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 1). ❖ 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 example, changes in font size, details in illustrations or diagrams, identifying when somebody is speaking. ❖ I understand the features of a book and use these to help me understand what it is about. E.g Title, blurb… - I can join in with group reading of familiar stories. ❖ I can ask what unfamiliar words mean and remember them the next time I come across them. ❖ I recognise what a poem is and understand some sounds rhyme. ❖ I am familiar with some traditional tales and I know some of the features. ❖ I can say what I like about a story.	❖ *Order pictures of key events from the story* ❖ *What happened on this page of the story?* ❖ *Can you point to (feature) on this page?* ❖ *Can you remember what the word… means?* ❖ *What did you enjoy about the story?*
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 vocabulary. ❖ 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 to others.	❖ *What does this word mean?* ❖ *Which words do you find interesting on this page?* ❖ *What did you like/ dislike about the story?* ❖ *Does this story remind you of any other stories we have read?*

Phonics and/or Spelling	Term 1 *Little Wandle Phase 4 recap (using Reception summer 1& 2 plans)*							Term 2 *Little Wandle Phase 5*						
Little Wandle	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
	short vowels CVCC CCVC	short vowels CCVCC CCCVC CCCVCC longer words	root words ending in: –ing, –ed /t/, –ed /id/ /ed/ –est	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 **Assessment**	/ai/ ay play /ow/ ou cloud /oi/ oy toy /ee/ ea each	review 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 • Ms • ask*	/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 • mouse • water • want	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 **Assessment**

Writing	Term 1							Term 2						
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 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)**	**The Tiger Who Came to Tea** **(Exploring text and Character Description)**			**The Tiger Who Came to Tea** **(Writing Instructions)**		**Remember, Remember The Fifth of November** **(shape poem)**		**Remember, Remember The Fifth of November- Deborah Wood** **(Setting description)**	**Stanley's Stick** **(Adventure story)**			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	• Speak in meaningful sentences • Say out loud what they are going to write about • Know that sentences begin with CL • Sometimes use CL to begin a sentence and FS to end a sentence • Some spaces are left between words • Spell words containing phoneme taught so far • Understand the terms 'describe' and 'describing word' • With prompting, include adjectives to describe something • With support, re-read writing to check it makes sense • Discuss writing with others; make simple changes where suggested			• Identify verb in a sentence/ phrase • Through modelling, write verbs in the present tense • Spell words containing phoneme taught so far • Sequence a basic set of instructions • Explore the basic features of an instruction text (title, imperative verbs, sequenced instructions, image) • Write a basic instruction text using a template • With support, re-read writing to check it makes sense		• Identify verbs in a poem • Write verbs in the progressive form • Spell words containing phoneme taught so far • Spell words using the prefix -ing • Listen to and perform poetry • Discuss themes of a poem • Compose and perform a simple shape poem to a small group		• Use 'and' to join words and clauses • Use capital letter for personal pronoun 'I' • Speak in meaningful sentences • Say out loud what they are going to write about • Know that sentences begin with CL • Sometimes use CL to begin a sentence and FS to end a sentence • Some spaces are left between words • Spell words containing phoneme taught so far	• Use capital letter for personal pronoun 'I' • Begin to understand the words 'singular' and 'plural'. Add 's' to make plural nouns • Recognise and sometimes use ? and ! in writing • Say out loud what they are going to write about • Know that sentences begin with CL • Sometimes use CL to begin a sentence and FS to end a sentence • Some spaces are left between words • Write simple phrases to form a short narrative based on fictional experience • Write phrases or simple sentences or which can be partly understood • Spell words containing phoneme taught so		

				• Discuss writing with others; make simple changes where suggested		• Identify an adjective in a phrase/ sentence • Spell words using the prefix -ing • With prompting, include adjectives to describe something • With support, re-read writing to check it makes sense • Discuss writing with others; make simple changes where suggested	• With support, re-read writing to check it makes sense • Discuss writing with others; make simple changes where suggested	

