



# Year One

## **ENGLISH**

Presented by Claire Flood  
(English Lead)

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# AREAS OF THE ENGLISH CURRICULUM

## READING

- Word Reading (phonics)
- Comprehension

## WRITING

- Composition
- Transcription
- Handwriting
- Vocabulary, grammar and punctuation

**SPOKEN LANGUAGE** runs through all curriculum areas



# Assessment of the Curriculum

- Children are assessed over the course of the year
- The final assessment is reported as:
  - ‘working **towards** the expected standard’,
  - ‘working **at** the expected standard’
  - ‘working at **greater depth** within the expected standard’
- Phonics test



**READING**

# How do we teach reading?



- Using the Little Wandle Letters and Sounds Revised Phonics Programme
- Daily whole class phonic lessons
- Reading with an adult multiple times a week in small groups. These focus on three key reading skills:
  - decoding
  - prosody: teaching children to read with expression
  - comprehension: teaching children to understand the text.
- Independent reading in the book corner
- During writing activities
- Throughout the curriculum

# Little Wandle Letters and Sounds Revised



- Phonics shows the children the ‘code’ for reading and writing.
- Each week the children will be taught new sounds and letter formation, they will revise the sounds they have already learnt and practise blending these sounds into words and sentences.



# Little Wandle Letters and Sounds Revised

































- In Reception your children have already learned Phases 2, 3 and 4. We will revise these sounds with the children during the first four weeks of term.
- Throughout the rest of Year 1, the focus will be on Phase 5. Phase 5 introduces alternative **graphemes** for **phonemes** the children already know.
















# Grow the code grapheme mat

## Phase 2, 3 and 5

 s ss c se ce st sc	 t tt	 p pp	 n nn kn gn	 m mm mb	 d dd	 g gg	 c ck cc ch	 r rr wr	 h
 b bb	 f ff ph	 l ll le al	 j jg dge ge	 v vv ve	 w wh	 x	 y	 z zz s se ze	 qu
 ch tch ture	 sh ch ti ssi si ci	 th	 ng	 nk	 a	 e ea	 i y	 o a	 u o-e ou

# Grow the code grapheme mat

## Phase 2, 3 and 5

 ai ay a a-e eigh aigh ey ea	 ee ea e e-e y ey	 igh ie i i-e y	 oa o o-e ou oe ow	 oo ue u-e ew ou ui	yoo ue u u-e ew	 oo u* oul	 ar a* al*
 or aw au aur oor al a oar ore	 ur er ir or	 ow ou	 oi oy	 ear ere eer	 air are ere ear	zh su si	

Activate \*depending on regional accent  
Go to Settings



# Little Wandle Letters and Sounds Revised

The website is fantastic! It has lots of brilliant videos to show you how to pronounce each sound.

<https://www.littlewandlelettersandsounds.org.uk/resources/for-parents/>



# Little Wandle Letters and Sounds Revised




- When learning phonics it is important that the children learn the sounds in a specific, cumulative order.
- Books are organised into sets which correspond to the order that the sounds are taught in.
- The children will only read books which contain sounds they already know and can blend confidently. This enables them to read with increasing independence and fluency.



# Phonics Screening

- The test consists of 40 words for your child to read and there is no time limit.
- Simply a phonics test – it does not assess reading as a whole or check any comprehension skills.
- Includes a mix of real and alien words.

Section 2

brend	
throst	
stret	
spraw	

Page 15 of 24

Section 2

label
vanish
blossom
thankful

Page 21 of 24

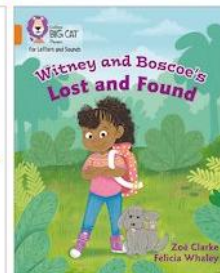
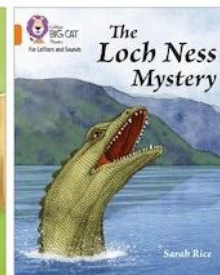
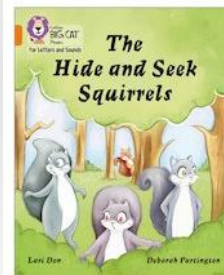
**Key stage 1**

**Phonics screening check**



# How do we teach comprehension?

- Dedication reading session each week with a focus on comprehension.
- The skills taught during these sessions will include the major comprehension strategies of: inferring, summarising, making connections, visualising, questioning and predicting.





