

English Progression Overview Year 1 - AUTUMN Term



Reading	Term 1	Term 2
Reading Spine (Whole Class Texts)	 The Tiger Who Came to Tea Look Inside Your Body (Non-Fiction text) (+ various books read during whole class story times daily) 	 Stanley's Stick Remember, Remember The Fifth of November (+ various books read during whole class story times daily)
	End Points	Question Stems
Decode / word-reading: phonics tricky words alphabet use of dictionary	 Consolidate phase 4 using Little Wandle Reception Summer 1 & 2 plans (Term I can sound out most phonemes and I am able to identify common digraphs. I am beginning to blend simple CVC, CVCC words. I can read most phase 2, 3 & 4 tricky words (Term 1). Teach Autumn 1 & Autumn 2 phase 5 GPC's. Teach new phase 5 tricky words from Autumn 2. I can name most letters of the alphabet. 	
Comprehend, locate and retrieve: vocabulary characters settings events information justify using text	 I know a few familiar stories and I can recall some events. I can use pictures and texts to identify meaning. I can discuss some simple features; answering questions relating to, for examillustrations or diagrams, identifying when somebody is speaking. I understand the features of a book and use these to help me understand which join in with group reading of familiar stories. I can ask what unfamiliar words mean and remember them the next time I contains the properties of the story. I am familiar with some traditional tales and I know some of the features. I can say what I like about a story. 	 Can you point to (feature) on this page? ★ Can you remember what the word means?
Inferential understanding: prediction sequencing events summary nuanced vocabulary	 I can use stories I have already read to support my predictions. I can understand what the main characters are doing. 	What do you think will happen next?Why is the character feeling this way?
Respond to text: evaluation response to author authorial effect and intent effect of vocabulary	 I can listen to new words in texts read aloud to me, which broaden my vocated to large texts. I can recognise key themes within a text, linked to familiar texts. I can talk about words I know or like. I can participate in basic discussions about the text, taking turns and listening. 	Which words do you find interesting on this page?

Phonics and/or Spelling	Term 1 Little Wo	Little Wandle Phase 4 recap (using Reception summer 1& 2 plans)								Term 2 Little Wandle Phase 5					
Little Wandle	short vowels CVCC CCVC	short vowels CCVCC CCCVC CCCVCC longer words	root words ending in: -ing, -ed /t/, -ed /id/ /ed/ - est	Week 4 long vowel sounds CCVC CCCVC CCV CCVCC	phase 4 words ending –s /s/ Phase 4 words ending –s /z/ Phase 4 words ending – es longer words	root word ending in: -ing, -ed /t/, -ed /id/ /ed/, -ed /d/	phase 4 words ending in: -s /s/, -s /z/, -es longer words Assessm ent	/ai/ ay play /ow/ ou cloud /oi/ oy toy /ee/ ea each	Week 2 revie w longer words	/ur/ ir bird /igh/ ie pie /oo/ /yoo/ ue blue rescue /yoo/ u unicorn New tricky words: their people oh your	/oa/ o go /igh/ i tiger /ai/ a paper /ee/ e he New tricky words: Mr Mrs Mrs Assk*	/ai/ a-e shake /igh/ i-e time /oa/ o-e home /oo/ /yoo/ u-e rude cute New tricky words: could would should our	/ee/ e-e these /oo/ /yoo/ ew chew new /ee/ ie shield /or/ aw claw New tricky words: house water want	Week 7 Grow the code: /igh/ ie i i-e /ai/ ay a a-e /oa/ oa o o-e /ee/ e ie e-e ea /oo/	
														/yoo/ ew u- e u ue Asses smen t	

