










English is learning to read and write.

Links to all 6 aspirations through communication and language and physical development but in particular links to

Aspiration 6:

To retell a story to another child in school.

Early Learning Goal	What this looks like a Weeke Primary	Future learning in Year 1
<p>Children at the expected level of development will:</p> <p>COMMUNICATION AND LANGUAGE ELG: Listening, Attention and Understanding</p> <p>Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions.</p> <p>Make comments about what they have heard and ask questions to clarify their understanding.</p> <p>Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.</p> <p>ELG: Speaking</p> <p>Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.</p> <p>Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.</p> <p>Express their ideas and feelings about their experiences using full sentences, including use of past, present and future</p>	<p>Teacher Inputs</p> <ul style="list-style-type: none"> Daily story time Children take home the Everywhere Bear and Everywhere Monkey each week. One child tells the children about what has happened when the toy has been at their house and the other child listen and ask questions. Daily lesson inputs, daily calendar and weather discussion, travel tracker, registration, lunches (more, less, fewer) – general routines within the classroom Visitors – Mrs Scanlan – Harvest Assembly, school nurse, doctors and police officers (during Who is your hero? Theme) <div style="display: flex; justify-content: space-around;">   </div> <ul style="list-style-type: none"> Speaking frames, predominantly during maths and literacy sessions. <p style="text-align: center;">1 and 1 and 1 makes 3</p> <div style="text-align: center;">  </div> <ul style="list-style-type: none"> Widgit pictures to introduce new vocabulary from key texts used during Literacy sessions. These are display in all areas in the classroom and use of them are encouraged by adults. <p style="text-align: center;">New vocabulary: </p> <div style="display: flex; justify-content: center; gap: 10px;"> <div style="border: 1px solid black; padding: 5px; text-align: center;">  chased </div> <div style="border: 1px solid black; padding: 5px; text-align: center;">  chase </div> <div style="border: 1px solid black; padding: 5px; text-align: center;">  hungry </div> <div style="border: 1px solid black; padding: 5px; text-align: center;">  passed </div> </div>	<p>Children will be expected to listen carefully and contribute to teaching inputs whether that be within a whole class setting or small groups.</p> <p>Children will be encouraged to speak in front of their peers to voice own opinions and explain why.</p> <p>Children will continue to engage in regular story times where discussions will be held about the story.</p>

<p>tenses and making use of conjunctions, with modelling and support from their teacher.</p>	<ul style="list-style-type: none"> • Little Wandle small group guided reading sessions allow opportunities for children to participate in group discussion with teacher and peers. <p>Continuous Provision</p> <ul style="list-style-type: none"> • Quality adult - child interactions when adults join children in their play throughout the day. • Widgit communication boards in areas of the classroom to help children express what they need. • Key vocabulary displayed in all areas of the classroom. 	
<p>PHYSICAL DEVELOPMENT ELG: Fine Motor skill Hold a pencil effectively in preparation for fluent writing - using the tripod grip in almost all cases.</p> <p>ELG: Gross Motor skill Demonstrate strength, balance and co-ordination when playing.</p>	<p>Teacher Inputs</p> <ul style="list-style-type: none"> • Dough disco • Write Dance  <ul style="list-style-type: none"> • Handwriting exercise using whole body – crossing the mid line, core strength • Regular cooking opportunities – making bread (kneading), gingerbread (kneading, rolling and cutting) • Clever Hand intervention • Clever bodies intervention • Practising formation mnemonics large scale – in the air, with paint brushes and water, chalk <p>Continuous Provision</p> <ul style="list-style-type: none"> • Fine motor area – threading, Huma bead, using tweezers to pick up small objects • Writing table – tracing over letters, colouring, writing letters in sand/glitter tray, cutting • Access to a variety of writing materials – chalk, crayons (chunky and thin), felt tip pens, pencils, paint indoors and outdoors • Malleable Area – dough, cutters, small tools, rolling pins • Climbing frame in outdoor continuous provision • Sweeping outside • Large outdoor construction using grates, pipes, foam bricks • Indoor Block Area – transporting blocks, building, balancing 	<p>Can form most letters clearly, although size and shape may be irregular.</p> <p>Can form most capital letters correctly.</p> <p>See National Curriculum for Year 1 for further guidance.</p>

- Trikes and scooter area outside
- Practising formation mnemonics large scale – in the air, with paint brushes and water, chalk
- Using tools in the workshop area, e.g. hammering golf tees into pumpkins



LITERACY

ELG: Comprehension

Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.