**WRITING**



# The NC / Expected Standard

- Spell words containing each of the 40+ phonemes already taught.
- Spell common exception words.
- Spell the 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 the spelling rule for adding –s or –es as the plural marker for nouns and use the third person singular marker for verbs.
- Use the prefix –un.
- Use –ing, -ed, -er and –est where no change is needed in the spelling of the root words, e.g. Helping, helped, helper, eating, quickest.
- Write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far.

***WRITING: TRANSCRIPTION***

# Spelling

## Week 1

Adding the ending -ing to verbs where no change is needed to the root word

hunting

buzzing

jumping

pulling\*

helping

kicking

## Year 1

the	they	one
a	be	once
do	he	ask
to	me	friend
today	she	school
of	we	put
said	no	push
says	go	pull
are	so	full
were	by	house
was	my	our
is	here	
his	there	
has	where	
I	love	
you	come	
your	some	

- Up to 10 words sent home weekly.
- Linked to the NC.
- Application of spelling rule taught in school that week.
- As well as common exception words and common homophones.
- Practise in a way that works for you.
- Short spelling test the following week.

# The NC / Expected Standard



- 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'.
- Using the correct grammatical terminology when discussing their writing.

# How to support your child with G & P at home

**Leave spaces**

between words

Use  
**'and'**  
as a  
conjunction



**Full Stop**



**Question Mark**



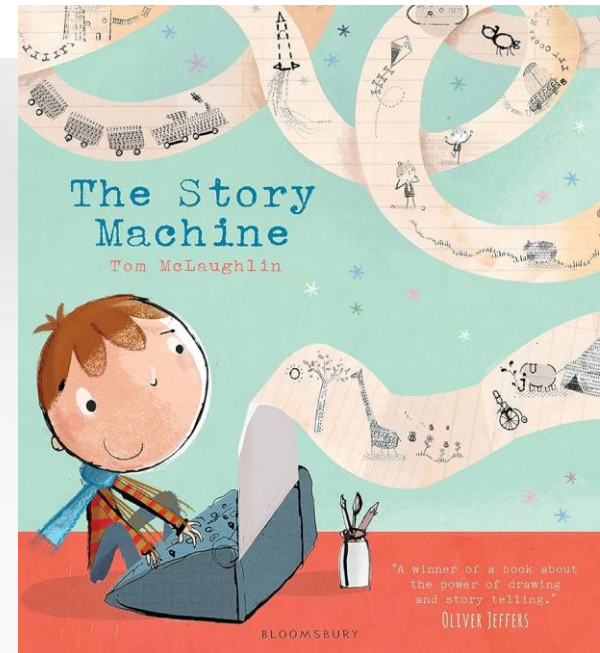
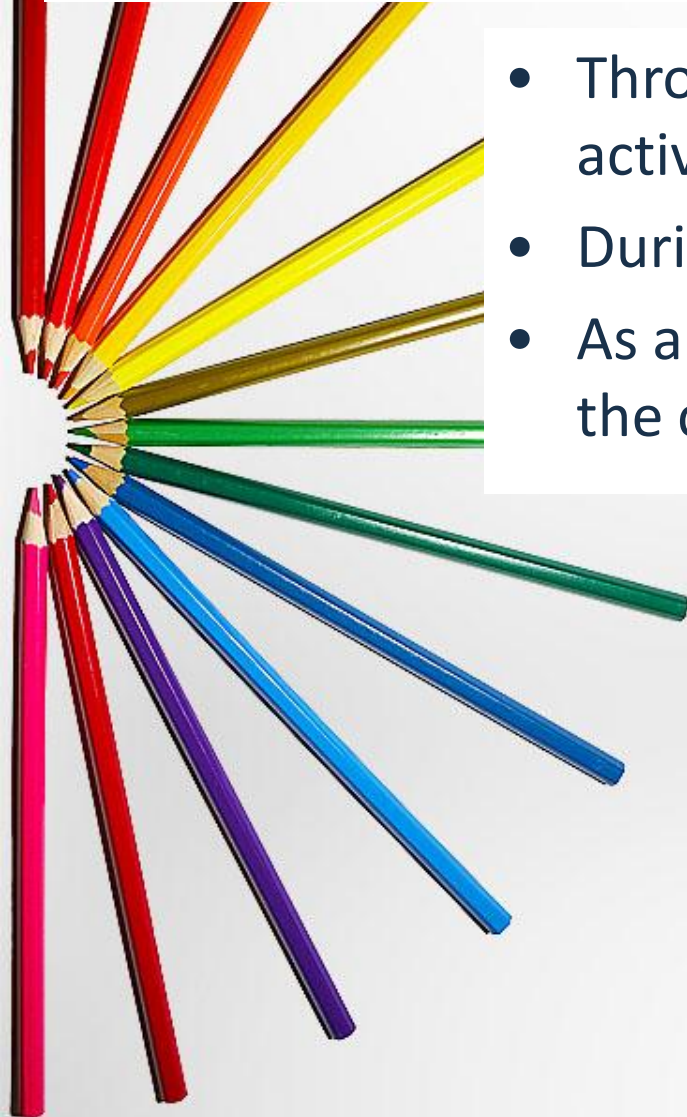
**Exclamation Mark**