Writing	Term 1	Term 1							Term 2						
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	W	Veek 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
Genre/ composition	Look Inside Your Body (Focus on labels)	Look Inside Your Body (Focus on labels and captions)	(Ехр	r Who Can Noring text	t and	The Tig Came (Wri	to Tea	Reme Fi No	nember, ember The ifth of vember pe poem)	Rem Fifth o Deb	emember, nember The of November- orah Wood (Setting scription)		anley's Sti		Assess ments
Genre specific coverage	Identify whether a text is fiction or non-fiction Understand what a noun is Understand what a label is Spell words containing phoneme taught so far Some letters are correctly formed and orientated	Understand what a caption is Spell words containing phoneme taught so far Say out loud what they are going to write about Write a simple caption linked to picture Some letters are correctly formed and orientated Some spaces are left between words, although inconsistently	sente Say or going Know with (Some sente sente Some word: Spell phone 'descr word' With adject some With to che Discur	ut loud what to write about that sentence thimes use CL ence and FS to ence spaces are les words contain eme taught so rstand the te ribe' and 'des prompting, in tives to descriting support, re-re eck it makes s ss writing with esimple chang	they are ut ces begin to begin a pend a perfect between ning of far rms acribing include ribe ead writing sense th others;	senten Throug write v presen Spell w contain phoner far Sequer set of i Explore feature instruc (title, in verbs, s instruc image) Write a instruc using a With su read w	ords ing me taught so ace a basic enstructions the basic s of an tion text mperative sequenced tions,	in Wy th pr fo Sp co ph ta Sp us pr Lise pc Di th pc Cc sir pc	lentify verbs a poem /rite verbs in the rogressive form chell words containing choneme the light so far chell words sing the refix -ing sten to and cerform chetry discuss demeter of a compose and cerform a mple shape com to a mall group	Voca Supply Sup	e 'and' to join ords and clauses e capital letter r personal onoun 'I' eak in eaningful intences y out loud what ey are going to ite about ow that intences begin th CL metimes use CL begin a intence and FS to d a sentence me spaces are it between ords ell words intaining oneme taught far	prond Begin word: Add ': Recog ? and Say o going Know with 0 Some sente sente Some Word: Write a sho fiction Write sente partly Spell	to understands s'singular' are s' to make plugnise and son ! in writing ut loud what to write about that sentence L times use CL nce and FS to nce spaces are le	nd the aid 'plural'. ural nouns netimes use they are ut tes begin to begin a pend a pert between ses to form assed on e imple in can be ining	



Year 1 SPRING Term



Reading	Term 3	Term 4					
Reading Spine	❖ Lost in the Toy Museum	❖ Jack and the Beanstalk					
J .	❖ The Toys' Playtime (poem)	(+ various books read during whole class story times daily)					
(Whole Class Texts)	(+ various books read during whole class story times daily)						
	End Points	Question Stems					
Decode / word-reading:	Teach Year 1 Spring 1 & Spring 2 phase 5 GPC's.						
phonics	Teach new phase 5 tricky words from Spring 1 & 2.						
tricky words	❖ I can use my phonic knowledge to sound out digraphs and split digraphs.						
alphabet	♣ I can read GPCs within known words with increasing accuracy.						
use of dictionary	❖ I can recognise familar tricky words in texts.						
	❖ I can name letters of the alphabet in order.						
Comprehend, locate and retrieve:	I know a range of familiar stories and I can talk about the main events, such a						
vocabulary	I can use my knowledge of texts that I have read to answer questions. E.g. w						
characters	bad characters?	❖ What usually happens to good and bad					
settings	❖ I can recognise the difference between fiction and non-fiction.	characters?					
events	I understand the familiar structure in certain stories and I can join in with rep						
information	 I can use my knowledge of texts to support reading of unfamiliar words. I can guess what new words mean, using clues from my teacher. 	non-fiction text? What do you think this word means?					
justify using text	 I understand rhyming words and how they can be used in poems. 	₩ what do you think this word means?					
	 I know a few traditional tales very well and I know the key characteristics. 						
Inferential understanding:	 I am beginning to understand how the characters have an impact on the mai 	n events in a story.					
prediction	I know the general structure of the texts I am reading and can make a predic						
sequencing events	I understand the feelings of the main characters within a story.	How do you think the character feels? Why?					
summary	, , , , , , , , , , , , , , , , , , ,						
nuanced vocabulary							
Respond to text:	❖ I can listen to and read new words in texts and with support, suggest what the	nese might mean.					
evaluation	 I can recognise key themes within a text, linked to familiar texts. 	❖ Which is your favourite part of the text?					
response to author	 I can talk about words I know or like and say these in an alternative sentence. Can you say a sentence using the word 						
authorial effect and intent	 I can participate in discussions about the text, taking turns and listening to or 						
effect of vocabulary	rearry participate in discussions about the text, taking turns and listening to 0	uncio.					

