



Phonics

- **Sounds-Write Daily Phonics**
Initial and Extended code
- **Skills:** Segment, blend and manipulate sounds in words.
- **Knowledge:** Sounds can be represented with one, two or three letters.
One spelling can represent more than one sound.
- **Sessions include:**
recapping
modelling
reading in context
dictation sentence
- **Phonics Working Wall**
Cross curriculum application



Reading

- Sounds-Write decodable books
- AR Reading (as appropriate)
- I-I reading
- Group reading 2x a week
- Home readers
- Share together home book
- Red Rainbow Challenge
- Vote for story of the day
- Curriculum links
- Love of reading encouraged
- Reading display
- Reading area



Continuous Provision

All areas are included through Rainbow Challenges



English



Story Time

- Daily story time
- Expressive reading and actions
- Fiction, non-fiction, poems and rhymes



Fine motor Handwriting

- Fine motor part of provision
- Letter-join
- Letter formation reinforced across the curriculum
- All PP and sheets use Letter-join font



Drawing Club

Greg Bottrill's Drawing Club aims to immerse children in a world of imagination and open up the magic of tales and stories. (4 x a week)

- Making Conversation
- Mark making
- Mathematical talk
- Extending vocabulary
- Creating codes
- Composing phrases/sentences
- Characters and settings
- I wonder... Inspiration for stories
- Modelling thinking
- Guided follow up
- Modelling displayed



Sentence of the day

Whole class modelled / guided session. 3x a week

- Composing and repeating sentences
- Linked to Drawing Club book of the week
- Rehearsal of sentence before sequencing
- Sequencing sentence word by word
- Checking back
- Punctuation with actions
- Independent practise of sequencing and recording sentences away from point of teaching..



Writing

Oral to written progression



Speaking and Listening



Writing to inform



Writing to entertain

Word level

- Application of phonics
- 'Say the sounds, write the word'
- Vocabulary extension
- Drawing club vocabulary
- Rhyming words
- Alliterations
- Phonics working wall
- Phonics and HF word mats



Sentence level

- Oral conversations (ShREC)
- I wonder... modelling
- Oral rehearsal of sentences, with actions
- Sequencing sentences word by word
- Composing sentences orally
- Rehearsal of sentence after composing
- Writing a rehearsed sentence
- Re-reading written sentences
- Punctuation with actions
- Yellow Rainbow Challenge
- Dictated sentences

Narrative level

- Composing and rehearsing linked sentences orally
- Orally sequencing sentences into a narrative
- Sequencing written sentences into a narrative
- Modelled picture story maps including shared rehearsal of sentences. (Pie Corbett technique)
- Guided writing forma modelled picture map
- Independent picture story maps, time to rehearse and add punctuation.
- Writing rehearsed linked sentences
- Re-reading written sentences
- Punctuation with actions



Year One Assessment Grid for Writing



Working towards the expected standard	Working at the expected standard	Working at greater depth within the expected standard
<p>The pupil can, after discussion with the teacher:</p> <ul style="list-style-type: none"> • Say out loud what they are going to write about • write a single sentence demarcated with capital letters and full stops • segment many spoken words into phonemes and represent these by graphemes • spell some common exception words • begin to form lower-case letters in the correct direction, starting and finishing in the right place • recognise where spaces between words have been missed. 	<p>The pupil can, after discussion with the teacher:</p> <ul style="list-style-type: none"> • read own writing aloud clearly for others to hear and discuss • orally rehearse sentences and sequence them to form short narratives • join words and clauses with the conjunction 'and' • use past, present and future accurately in speech and begin to incorporate these in their writing • demarcate many sentences using a capital letter and a full stop, question mark or exclamation mark • spell some Y1 common exception words and the days of the week • segment spoken words into phonemes and represent these by graphemes, spelling many words in a phonically-plausible way • form many letters and digits correctly, with some difference between upper and lower-case letters • use spaces between words 	<p>The pupil can, after discussion with the teacher:</p> <ul style="list-style-type: none"> • begin to write effectively and coherently for different purposes • join words and clauses with a variety of commonly used conjunctions (e.g. and, but, because) • use capital letters and full stops mostly correctly • spell most Y1 common exception words accurately and make phonically-plausible attempts at spelling unfamiliar words • form most letters correctly