**Capital Letters**

- Person
- Place
- Days of Week
- Beginning of a sentence
- 'I'

# How do we teach Grammar and Punctuation?

- Through discreet grammar lessons, games and activities
- During 1:1 or guided reading sessions
- As an integral part of all writing activities across the curriculum



# How do we teach Handwriting?



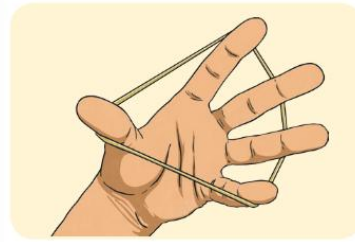
S S

- Under the snake's chin, slide down and round its tail.



a a

- Around the astronaut's helmet, and down into space.



- Gross and fine motor warm ups.
- Opportunities to practise letter formation in fun practical ways.



Dot, 1 handwriting

i

Down the iguana's body, then draw a dot (on the leaf) at the top

Rectangular Loop

- Sky, grass, ground paper to support height and sizing of letters.



## Explicit Writing Process

- Read
- Book talk/grammar/vocabulary/drama
- Genre features
  - Plan
  - Draft
- Edit and improve

**How do we teach composition?**

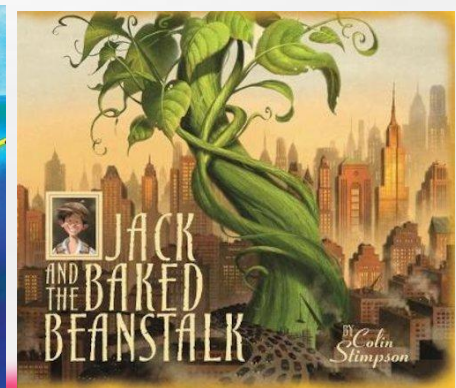
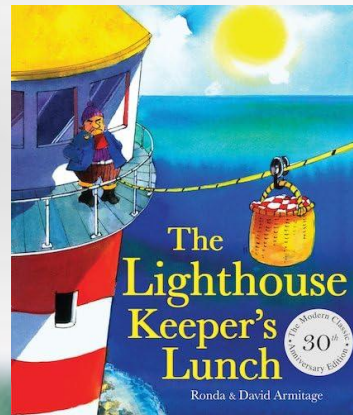
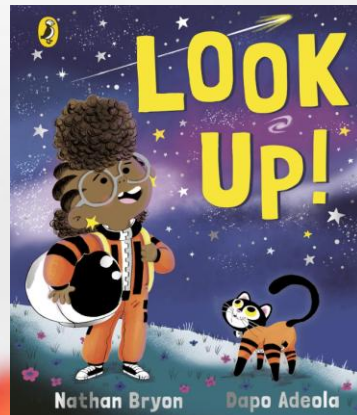
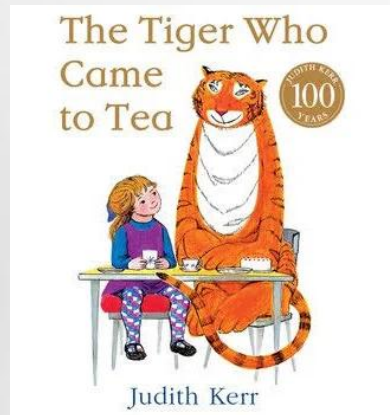
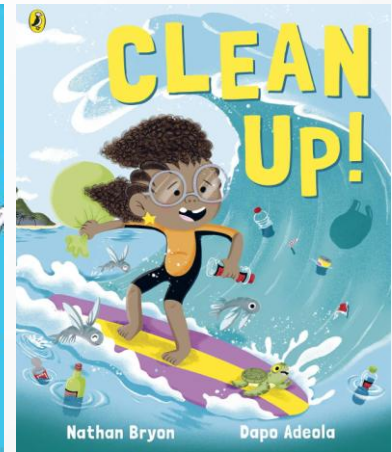
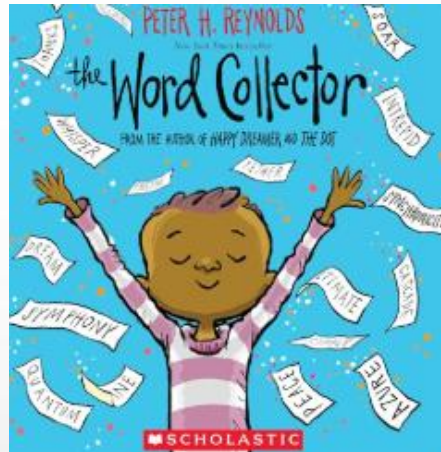
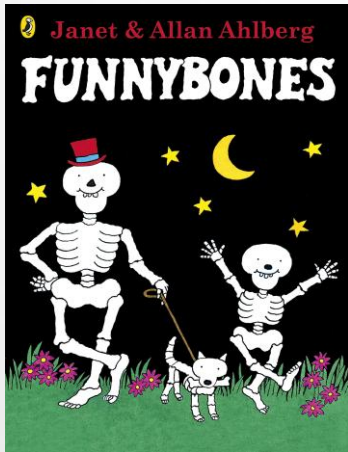
# Independent and Guided Writing

The rich variety of 'emersion' activities culminate in a piece of writing with specific 'success criteria'.



# Read

High quality texts are used as stimulus for writing.



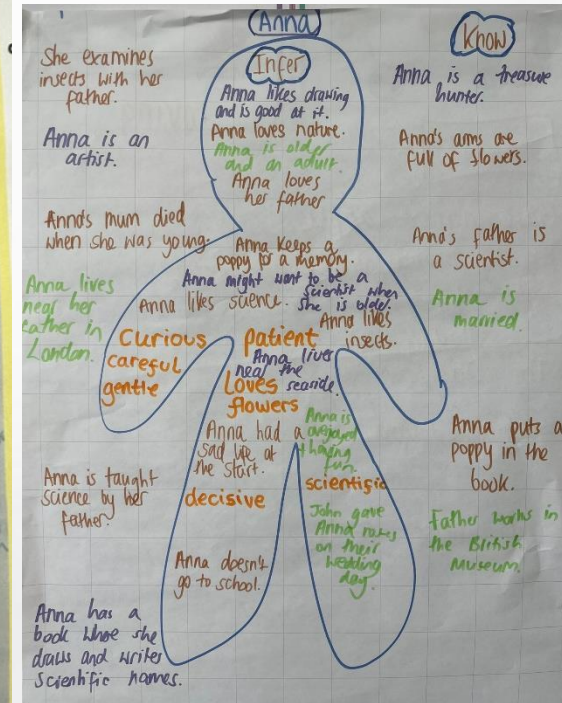
How do we teach composition?