Year 1 SPRING Term

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

Phonics and/or Spelling	Term 3 *Little Wandle Year 1 Spring 1*						Term 4 *Little Wandle Year 1 Spring 2*					
Little Wandle	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 1	WeeK 2	Week 3	Week 4	Week 5	Week 6
	/ee/ y funny /e/ ea head /w/ wh wheel /oa/ oe ou toe shoulder **New tricky words:** • any • many • again	/igh/ y fly /oa/ ow snow /j/ g giant /f/ ph phone **New tricky words:** • who • whole • where • two	/l/ le al apple metal /s/ c ice /v/ ve give **New tricky words:** • school • call • different	/u/ o-e o ou some mother young /z/ se cheese /s/ se ce mouse fence /ee/ ey donkey **New tricky words:** • thought • through • friend • work	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	Assessment/ recap	/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	Assessment/ recap

Writing	Term 3						Term 4					
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Genre/composition	Lost in the Toy Museum (Focus on simple sentence construction and fact files)			The Toys' Playtime (Focus on performance poetry)	Recount of trip to Dover Museum		Jack and the Beanstalk (Focus on instructions- planting)		Jack and the Beanstalk (Focus on setting description- letter writing)		Jack and the Beanstalk (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			• 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	• Spell words containing each of the 40+ phonemes taught so far • Dictate short sentences which include '!' • 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 • Sequence simple sentences and sentence-like forms to form short narratives based on real or fictional experiences • Re-read writing to check it make sense		• Identify verb in a sentence/ phrase • Write verbs in present tense • Spell words containing each of the 40+ phonemes taught so far • Identify the basic features of an instruction text (title, imperative verbs, sequenced instructions, image) • Write a basic instruction text • Re-read writing to check it make sense • Discuss own writing with others, make simple changes where suggested		• Write verbs in the present tense • Spell words containing each of the 40+ phonemes taught so far • Dictate short sentences which include '!' • 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 • Sequence simple sentences and sentence-like forms to form short narratives based on real or fictional experiences • Write joining words in simple sentences • Re-read writing to check it make sense		• Model writing in the past tense • Spell words containing each of the 40+ phonemes taught so far • Dictate short sentences which include '!' • 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 • Sequence simple sentences and sentence-like forms to form short narratives based on real or fictional experiences • Write joining words in simple sentences • Re-read writing to check it make sense	

			• 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

Year 1 SUMMER Term

Reading	Term 5	Term 6
Reading Spine (Whole Class Texts)	❖ **Man on the Moon** ❖ **The Rubbish Tip Alien- poem** ❖ **(+ various books read during whole class story times daily)**	❖ **Meerkat Mail** ❖ **The Big Book of Bugs (non-fiction text)** ❖ **(+ various books read during whole class story times daily)**

