Autumn A Fiction	Spellings to be sent home weekly as homework to be practised for a test the following Friday: 1 - off, well, miss, buzz, back 2 - bank, think, honk, sunk, tank 3 - pocket, rabbit, carrot, thunder, sunset 4 - catch, fetch, kitchen, notch, hutch 5 - have, live, give, above, love 6 - cats, dogs, rocks, spends, catches	Letter formation of capital and lower-case letters: 1 – Aa, Bb, Cc, Dd and writing first name. 2 – Ee, Ff, Gg, H and writing first name. 3 – Ii, Jj, Ll, Mm, Nn and writing first name. 4 – Oo, Pp, Qq, Rr and writing first name. 5 – Ss, Tt, Uu, Vv and writing first name. 6 – Ww, Xx, Yy, Zz and writing first name.	<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 (<u>ongoing</u> 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 Ongoing writing objectives: Composing sentences orally before writing them Saying out loud what they are going to write about

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<p>Autumn B</p> <p>Fiction</p>	<p>Spellings to be sent home weekly as homework to be practised for a test the following Friday:</p> <p>1 – hunting, buzzing, jumping, running, walking</p> <p>2 – hunter, buzzer, jumper, runner, walker</p> <p>3 – hunted, buzzed, jumped, typed, walked</p> <p>4 – better, smaller, quicker, bigger, greater</p> <p>5 – smallest, biggest, greatest, quickest, freshest</p> <p>6 – rain, wait, train, coin, soil</p>	<p>Letter formation of capital and lower-case letters:</p> <p>1 – Aa, Bb, Cc, Dd and writing full name.</p> <p>2 – Ee, Ff, Gg, Hh and writing full name.</p> <p>3 – Ii, Jj, Ll, Mm, Nn and writing full name.</p> <p>4 – Oo, Pp, Qq, Rr and writing full name.</p> <p>5 – Ss, Tt, Uu, Vv and writing full name.</p> <p>6 – Ww, Xx, Yy, Zz and writing full name.</p>	<p>Word reading:</p> <p>Read contractions</p> <p>Read words containing the suffixes (-s, -es, -ing, -ed, -er, -est)</p> <p>Reading comprehension:</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>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>Exclamation marks</p> <p>Adjectives</p>	<p>Writing to inform:</p> <p>Labels Captions</p> <p>Writing to persuade:</p> <p>Letter</p> <p>Writing to entertain:</p> <p>Descriptive writing Sequencing sentences to form short narratives</p> <p>Ongoing writing objectives:</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>Spring A</p> <p>Fairy stories / Myths / Traditional Tales</p>	<p>Spellings to be sent home weekly as homework to be practised for a test the following Friday:</p> <p>1 – play, stay, enjoy, day, toy</p> <p>2 – made, came, same, take, safe</p> <p>3 – these, theme, ride, time, side</p> <p>4 – home, those, June, use, tube</p> <p>5 – start, garden, tree, green, week</p> <p>6 – sea, dream, each, head, bread</p>	<p>Letter formation of capital and lower-case letters:</p> <p>1 – Aa, Bb, Cc, Dd and day of the week.</p> <p>2 – Ee, Ff, Gg, Hh and day of the week.</p> <p>3 – Ii, Jj, Ll, Mm, and day of the week.</p> <p>4 – Oo, Pp, Qq, Rr and day of the week.</p> <p>5 – Ss, Tt, Uu, Vv and day of the week.</p> <p>6 – Ww, Xx, Yy, Zz and day of the week.</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>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 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> <p>Saying out loud what they are going to write about</p>
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<p>Spring B</p> <p>Non-Fiction (Three Weeks)</p> <p>Poetry (Two weeks)</p>	<p>Spellings to be sent home weekly as homework to be practised for a test the following Friday:</p> <p>1 – her, term, better, under</p> <p>2 – girl, bird, turn, hurt, Thursday</p> <p>3 – food, pool, moon, foot, good</p> <p>4 – boat, coat, road, toe, goes</p> <p>5 – out, around, brown, own, Tuesday, new</p> <p>6 – lie, tried, field, thief, cried</p>	<p>Letter formation of capital and lower-case letters:</p> <p>1 – Aa, Bb, Cc, Dd and months of the year.</p> <p>2 – Ee, Ff, Gg, Hh and months of the year.</p> <p>3 – Ii, Jj, Ll, Mm, Nn and months of the year.</p> <p>4 – Oo, Pp, Qq, Rr and months of the year.</p> <p>5 – Ss, Tt, Uu, Vv and months of the year.</p> <p>6 – Ww, Xx, Yy, Zz and months of the year.</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 x2</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 (Two Weeks)</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>Fiction (4 weeks]</p>	<p>Spellings to be sent home weekly as homework to be practised for a test the following Friday:</p> <p>1 – right, high, night, short, morning</p> <p>2 – before, more, score, draw, saw</p> <p>3 – author, August, air, fair, chair</p> <p>4 – dear, hear, near, bear, wear</p> <p>5 – dare, care, scared, happy, family</p> <p>6 – dolphin, phonics, when, where, which</p>	<p>Letter formation of capital and lower-case letters:</p> <p>1 – Aa, Bb, Cc, Dd and long date.</p> <p>2 – Ee, Ff, Gg, Hh, and long date.</p> <p>3 – Ii, Jj, Ll, Mm, Nn and long date.</p> <p>4 – Oo, Pp, Qq, Rr and long date.</p> <p>5 – Ss, Tt, Uu, Vv and long date.</p> <p>6 – Ww, Xx, Yy, Zz and long date.</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>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>Capital letters to start sentences</p> <p>Full stops to finish sentences</p> <p>Capital letters for proper nouns</p> <p>Exclamation marks</p>	<p><u>Writing to persuade:</u></p> <p>Letter</p> <p><u>Writing to entertain:</u></p> <p>Descriptive writing Story writing - alternative ending</p> <p>Play – write and perform class assembly</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 B</p> <p>Fiction</p>	<p>Spellings to be sent home weekly as homework to be practised for a test the following Friday:</p> <p>1 – kit, skin, unhappy, unfair, unlock</p> <p>2 – said, says, are, were, was</p> <p>3 – his, has, you, your, they</p> <p>4 – my, here, there, where, come</p> <p>5 – some, one, once, school, friend</p> <p>6 – football, playground, farmyard, bedroom, blackberry</p>	<p>Letter formation of capital and lower-case letters:</p> <p>1 – Aa, Bb, Cc, Dd and long date.</p> <p>2 – Ee, Ff, Gg, Hh and long date.</p> <p>3 – Ii, Jj, Ll, Mm, Nn and long date.</p> <p>4 – Oo, Pp, Qq, Rr and long date.</p> <p>5 – Ss, Tt, Uu, Vv and long date.</p> <p>6 – Ww, Xx, Yy, Zz and long date.</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 Character description 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> <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:
<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</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

	<p>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>	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.
<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>