



ENGLISH MEETING

YEAR I



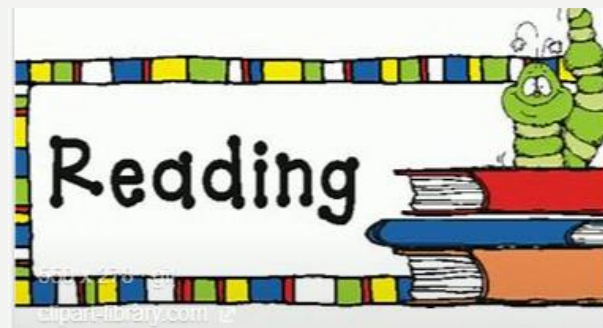
**WRITING IS HIGH
ON OUR AGENDA
THIS YEAR.**

BUT WHY...?



WHAT ARE WE DOING FOR WRITING?

- English lessons including SPaG – 4 times a week
- Guided reading- 1 a week
- Phonics – 4/5 times a week
- Handwriting
- Cross curricular writing



PHILIP WEBB STRUCTURE

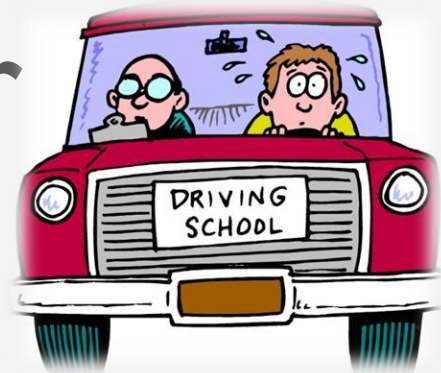
Prediction

Comprehension

Publishing

SPAG

- Spelling
- Punctuation
- and
- Grammar



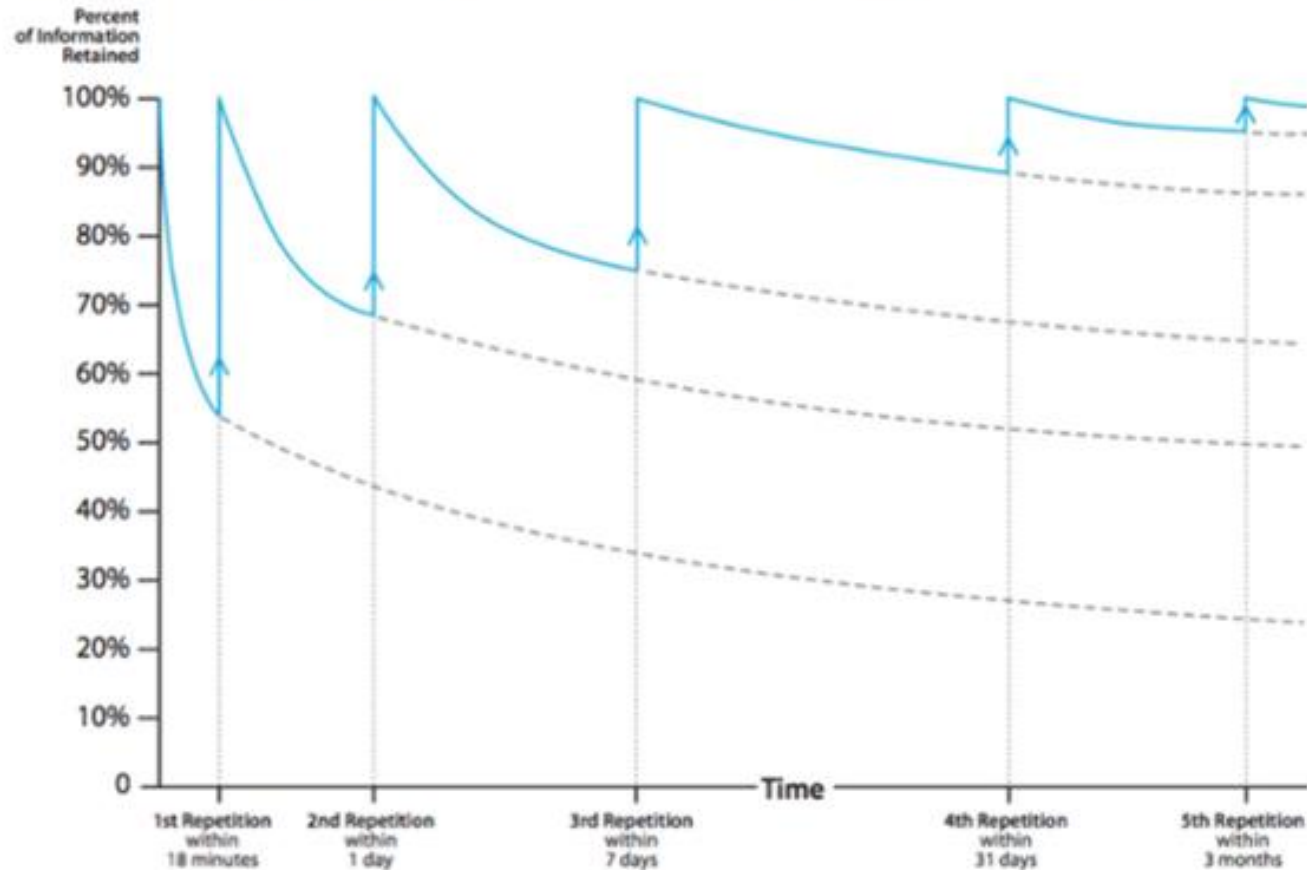
Building blocks of the English language

There is now a much stronger emphasis on the core skills of spelling, punctuation and grammar.