# Book Talk

- Develops understanding of the text



What we know or think we know about meteor showers	What we want to find out about meteor showers	What we have learnt about meteor showers
<p>George: It's when loads of meteors crashed into Earth. That's what killed the dinosaurs.</p> <p>Tommy: When you go outside &amp; see loads of meteors. It's loads of rock with fire behind it.</p> <p>Mavima: Sometimes giant meteors crash into Earth. They can break a whole island into little bits.</p> <p>Jessie: Planets can get smashed by meteors and tear houses.</p> <p>Vendelo: When they crash into each other they explode.</p> <p>Samley: It's like a shower of meteors.</p>	<p>Ludo: Why do they happen?</p> <p>Bea: Where do they come from?</p> <p>Sofia: Do they crash or not?</p> <p>Azaan: How do they happen?</p> <p>George: How do they crash into planets?</p> <p>Mila: How many different sizes of meteor are there?</p> <p>Tommy: Where do they all come from?</p> <p>Mateo: How does fire come out? (of a meteor)</p> <p>Leon: They get burned by the heat of the Earth.</p>	<p>They are smaller than a grain of sand.</p> <p>When they fall towards earth they burn up - that is the light we see.</p> <p>Meteors are bits of dust burning up in the atmosphere.</p> <p>Meteor showers happen when the Earth moves through the trail of dust left by a comet.</p>



How do we teach composition?

## Genre features

- What do these texts have in common?
- Co-construct success criteria

A large, colorful pencil graphic with a rainbow gradient, pointing towards the right. The pencil is positioned behind a light blue banner.

**How do we teach composition?**

# Plan


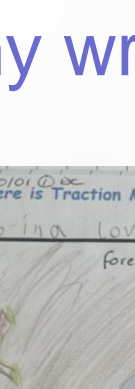
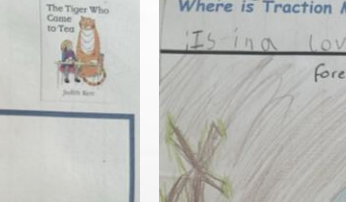
- What will I write?
- What vocabulary will I use?
- What is the structure of my writing?

The cat Who Came To Tea

Well Done!  
Alice 9/10 @ DC

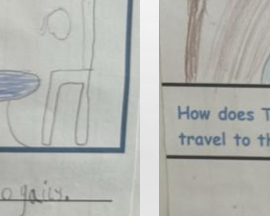
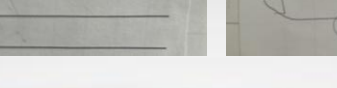

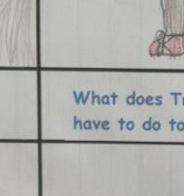
Story Map

The Tiger Who Came to Tea  
Julian Barnes

1 	2  Alice 20 cream buns 10 buns 10 cakes cakes	3  They were to go.
--	---	---

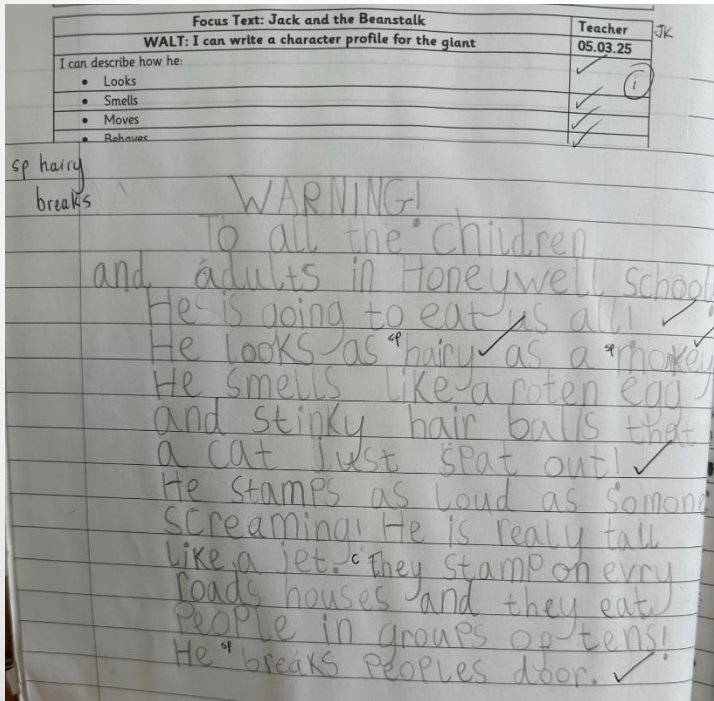
It is brown and she runs  
very fast and forst.

20/10/10 @ DC

Where is Traction Man? Is in a lovely forest forest	What is he wearing? a jacket + coat Suit	Who is in trouble? a rabbit sp crater
		
How does Traction Man travel to the rescue. Super	What does Traction Man have to do to save them?	How do they thank Traction Man?
		

