

<p>Unit Title and Summary of Content: Based on EYFS, EYFS with some aspects of KS1, KS1-2, KS2 *These are general guidelines for grouping children however on some occasions (during different attainments) they might work on different levels according to their development</p>	<p>Links with N.C.</p>	<p>Links with C.E.</p>
<p>SPOKEN LANGUAGE</p> <ul style="list-style-type: none"> • Listens to familiar sounds, words, or finger plays. • Maintains attention, concentrates and sits quietly during appropriate activity. • Understanding of single words in context is developing, e.g. 'cup', 'milk', 'daddy' (matching real objects to pictures on request) • Pays attention to dominant stimulus • Listens to and mimic words spoken in English • Extends vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words. • Uses language to imagine and recreate roles and experiences in play situations. • Links statements and sticks to a main theme or intention. • Uses talk to organise, sequence and clarify thinking, ideas, feelings and events. • Introduces a storyline or narrative into their play. • Children express themselves effectively, showing awareness of listeners' needs. • Use past, present and future forms accurately when talking about events that have happened or are to happen in the future. • Develop their own narratives and explanations by connecting ideas or events. • Listen and respond appropriately to adults and their peers • ask relevant questions to extend their understanding and knowledge • use relevant strategies to build their vocabulary • maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments • speak audibly and fluently with an increasing command of Standard English • participate in discussions, presentations, performances, role play, improvisations and debates • Use past, present and future forms accurately when talking about events • *articulate and justify answers, arguments and opinions • give well-structured descriptions, explanations and narratives for different purposes, including for 	<p>Science: Reading with non-fiction books connected with scientific themes Predicting what is going to happen in stories</p> <p>A+D: Drawing, writing, mark making making things related to books and reading Presentation of work</p> <p>Music: Rhythm, repetitive patterns, songs and rhymes</p>	<p>Co-ordination: Gross motor fine manipulation hand-eye</p> <p>Communication Verbal and augmentative Use of signs</p> <p>Cognitive planning of movement: Application of skills, concepts in different situations Rhythm, intention, repetition of tasks</p>

expressing feelings

- use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas
- gain, maintain and monitor the interest of the listener(s)
- consider and evaluate different viewpoints, attending to and building on the contributions of others
- select and use appropriate registers for effective communication.

READING

- Handles books and printed material with interest.
- Enjoys looking at books and other printed material with familiar people
- Enjoys rhyming and rhythmic activities
- Looks at card backed/ textured books independently
- Listens to stories with increasing attention and recall
- Joins in with rhymes and familiar jingles
- Recognise and match an increasing number of symbols
- Enjoys an increasing range of books.

Word reading

- *Hears and says the initial sound in words
- *Can segment the sounds in simple words and blend them together and knows which letters represent some of them.
- Links sounds to letters, naming, **matching** and sounding the letters of the alphabet.
- apply phonic knowledge and skills as the route to decode words
- *read aloud accurately books that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words
- re-read these books to build up their fluency and confidence in word reading
- Begins to read words **and simple sentences**.

D+T:

Use of tools and equipment
Presentation of work

ICT:

Recording data and educational games
Touch screen computers
Plasma screen computer
IAW
Acer tablet computers
Clicker 6
Communication aids and switches

Maths:

Reading page numbers
Writing numbers
Colour names
Recognising shapes
Patterns

Gross motor skills:

First-hand experience
Active participation in activities
Maintaining correct positions

- *respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes
- *read accurately by blending sounds in unfamiliar words containing GPCs that have been taught
- read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word
- read words containing taught GPCs and -s, -es, -ing, -ed, -er and -est endings
- read other words of more than one syllable that contain taught GPCs
- read words with contractions [for example, I'm, I'll, we'll], and understand that the apostrophe represents the omitted letter(s)
- continue to apply phonic knowledge and skills as the route to decide words until automatic decoding has become embedded and reading is fluent

Ordering
sequencing
Positional and
directional
vocabulary
Mathematical
vocabulary

Comprehension

develop pleasure in reading, motivation to read, vocabulary and understanding by:

- listening attentively in a range of situations.
- listening to stories, accurately anticipating key events and responding to what they hear with relevant comments, questions or actions
- giving their attention to what others say and responding appropriately, while engaged in another activity.
- answering simple yes/no questions about what they have heard
- answering 'how' and 'why' questions about their experiences and in response to stories or events.
- listening to, discussing and expressing views about a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently
- being encouraged to link what they read or hear read to their own experiences
- becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics
- discussing the sequence of events in books and how items of information are related
- recognising and joining in with predictable phrases
- learning to appreciate rhymes and poems, and to recite some by heart