and/or Spelling L	Term 3 Little Wandle Year 1 Spring 1							Term 4 Little Wandle Year 1 Spring 2							
/e /v /d to	*,	/igh/ y fly /oa/ ow snow /j/ g giant /f/ ph phone New tricky words: • who	Week 3 /I/ le al apple metal /s/ c ice /v/ ve give New tricky words: school call	/u/ o-e o ou some mother young /z/ se cheese /s/ se ce mouse fence /ee/ ey donkey New tricky words: • thought • through	Week 5 Grow the code: /oo/ u ew ue u-e ui ou oo fruit soup /ee/ ea e e-e ie ey y ee /s/ c se ce ss /z/ se s zz /oa/ ow oe ou o-e o oa	Week 6 Assessme nt/ recap	Week 1 /ur/ or word /oo/ u oul awful would /air/ are share /or/ au aur oor al author dinosaur floor walk New tricky words: once laugh	/ch/ tch match /ch/ ture adventure /ar/ al half* /ar/ a father* New tricky words: because eye	/or/ a water Schwa in longer words: different /o/ a want /air/ ear ere bear there	/ur/ ear learn /r/ wr wrist /s/ st sc whistle science Schwa at the end of words: actor	/c/ ch school /sh/ ch chef /z/ /s/ ce se ze freeze	Week 6 Assessment/ recap			

Writing	Term 3						Term 4	4				
Genre/composition	Week 1 Lost in t	Week 2 he Toy Mu	Week 3	Week 4 The Toys' Playtime (Focus	Week 5	Week 6	Week 1 Jack and	Week 2 d the Beanstalk	Week 3 Jack and	Week 4 the Beanstalk	Week 5 Jack and t	Week 6 he Beanstalk
Common of the	(Focus on simple sentence construction and fact files) • Write from memory, simple		on performance poetry)	Dover	t of trip to Museum	ı	on instructions- planting)	description	on setting - letter writing)	(Narrative)		
Genre specific coverage	Write from memory, simple dictated sentences which include the GPCs and words taught so far Spell words containing each of the 40+ phonemes taught so far Dictate short sentences which include '?' and '!' Compose sentences orally before writing Attempt to write appropriately to the task Write sentence or sentence-like structures which can be clearly understood Sometimes include adjectives for description Write joining words in simple sentences Sometimes use a capital letter and full stop to show sentence boundaries Re-read writing to check it make sense Discuss own writing with others, make simple changes where suggested		ich include ught so far each of the so far s which ally before opriately to eence-like e clearly ectives for simple al letter entence ck it make th others,	Discuss themes of a poem Talk about actions, identify action/ doing words in rhymes Identify a rhyming pattern Compose orally and write simple poems Perform a poem to a small group	each of phonem far Dictate which ir Compos orally be Attemp appropriate ask Write se sentence structur clearly to Sometir adjectiv descript simple sometir capital I stop to bounda Sequence sentence sentence form she based of fictiona Re-read	es which can be understood mes include es for cion bining words in sentences mes use a etter and full show sentence ries ce simple	sente Write tense Spell each phone Ident featu text (verbs instru Write text Re-re it mal Discu other	ify verb in a nce/ phrase verbs in present words containing of the 40+ emes taught so far ify the basic res of an instruction title, imperative, sequenced actions, image) a basic instruction ad writing to check ke sense ss own writing with s, make simple ges where suggested	tense Spell word the 40+ p far Dictate sh include '!' Compose before wr Attempt t appropria Write sen like struct clearly un Sometime for descri Write join sentences Sequence and full st boundarie Sequence and sente form shor on real or Write join sentences	sentences orally iting o write tely to the task tence or sentence- ures which can be derstood as include adjectives option ing words in simple as use a capital letter op to show sentence as simple sentences nce-like forms to t narratives based fictional experiences ing words in simple aviting to check it	tense Spell word of the 40+ so far Dictate sh which incl Compose before write appropriate which with appropriate which is appropriate white structure clearly under the sentilists of description with the sentilists of the sent	sentences orally iting o write tely to the task tence or sentence- ures which can be derstood s include adjectives option ing words in simple s use a capital full stop to show coundaries simple sentences ince-like forms to t narratives based fictional es ing words in simple riting to check it