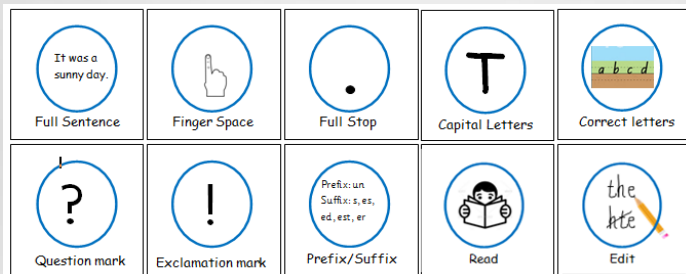
How do we teach composition?

# Draft



# Edit and improve

- We use 'Learning Ladders' to specify 'success criteria'.
- We highlight what is good.
- We work with the children to discuss their writing and to make edits and improvements.
- We do not correct every spelling mistake.
- We do not over mark; we give children time to review and correct their work based on our feedback.

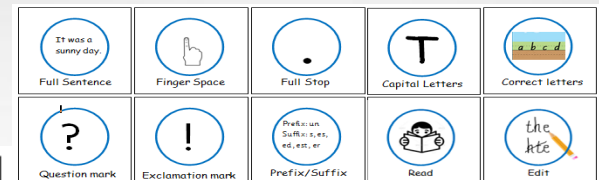



Focus text: 'Through my window' by Tony Bradman	Teacher
I can write my own version of the story using my plan.	
I can write about three different characters Jo saw through her window.	
I can say my sentence aloud before I write it. ★	



# Marking your child's writing

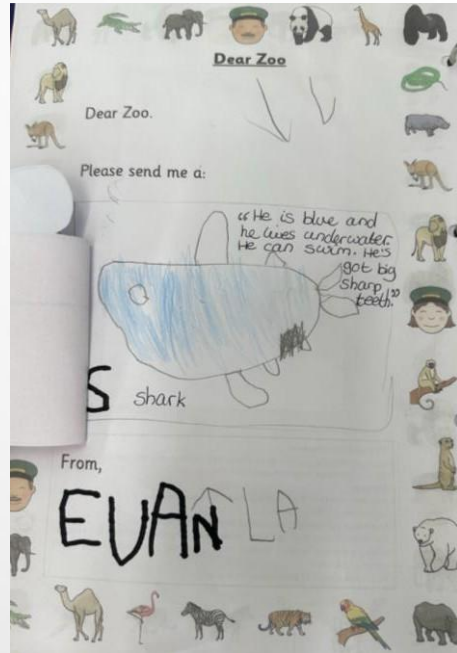
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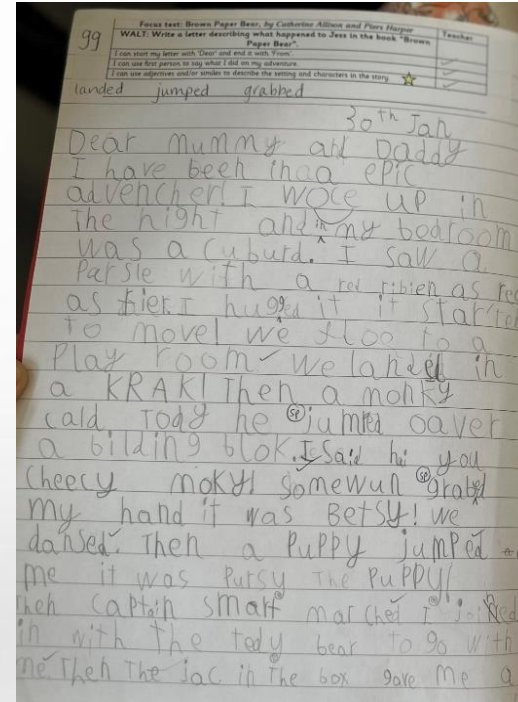
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# Build up of knowledge and skills

## Nursery



## Year 1



How do we teach composition?


# Build up of knowledge and skills

## Year 2

All about Magic Mikey...  
He put the balloon in his mouth and he ate it. He made a mouse with the balloon. The table was flying with his hands and magic. He had a pet and it said squeak squeak. The table was the best bit because it can fly.