Pupils are expected to know and understand the language relating to SPaG.

Pupils are expected to show this understanding in their written work and in specific tests at the end of KS2.

Rate of Forgetting with Study/Repetition



“We are what we repeatedly do. Excellence, then, is not an act, but a habit.”

Aristotle

WRITING

<p>English</p>	<p>Julia Donaldson Author study: Book review Retell Letter of advice Fictional adventure story</p> <p>Cross curricular links: Weather diary</p>	<p>Poetry - seasons Acrostic Poetry</p> <p>The Bog Baby Character description Missing poster</p> <p>Letter to Santa</p> <p>Cross curricular links: How to look after an animal - instructions</p>	<p>Three Little Pigs Traditional Tales Character description Wanted poster</p> <p>Little Red Traditional Tales Postcard (question writing)</p> <p>Poetry Mother's Day acrostic poem</p> <p>Cross curricular links: Penguins – non chronological report</p>	<p>Lost in the toy museum Toy description</p> <p>Handra's surprise Retell Invitation</p> <p>Cross curricular links: Toys/materials – information booklet</p>	<p>Poetry Weather and seasons- rhyming poetry</p> <p>A squash and a squeeze Description of setting</p> <p>Cross curricular links: How to grow a plant – instructions How to make a smoothie - instructions</p>	<p>Health week Recount</p> <p>Cross curricular links: Local walk - recount Sunflower diary Queen Elizabeth II – non chronological report</p>
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<p>Science</p>	<p>Animals including humans Seasonal changes</p>	<p>Animals including humans</p>	<p>Materials Seasonal changes</p>	<p>Materials</p>	<p>Plants Seasonal changes</p>	<p>Plants</p>
<p>Geography</p>	<p>Weather and seasons</p>	<p></p>	<p>Hot and cold places</p>	<p></p>	<p>Where do we live?</p>	<p></p>
<p>History</p>	<p></p>	<p>Local History</p>	<p></p>	<p>Toys old and new</p>	<p></p>	<p>Kings and Queens</p>

READING

WHAT DOES THIS HAVE TO DO WITH WRITING?

- **Reading** lets you understand what a reader wants — and what you need to give your own **readers**.
- **Reading** gives strong fundamentals in story structure and plot development.
- **Reading** gives you a feel for and can expand your own ideas of stylistic items such as graceful narration, metaphor, imagery, voice, and more.
- **Reading** provides a rich bank of vocabulary for you draw upon.
- **Reading** allows you to recognise spellings.

PHONICS

The National Curriculum states that year 1 children must use phonic knowledge as their primary approach to reading unfamiliar words. We use Floppy's phonics.

Graphemes or spelling alternatives
-across the rows

Sounds
- down the left columns as there are fewer sounds than graphemes

The Alphabetic Code chart is a grid with 5 columns representing different stages of phonics. Each cell contains a grapheme (e.g., /s/, /a/, /t/) and a list of key words that contain that sound. The chart is organized into three main sections: /s/, /a/, and /t/ sounds. The first column shows the grapheme and its corresponding sound. The second column shows the grapheme and its corresponding sound. The third column shows the grapheme and its corresponding sound. The fourth column shows the grapheme and its corresponding sound. The fifth column shows the grapheme and its corresponding sound.

Stage 1/Phase 2	Stage 2/Phase 3	Stage 3/Phase 4	Stage 4/Phase 5	Stage 5/Phase 6
/s/	/a/	/t/	/ee/	
/al/	/u/	/igh/		
/l/	/ij/	/ool/		
/pl/	/vl/	/ool/		
/il/	/wl/	/ool/		
/nl/	/ks/	/ool/		
/ml/	/gz/	/arl/		
/dl/	/yl/	/arl/		
/gl/	/zl/	/arl/		
/ol/	/kw/	/arl/		
/kl/	/ch/	/oul/		
/el/	/ch/	/oul/		
/ul/	/sh/	/eer/		
/rl/	/th/	/air/		
/hl/	/ng/	/ool/		
/bl/	/ngk/	/ool/		
/fl/	/al/	/oor/		
/ff/	/al/	/oor/		