	Discuss own writing with others, make simple changes where suggested	Discuss own writing with others, make simple changes where suggested	Discuss own writing with others, make simple changes where suggested
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Year 1 SUMMER Term



Reading	Term 5	Term 6					
Reading Spine	❖ Man on the Moon	❖ Meerkat Mail					
	❖ The Rubbish Tip Alien- poem	The Big Book of Bugs (non-fict)					
(Whole Class Texts)	(+ various books read during whole class story times daily)	(+ various books read during v	vhole class story times daily)				
	End Points	Question Stems					
Decode / word-reading:	❖ Teach Year 1 Summer 1 & Summer 2 phase 5 GPC's.	Question stems					
phonics	Teach new phase 5 tricky words from Summer 1 & 2.						
tricky words	★ I can recognise familiar tricky words in texts.						
•	 I can name letters of the alphabet in order, quickly and confidently. 						
alphabet	 I can read words without overt sounding and blending after a few encounter 	·s.					
use of dictionary	❖ I can read accurately words containing GPCs that have been taught.						
	♣ I can read familiar endings to words (:s, :es, :ing, :ed, :er, :est).						
	I am beginning to spot errors in decoding and attempt to self-correct.						
	♣ I am starting notice contractions and am beginning to understand them.						
	❖ I am starting to be aware of, and use, alternative sounds for graphemes						
Comprehend, locate and retrieve:	I can identify the main events or key points in a text.		Use the pictures to retell the story to a				
vocabulary	I can answer straight forward questions about a story.		partner				
characters	I can recognise the difference between fiction and non-fiction.		Using the front cover, do you think this is a				
settings	❖ I can recognise obvious story language- 'Once upon a time Big Bad Wolf'	fiction or non-fiction text? What features					
events	texts, including stories, rhymes and non-fiction.		can you spot?				
information	I can explain clearly my understanding of what is read to me.		Can you spot where this phrase has been				
justify using text	I can recognise repetition of language in my reading.		used on a different page?				
justify using text	I can discuss what new words mean, linking new meanings to those I already	know.	How this this story similar to/ different to				
	❖ I can appreciate rhymes and poem and recite some by heart.		story?				
	I am very familiar with key stories, fairy stories and traditional tales, retelling	them and considering their					
	particular characteristics.		A				
Inferential understanding:	❖ I can express opinions about main events and characters in a story.		Did you like/ dislike this character?				
prediction	❖ I can make simple predictions about the characters.		Did you like/ dislike this part of the story?				
sequencing events	I can recognise why a character is feeling a certain way.		What do you think will happen next?Why do you think they are feeling that way?				
summary	I can link what I read or hear to my own experiences, with support.		, , , , , , , , , , , , , , , , , , ,				
nuanced vocabulary			Have you ever experienced something similar to this?				
Respond to text:	I can listen to and read new words in texts and suggest what these might me	an.	What do you think this word might mean?				
evaluation	❖ I can recognise key themes within a text.		What type of story is this? How do you				
response to author	❖ I can talk about words I know or like and suggest why the author may have o	hosen to use them.	know?				
authorial effect and intent	* I can express how a word makes me feel. * What is the message in this story?						
effect of vocabulary	 I can participate in discussions about the text, taking turns and listening to o 	there and respond to others' ideas	How does this word make you feel?				
,	• I can participate in discussions about the text, taking turns and listening to 0	thers and respond to others ideas.	Can you add any ideas?				