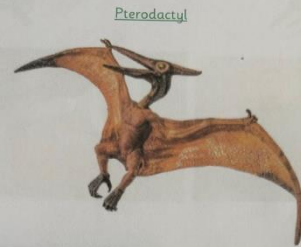
Reception

the same of a tree!



plants start growing in spring because there is more sunlight and it is warmer.

Nursery



Year 1

They can fly  
They have fur  
They have worms  
blood when it goes  
high it gets cold

Adult Led Writing Week beginning 27<sup>th</sup> February 2023

The Bluest of Blues- Non-Chronological Report

can draft my writing	Teacher
can include a 'hook' at the start of my report.	<input checked="" type="checkbox"/> @EG
can write in the present tense.	<input checked="" type="checkbox"/> @JTB
can group my ideas into different sections.	<input checked="" type="checkbox"/> @JTB

### Beetles

#### Introduction

Did you know that most beetles have two sets of wings! This report will teach you hundreds of mind blowing facts about beetles. ✓

#### Habitat

Did you know that you can find some species of interesting beetles living in water! You can find many species in England and most live in meadows! Some beetles like damp forests but beetles can live almost anywhere a bit like tarantulas! ✓

#### Diet

Most beetles eat plants and animals. Some beetles eat carpet and wool but dung beetles eat dung hence their names. Did you know some beetles eat Macaroni! ✓

#### Appearance

The majority of beetles are black. All beetles have an exoskeleton. Some beetles are as big as the human hand like the stag beetles. Some beetles have antennae but some have <sup>feelers</sup> whiskers! ✓

# How do we teach composition?

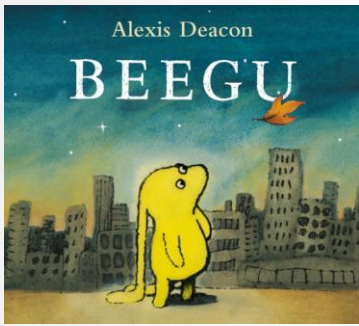
# Talk for Writing

Pie Corbett *“I noticed that the best writers were the children who read avidly. It seemed obvious that these children had been internalising narrative patterns – the language of stories – and recycling them in their head”.*

A row of colorful pencils in a tray, with the tips of the pencils pointing towards the viewer. The colors include red, orange, yellow, green, blue, and purple.