Anticipate key events in stories.

Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems during role – play.

ELG: Word Reading

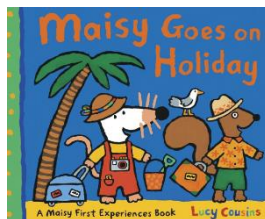
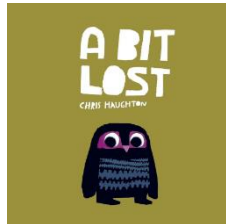
Say a sound for each letter and sound in the alphabet and at least 10 digraphs.

Read words consistent with their phonic knowledge by sound blending.

Read aloud simple sentences that are consistent with their phonic knowledge.

Teacher Inputs

- Carefully chosen rich texts throughout the year. Texts are chunked over a couple of weeks so children get a deep understanding of the story, key vocab and repetitive phrases. As the texts are not read in one go we have lots of discussion around the text, such as what might happen next based on the clues in the story so far.
- Picture mapping of stories – we picture map as we read the story, children use the picture map to orally to retell story and we also use our picture maps to sequence the stories.



Continuous Provision

- Introduction of character from the key texts in block area indoors and puppets outside in the stage area to encourage and help children to retell and re-enact the story.
- Picture maps from the key texts display on chalk boards near book corner and on chalk board near outdoor stage to encourage retelling of story.
- Widgit pictures with recently introduced vocabulary and repetitive phrases from key text in all areas of continuous provision. Reminder to both children and adults when learning through play in those areas.

Continue to follow Little Wandle Programme – daily teaching sessions.

See National Curriculum for Year 1 for further guidance.



Little Wandle:

- Daily phonics input
- New graphemes/phonemes displayed as taught in the classroom
- Grapheme chart displayed in both writing areas
- x3 weekly small group guided reading sessions
- Phonic matched reading book sent home weekly
- Reading for pleasure chosen from the library weekly
- Keep up interventions (1:1 and small group)
- Tricky words display
- Tricky word password when collecting lunch
- Tricky word board games (sent home)
- Tricky word key rings (sent home)



ELG: Writing

Write recognisable letters, most of which is correctly formed.

Spell words by identifying sounds in them and represent the sounds with a letter(s).

Write simple phrases and sentences that can be read by others.

Teacher Inputs

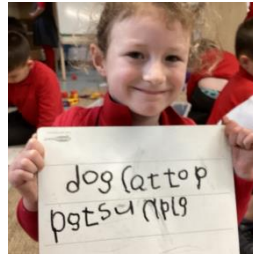
- See Physical development inputs – gross and fine motor
- Little Wandle letter formation mnemonic
- Once all letter formation mnemonics have been taught we start teaching letters in their formation family, e.g. caterpillar letters, tall letters
- Daily Little Wandle spelling part of the phonics session – modelling segmenting to spell using the correct formation. Teacher thinking out loud to the children.

Write at least 3 sentences to form a short piece of writing.

Use 'and' to join ideas.

Use appropriate vocabulary (should be coherent and sensible).

Use standard forms of verbs, e.g. go/went.



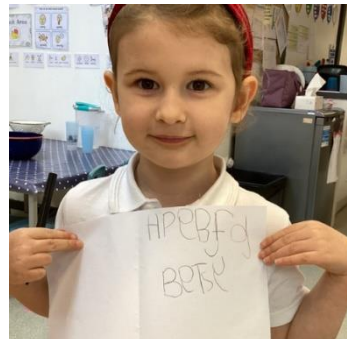
- Through our rich texts, writing tasks are planned which incorporate writing words and simple sentences, e.g. lists, recipes, postcards, instructions, retelling part of the story, non – fiction writing.

Continuous Provision

- See Physical development continuous provision – gross and fine motor
- Blackboards in outdoor area and easels in classroom to practise formation standing up.
- Letter formation cards for practise on easels in classroom
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- Self-initiated writing in the writing area – we put appealing paper, post it notes, invitations, cards and interesting pens and pencils in the writing area to entice the children to write.



Use capital letters and full stops to demarcate most sentences.

Use capital letters for personal pronoun 'I'.

Can spell words containing most of the 40+ phonemes already taught.

Spell many of the Year 1 common exception words.

See National Curriculum for Year 1 for further guidance.