EXAMPLE OF THE YEAR 1 PHONICS CHECK MATERIALS

Practice sheet: Real Words

beg

twinkl.co.uk

at

twinkl.co.uk

sum

twinkl.co.uk

in

twinkl.co.uk

Practice sheet: Pseudo Words

vap



twinkl.co.uk

osk



twinkl.co.uk

ot



twinkl.co.uk

ect



twinkl.co.uk

YEAR 1 COMMON EXCEPTION WORDS

Year 1 Common Exception Words

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

Spelling games

- Rainbow words
- Pyramid
- Scribble
- Speed Writing
- On people's backs
- In the air
- In sand
- Playdough
- Scrabble

HANDWRITING

straight letters

i l t u

2 O'Clocks

c a d g q s

tunnel letters

n m h b p

top joiners

o r v w

square letters

x z

odd letters

f k j y e



Aa Bb Cc Dd Ee Ff Gg Hh Ii Jj Kk Ll
Mm Nn Oo Pp Qq Rr Ss Tt Uu Vv Ww Xx Yy Zz



HOW ARE THEY ASSESSED?

- Writing – teacher assessed against framework – around 6 pieces of independent work at a consistent standard and across various genres
- Reading- running records
- SPaG – grammar paper
- Spelling – spelling patterns assessed and year 1 common exception words
- Teacher judgements

WHAT ARE WE WORKING TOWARDS AS A YEAR GROUP?

assessed

Bunting has small pointy ears and is an old toy rat. Bunting has a round orange face with a crown on his face. Bunting is a miserable old toy rat and thinks he is the boss of all the amazing toys. He is very slow when the bright lights go out at the pushy toy museum. He feels grumpy and striped. He feels unhappy and confused because when all the toys ran away he didn't know where there were at all. He feels annoyed when all the toys ran away. He looks mean and because he always does the same thing every night. Single dark night.

write a narrative (assessed)

Early one morning a little girl gave me up. That day she looked out the shiny glass window and she wanted to go and see the town. So the girl went outside but suddenly she stood still! Then she realised she had to go back into the clock tower to dance again. Have you ever heard of this story? If you have please tell me. It's a short story by the way.

GREATER DEPTH EXAMPLE

FOR YEAR 2

Dear Nina you will never
guess what happened yesterday
we met a huge sharkling!
First we jumped strate into
the glisering sea for a
snorkle. Anyway we were
having so much sun we didn't
realised we were swimming
strate towards a huge shark.
Suddenly we bumped strate
into a huge black shark!
The shark had no teeth he was
toothless he was very sad
because the fish were kind
to him. The thing is he lived
in his ~~own~~ he swam away
from his mum and dad.

WHAT ARE WE WORKING TOWARDS AS A SCHOOL IN YEAR 6?

Imagine a place where everything is clothed in white silk; where silence is deafening until it is broken; where the chill is enough to take your breath away – it may sound unreal, but this place very much exists and is called The Frozen Kingdom. Every step you take closer to The Frozen Kingdom, takes you one step further from your comfort zone and the sweet, familiar feeling of home.

As far as the eye can see, there is a white blanket of snow, which hangs off every surface available. It threatens to avalanche off rooftops at any second. The sheer weight looks claustrophobic, yet somehow the glimmer and glisten of the pure, white snow takes away any sense of danger. There is a minute village, where diligent workers scuttle around anxiously going about their working day amidst the harsh, icy

HOW DO WE KNOW WHAT WE ARE AIMING FOR?

WRITING PROGRESSION DOCUMENT

HOW DO WE SUPPORT THE CHN IN ACHIEVING THEIR VERY BEST STANDARD?

- A LOT OF MODELLING**
- EXAMPLE TEXTS USED / ANALYSED**
- 1:1 OR GROUP WORK**
- PEER / SELF ASSESSMENT**
- EDITING**
- TEACHER MARKING / FEEDBACK**

**WHAT TYPE OF
THINGS DO
WE SUPPORT
THE CHN
WITH WHEN
WE GO
THROUGH
THEIR WORK?**

Sign or symbol	Action Required
sp	There is a spelling error on this line of work. Please find and correct it using a dictionary if appropriate.
^	Insert a missing word here.
P	There is a punctuation error on this line of work. Please find it and correct it.
CL	There is a capital letter missing or you have used a capital letter incorrectly in this line of work. Please correct it.
?	What do you mean here? Please review this section of work.
th	Use a thesaurus to choose a better word.
//	New paragraph needed.
g	Check for grammar errors.
VF	Verbal feedback given.
PT	Post or pre-teach taken place.
TS/TA	Teacher or TA support in class.

EXAMPLES OF EDITING

x2 stressed
stressed
stressed

beady eyes. The old lady has a blue dirty dress and a white pinagore. She is mean and ungrateful because she has a lovely house but doesn't appreciate it. She has small beady eyes to stare at her 4 walls.

∩ ∩ ∩ ∩ m m m m

WHAT CAN YOU DO?

- Read, read and read some more
- Choose books wisely
- Be a reading role model
- Grammar → see handbook
- Writing → be vigilant for low-level spelling errors, missing basic punctuation, words that could be up-levelled, grammatical errors etc.
- Could even refer to the objective grid
- Practice weekly spellings and common exception words

ANY QUESTIONS