**How do we teach composition?**

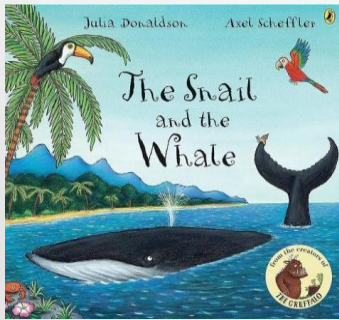
# Talk for Writing



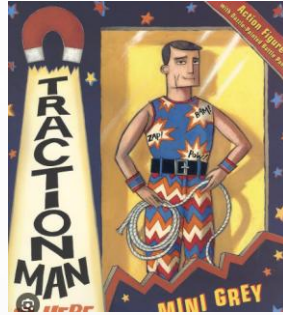
Losing Tale



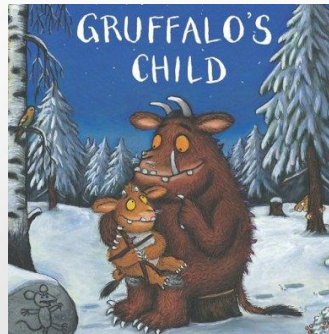
Character Flaw Tale



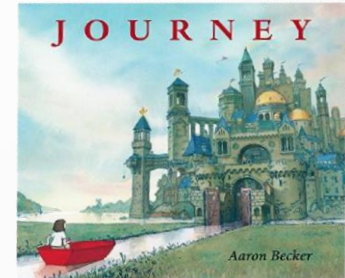
Meeting Tale



Conquering the Monster Tale



Repetitive Tale



Journey Tale

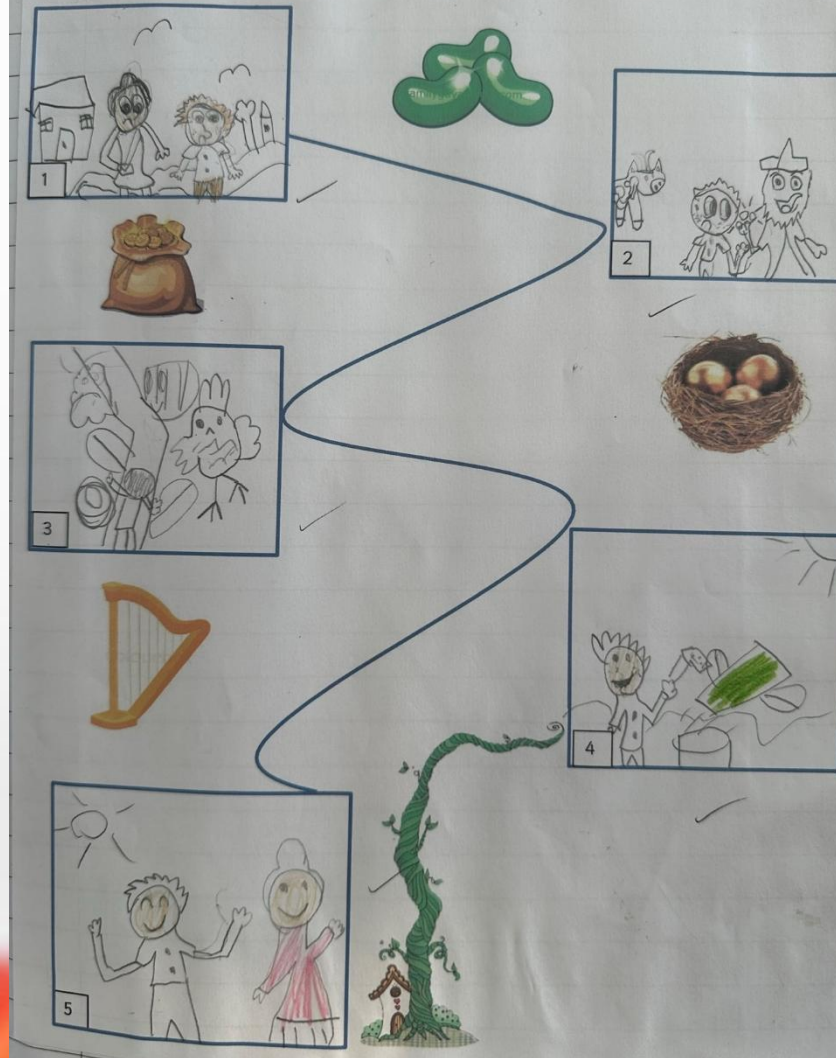


Wishing Tale



How do we teach composition?

Jack and the Beanstalk – Story Map *Alia*  
09.03.25  
10/03 (i) DC



**How do we teach composition?**

Focus text: The Story Machine, by Tom McLaughlin

7.05.25

Teacher

WALT: I can re-tell 'The Story Machine' in my own words.

I can use my story map to re-tell the story in my own words.

I can use capital letters and full-stops.

I can read my work to check it makes sense.

I can edit and improve my work. ☆



<input checked="" type="checkbox"/>	(1) De.
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Meet Eliot. Eliot was a boy who loved to find things. And one day... he found a machine! It didn't have an ON/OFF button, or bleep or buzz. Eliot was puzzled what did it do? poke, poke then quite by accident he made it work. The machine made letters and the letters made words. Perhaps it was a story machine after all! Eliot made big pictures, small pictures, busy pictures, and quiet pictures. It didn't take long for things to go wrong. Eliot used the story machine so much that it malfunctioned! No more pictures that meant no more stories. Eliot was blue, until he realised... it wasn't the machine that was making the pictures it was him and he was rather good at it!

# How do we teach composition?

- Writing taught in 'genres' such as recounts, information writing, adventure stories, poetry.
- Start with an exciting text which the children become extremely familiar with – this often includes learning it by heart, as well as exploring the text using hot-seating, debates and drama.
- Explore and make explicit the features of that style of writing.
- Immerse the children in the writing through different curriculum areas.
- Children duplicate the style by re-telling the story in their own words.
- Children write their own new version changing elements such as character, location or plot twist