- discussing word meanings, linking new meanings to those already known
- being introduced to non-fiction books that are structured in different ways

understand both the books they can already read accurately and fluently and those they listen to by:

- *drawing on what they already know or on background information and vocabulary provided by the teacher
- checking that the text makes sense to them as they read and correcting inaccurate reading
- discussing the significance of the title and events
- making inferences on the basis of what is being said and done
- answering and asking questions
- *predicting what might happen on the basis of what has been read so far
- participate in discussion about what is read to them, taking turns and listening to what others say
- Explaining clearly their understanding of what is read to them.

WRITING

- Pass toys from one hand to the other.
- Holds an object in each hand and brings them together in the middle, e.g. holds two blocks and bangs them together.
- Picks up small objects between thumb and fingers.
- Enjoys the sensory experience of making marks in damp sand, paste or paint
- Notices and is interested in the effects of making movements which leave marks.
- Holds pen or crayon using a whole hand (palmar) grasp and makes random marks with different strokes
- Handles tools, objects, construction and malleable materials safely and with increasing control.
- Shows a preference for a dominant hand.
- Begins to use anticlockwise movement and retrace vertical lines.
- Begins to form recognisable letters.
- Uses a pencil and holds it effectively
- Distinguishes between the different marks they make
- Sometimes gives meaning to marks as they draw and paint (ask questions/give choices)

Handwriting

Pupils should be taught to:

- sit correctly at a table, *holding a pencil comfortably and correctly
- * Imitates drawing simple shapes such as circles and lines.
- begin to form lower-case letters in the correct direction, starting and finishing in the right place
- form the majority of lower-case letters in the correct direction, starting and finishing in the right place
- begin to form capital letters and understand where capital letters are found in words and sentences
- form digits 0-9
- *understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and to practise these.
- Form lower-case letters of the correct size and relative to one another
- Use spacing between words that reflects the size of the letters
- write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters
- use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left un joined
- increase the legibility, consistency and quality of their handwriting, [for example, by ensuring that the downstrokes of letters are parallel and equidistant, and that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch]

Spelling

Pupils should be taught to:

spell:

- words containing each of the 40+ phonemes already taught simple CV/CVC/CVCC words
- common exception words
- the days of the week

name the letters of the alphabet:

- learn the names and sounds of the English alphabet
- *naming the letters of the alphabet in order using letter names to distinguish between alternative spellings of the same sound

add prefixes and suffixes:

- using the spelling rule for adding -s or -es as the plural marker for nouns and the third person singular marker for verbs
- using the prefix un-
- using -ing, -ed, -er and -est where no change is needed in the spelling of root words [for example, helping, helped, helper, eating, quicker, quickest]
- apply simple spelling rules and guidance, as listed in [English Appendix 1](#)
- write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far.

Writing - Composition

write sentences by:

- copying modelled examples (matching letters and simple words with distinct patterns and simple sentences)
- *saying out loud what they are going to write about
- composing a sentence orally before writing it/overwriting/underwriting/writing using computer programme
- *sequencing sentences to form short narratives
- re-reading what they have written to check that it makes sense
- discuss what they have written with the teacher or other pupils
- read aloud their writing clearly enough to be heard by their peers and the teacher.

<p><u>Vocabulary, grammar and punctuation</u></p> <p>Pupils should be taught to: develop their understanding of the concepts set out in <u>English Appendix 2</u> by:</p> <ul style="list-style-type: none"> • *leaving spaces between words • joining words and joining clauses using and • beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark • learning how to use both familiar and new punctuation correctly, including full stops, capital letters, explanation marks and commas for lists • using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I' • learning the grammar for year 1 in English Appendix 2 • use the grammatical terminology in English Appendix 2 in discussing their writing. • <p>Learn how to use</p> <ul style="list-style-type: none"> • sentences with different forms: statement, question, exclamation, command • expand noun phrases to describe and specify (e.g. the blue butterfly) • subordination (using when, if, that or because) and co-ordination (using or, and or but) 		
<p>Maintains attention, concentrates and sits quietly during appropriate activity. • Two-channelled attention - can listen and do for short span</p>		