

Year 1					
Unit Outcomes/Aims :				NC2014 Statements:	
Initial Ideas	<p>Experiences/stimuli to inspire and motivate writers - quality text, moving image text, educational visit, role-play.</p> <ul style="list-style-type: none"> • 				<p>Spoken Language Role-play and other drama techniques can help pupils to identify with and explore characters. In these ways, they extend their understanding of what they read and have opportunities to try out the language they have listened to.</p> <p>READING - Word reading</p> <ul style="list-style-type: none"> • apply phonic knowledge and skills as the route to decode words • respond speedily with the correct sound to graphemes for all 40+ phonemes • 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 words with contractions, e.g. I'm, I'll, we'll, and understand that the apostrophe represents the omitted letter(s) • 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. <p>READING – Comprehension develop pleasure in reading, motivation to read, and understanding by:</p> <ul style="list-style-type: none"> • listening to and discussing 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 • recognising and joining in with predictable phrases • learning to appreciate rhymes and poems, and to recite some by heart <p>understand both the books they can already read accurately and fluently and those they listen to by:</p> <ul style="list-style-type: none"> • checking that the text makes sense to them as they read and correcting inaccurate reading • making inferences on the basis of what is being said and done • 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 • explain clearly their understanding of what is read to them. <p>WRITING- Transcription spell:</p>
	<p>Spoken Language – Speaking & Listening opportunities, Drama and role play such as hot-seating, group discussion and interaction.</p> <ul style="list-style-type: none"> • 				
	<p>Reading Opportunities – word reading, reading comprehension, reading for pleasure.</p> <ul style="list-style-type: none"> • Daily guided reading. • Frequent class story read by an adult. • Opportunity to read for pleasure. 				
	<p>Writing - transcription (spelling & handwriting), composition (grammar and punctuation)</p> <ul style="list-style-type: none"> • Active Spelling Games lesson starters every day. • Grammar teaching within Phase 2 of teaching process to be revisited throughout other phases of the unit. 				
	<p>Ongoing Assessment:</p> <ul style="list-style-type: none"> • Peer/Self-assessment against success criteria created in Phase 2. • Time to respond to marking comments. • Guided group or individual verbal feedback from teacher. • Toolkit/marking ladders. 				
Teaching Process (school's agreed way of working)		'I am learning to...' Statements	Learning Contexts and Activities (what you could do to teach each area within the phases)	Writing Opportunities (what writing will they be doing in each phase)	
Specific Teaching	<p>PHASE 1 – familiarisation with the text/genre:</p> <ul style="list-style-type: none"> • Activating Prior Knowledge – explore focus of unit, identify intended outcome. • Immersion – read & respond (through speaking & listening, writing, reading comprehension) to develop understanding. Read, compare evaluate texts. Drama, role-play. • Analysis – the big picture – structure, authorial intent (purpose and audience). Identify and comment on language features of the genre. • Cold writing – extended writing of focus genre with little or no prior input. Focused marking to feed into planning and provide individual targets. 				
	<p>PHASE 2 – capturing ideas:</p> <ul style="list-style-type: none"> • Analysis – zooming in, text annotation, language features, grammar and punctuation. Practicing key skills related to the genre. Extended writing opportunities using skills. • Revisit intended outcome – purpose and audience. Create a success criteria based on texts already read. • Develop and collect ideas – reading, speaking & listening, drama, role-play, research, writing. 				

<ul style="list-style-type: none"> ● Shaping ideas – oral and written planning. 				<ul style="list-style-type: none"> ● words containing each of the 40+ phonemes already taught ● common exception words
<p>PHASE 3 – writing:</p> <ul style="list-style-type: none"> ● Revisit intended outcome – recap structural and language features identified in Phases 1 and 2. ● Writing process – draft – proof-read for mistakes in spelling/punctuation – edit to improve meaning for reader – present/share – reflect. 				<ul style="list-style-type: none"> ● the days of the week ● 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–
<p>PHASE 4 –Presentation</p> <ul style="list-style-type: none"> ● Share writing with whole class, in assembly and/or to parents. ● Role-play ● Hot writing – extended writing of focus genre to assess the teaching and learning. 				<ul style="list-style-type: none"> ● using –ing, –ed, –er and –est where no change is needed in the spelling of root words (e.g. helping, helped, helper, eating, quicker, quickest) ● write from memory simple sentences dictated by the teacher that include words taught so far. ● begin to form lower-case letters in the correct direction, starting and finishing in the right place ● form capital letters ● 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. <p><u>WRITING – Composition</u> write sentences by:</p> <ul style="list-style-type: none"> ● saying out loud what they are going to write about ● composing a sentence orally before writing it ● 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>WRITING – Grammar & Punctuation</u> Pupils should be taught to:</p> <ul style="list-style-type: none"> ● leaving spaces between words ● joining words and joining sentences using and ● beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark ● using a capital letter for names of people, places, the days of the week, and the personal pronoun ‘I’