Phonics and/or Spelling	Term 5 Little Wandle Year 1 Summer 1 (Review Phase 5 GPCs for Phonics Screening Check) Week 1 Week 2 Week 3 Week 4 Week 5 Week 6						Term 6 Little Wandle Year 1 Summer 2						
Little Wandle	ay play a-e shake ea each e he	ie pie i-e time o go o- e home	week 3 ue blue rescue ew chew new u-e rude cute aw claw	ea head ir bird ou cloud oy toy	i tiger a paper ow snow u unicorn	Week 6 ph phone wh wheel ie shield g giant	/ai/ eigh aigh ey ea eight straight grey break /n/ kn gn knee gnaw /m/ mb thumb /ear/ ere eer here deer New tricky words: busy beautiful	/zh/ su si treasure vision /j/ dge bridge /i/ y crystal /j/ ge large New tricky words:	/sh/ ti ssi si ci potion mission mansion delicious	/or/ augh our oar ore daughter pour oar more review	Week 5	Assessm ent and review	Assess ment and review
							prettyhour	moveimproveparentsshoe					

Writing	Term 5						Term 6						
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
Genre/composition		the Moon diary entry)	(Focus on	the Moon writing own ure story)	The Rubbish Tip Alien (Poetry unit)		Meerkat Mail (Letter writing)			kat Mail ation texts)	Reco	Assessment	
Genre specific coverage	mo or will see will or ext will shape see so specification of photographic see see see for will see see will see see see see see see see see see s	eaningful al and ritten ntences nich describe explain an perience or nich tell a ort story quence well words ntaining all the 40+ nonemes; emonstrate orfidence th consonant graphs and wel graphs. eliably use a pital letter of full stop to ow sentence oundaries rite a quence of curate ntences to rm narratives used on real	ex ex wh sto Sp co the ph de co co dig vo Re ca ful se bo for se for ba fic ex Wi	empose eaningful oral d written intences which scribe or plain an perience or nich tell a short ory sequence ell words intaining all of e 40+ ionemes; imonstrate infidence with insonant graphs and wel digraphs. Iliably use a pital letter and il stop to show intence intence intences to irite a sequence accurate intences to irite and or itional periences irite sentences inch are usually	* C C C C C C C C C C C C C C C C C C C	dentify rhyming words and continue a rhyming string Drally compose and write simple coems, cometimes independently include adverbs to describe characters' actions	execution of the control of the cont	periment with range of joining ords ften include digrettion.	• Ex a jo of de st: • Re in	rell words intaining all of e 40+ conemes; connemes; connemes	mea and sent desc explai expe • Spell cont the 4 phor dem conf cons digra vow • Relia capit full s sent bour • Writ sequ accu sent form base fictio expe • Writ whice	nemes; constrate dence with conant uphs and el digraphs. bly use a al letter and top to show ence daries e a ence of rate ences to narratives d on real or onal riences e sentences h are usually imatically	

or fictional	grammatically	 Use some 	 Discuss own 	Experiment with
experiences	accurate	features of	writing with	a range of joining
 Write 	 Experiment with 	standard English	others, make	words
sentences	a range of joining	Re-read writing	appropriate	Often include
which are	words	independently to	changes	adjectives for
usually	Often include	check it makes		description
grammatically	adjectives for	sense		Use some
accurate	description	Discuss own		features of
 Experiment 	Use some	writing with		standard English
with a range of	features of	others, make		Re-read writing
joining words	standard English	appropriate		independently to
Often include	Re-read writing	changes		check it makes
adjectives for	independently to			sense
description	check it makes			Discuss own
Use some	sense			writing with
features of	Discuss own			others, make
standard	writing with			appropriate
English	others, make			changes
Re-read writing	appropriate			
independnely	changes			
to check it	s.na.nges			
makes sense				
Discuss own				
writing with				
others, make				
appropriate				
changes				
Changes				