	End Points	Question Stems
Decode / word-reading: phonics tricky words alphabet use of dictionary	❖ Teach Year 1 Summer 1 & Summer 2 phase 5 GPC's. ❖ Teach new phase 5 tricky words from Summer 1 & 2. ❖ I can recognise familiar tricky words in texts. ❖ I can name letters of the alphabet in order, quickly and confidently. ❖ I can read words without overt sounding and blending after a few encounters. ❖ 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: vocabulary characters settings events information justify using text	❖ I can identify the main events or key points in a text. ❖ I can answer straight forward questions about a story. ❖ I can recognise the difference between fiction and non-fiction. ❖ I can recognise obvious story language- 'Once upon a time.. Big Bad Wolf…' and recognise a range of patterns in texts, including stories, rhymes and non-fiction. ❖ I can explain clearly my understanding of what is read to me. ❖ I can recognise repetition of language in my reading. ❖ I can discuss what new words mean, linking new meanings to those I already know. ❖ I can appreciate rhymes and poem and recite some by heart. ❖ I am very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics.	❖ *Use the pictures to retell the story to a partner* ❖ *Using the front cover, do you think this is a fiction or non-fiction text? What features can you spot?* ❖ *Can you spot where this phrase has been used on a different page?* ❖ *How this this story similar to/ different to …story?*
Inferential understanding: prediction sequencing events summary nuanced vocabulary	❖ I can express opinions about main events and characters in a story. ❖ I can make simple predictions about the characters. ❖ I can recognise why a character is feeling a certain way. ❖ I can link what I read or hear to my own experiences, with support.	❖ *Did you like/ dislike this character?* ❖ *Did you like/ dislike this part of the story?* ❖ *What do you think will happen next?* ❖ *Why do you think they are feeling that way?* ❖ *Have you ever experienced something similar to this?*
Respond to text: evaluation response to author authorial effect and intent effect of vocabulary	❖ I can listen to and read new words in texts and suggest what these might mean. ❖ I can recognise key themes within a text. ❖ I can talk about words I know or like and suggest why the author may have chosen to use them. ❖ I can express how a word makes me feel. ❖ I can participate in discussions about the text, taking turns and listening to others and respond to others' ideas.	❖ *What do you think this word might mean?* ❖ *What type of story is this? How do you know?* ❖ *What is the message in this story?* ❖ *How does this word make you feel?* ❖ *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)*						Term 6 *Little Wandle Year 1 Summer 2*						
Little Wandle	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
	ay play a-e shake ea each e he	ie pie i-e time o go o-e home	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	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 • pretty • hour	/zh/ su si treasure vision /j/ dge bridge /i/ y crystal /j/ ge large **New tricky words:** • move • improve • parents • shoe	/sh/ ti ssi si ci potion mission mansion delicious	/or/ augh our oar ore daughter pour oar more review	review	**Assessment** and review	**Assessment** and review

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	Man on the Moon (Focus on diary entry)		Man on the Moon (Focus on writing own adventure story)		The Rubbish Tip Alien (Poetry unit)		Meerkat Mail (Letter writing)		Meerkat Mail (Information texts)		Recount- Trip		Assessment
Genre specific coverage	- Compose meaningful oral and written sentences which describe or explain an experience or which tell a short story sequence - Spell words containing all of the 40+ phonemes; demonstrate confidence with consonant digraphs and vowel digraphs. - Reliably use a capital letter and full stop to show sentence boundaries - Write a sequence of accurate sentences to form narratives based on real		- Compose meaningful oral and written sentences which describe or explain an experience or which tell a short story sequence - Spell words containing all of the 40+ phonemes; demonstrate confidence with consonant digraphs and vowel digraphs. - Reliably use a capital letter and full stop to show sentence boundaries - Write a sequence of accurate sentences to form narratives based on real or fictional experiences - Write sentences which are usually		- Identify rhyming words and continue a rhyming string - Orally compose and write simple poems, sometimes independently - Include adverbs to describe characters' actions		- Compose meaningful oral and written sentences which describe or explain an experience - Spell words containing all of the 40+ phonemes; demonstrate confidence with consonant digraphs and vowel digraphs. - Reliably use a capital letter and full stop to show sentence boundaries - Write sentences which are usually grammatically accurate - Experiment with a range of joining words - Often include adjectives for description		- Spell words containing all of the 40+ phonemes; demonstrate confidence with consonant digraphs and vowel digraphs. - Reliably use a capital letter and full stop to show sentence boundaries - Write sentences which are usually grammatically accurate - Experiment with a range of joining words - Often include adjectives for description - Use some features of standard English - Re-read writing independently to check it makes sense		- Compose meaningful oral and written sentences which describe or explain an experience - Spell words containing all of the 40+ phonemes; demonstrate confidence with consonant digraphs and vowel digraphs. - Reliably use a capital letter and full stop to show sentence boundaries - Write a sequence of accurate sentences to form narratives based on real or fictional experiences - Write sentences which are usually grammatically accurate		

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