

**English Steps in Learning**

*\* To be read alongside the long term text overview and medium term plans*

Year 1	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Spoken Language	I speak clearly and confidently in front of people in my class. I can re-tell a well-known story and remember the main characters. I prepare to use 'new' words when communicating. I can hold attention when playing and learning with others. I can keep to the main topic when we are talking in a group. I can ask questions in order to get more information.			I can start a conversation with an adult I know well or with my friends. I listen carefully to the things other people have to say in a group. I join in with conversations in a group. I join in with role play. Prepared to listen to ideas of others without interrupting them Confident to share ideas with others		
Phonics/ Spelling	Spell Y1 common exception words Use known phonemes in unfamiliar words I can segment spoken words into phonemes and represent these as graphemes, spelling some correctly. Use syllables to divide words when spelling I can name the letters of the alphabet:			-naming the letters of the alphabet in order -using letter names to distinguish between alternative spellings of the same sound Use the suffixes: s, es, ed, ing, er, est within their writing where no change is needed in the root word Know how the prefix 'un' can be added to words to change meaning I can spell the days of the week.		
	Supersonic Phonic Friends The Basics 4 Adjacent Consonants and Polysyllabic	Supersonic Phonic Friends The Higher Level of Phonics 5C Choose to Use			Supersonic Phonic Friends The Higher Level of Phonics 5B Switch it Spell Sounds	
Reading (Decoding)	Use my phonics as my main strategy when reading. I can confidently read books containing sounds I have been taught that do not require me to use other strategies to work out words. I can respond speedily with the correct sound to grapheme (letter or group of letters) for the 40+ phonemes, including, alternative sounds for graphemes. I can use the phonics I have learned to sound out new words (and non-words). I can blend sounds to read words (and non-words). I can recognise and use the different ways of pronouncing the same grapheme e.g. ow in snow and cow. (Switch it Mitch sounds)			I can split words into syllables to support blending for reading, for example, pocket, rabbit, carrot, thunder, sunset I can read compound words, for example, football, playground, farmyard, bedroom I can read words with contractions, e.g. I'm, I'll, we'll, and understand that the apostrophe represents the omitted letter(s) I can read words containing s, es, ing, ed, er, est endings I can read words which have the prefix –un added I can read common exception words, noting tricky parts.		
Reading (Comprehension)	I can talk about poems, stories and books my teacher reads to me. I can tell some familiar fairy stories and tales without looking at the book. I can choose a poem or rhyme I like, learn it by heart and recite it. I can retell key class stories orally using narrative language. I can get even better by reading the same books again. I can say when a book or poem reminds me of something that has happened to me. I can join in with a story my teacher is reading to me. I can find out what new words mean. I can make sense of a new book using what I already know and what my teacher tells me. I can talk about the title of a book and what happens in the story. I can say what I think will happen next in a story and give reasons. I can say what a story was about and what happened in it. I can listen to myself while I read and check that it makes sense, going back if I need to. I can pick up clues a writer leaves for me. (Inferences from text and illustrations) I can say what I think about a story and listen to what other people think.			<b>V</b> -Discuss key vocabulary, linking meanings of new words to those already known. ( <i>I can find out what new words mean</i> ) <b>I</b> – Answer 'why' questions requiring basic inference, e.g. <i>Why do you think he said...? Why do you think he did that? (Pick up clues an author leaves for me) Begin</i> to draw inferences from the text and illustrations <b>P</b> - Make predictions based on what has been read so far and give reasons. Discuss the title of books they read themselves and those which are read to them. Suggest how titles relate to the events in the whole story. (I can say what I think will happen next in a story and give reasons) <b>E</b> - Make personal reading choices and give more detailed reasons for their selection. <b>R</b> - Demonstrate understanding of texts by asking and answering questions related to who, what, where, when, why, how. Recall specific information from nonfiction texts. <b>S</b> - Use patterns and repetition to orally retell familiar stories in a range of contexts, e.g. small world, role play, storytelling. Identify, discuss and sequence the main events in stories. Record simply, e.g. <i>story map (I can retell class stories orally using narrative language)</i>		
Writing (Features of Writing)	I can say a sentence out loud before writing it and hold it in my head. I can write from memory simple sentences dictated by the teacher. I can sequence sentences to form short narratives. I can sequence sentences to form short information texts. I can re-read what I have written to check that it makes sense and discuss my writing with my teacher.			I can read my writing aloud clearly enough to be heard by my friends and teacher. I join words and clauses with 'and'. I am beginning to use 'and', 'but' and 'or' to join my sentences together. I can use some subordination (when / if / because) to join clauses.		

<p><b>Writing (Punctuation)</b></p>	<p>I can start my sentences with capital letters. I remember to use a full stop at the end of my sentence. I use finger spaces between words.</p>		<p>I am beginning to use exclamation marks. I am beginning to use question marks. I can use a capital letter for names of the days of the week, and the personal pronoun 'I'.</p>
<p><b>Writing (Handwriting)</b></p>	<p><i>Sits correctly at a table, and holds a pencil comfortably and correctly.</i> <i>Forms capital letters</i> <i>Forms digits 0-9</i> I can match upper case and lower case letters. Know which letter sit below the line and which are tall letters (ascenders &amp; descenders)</p>		<p>I can form lower case letters in the correct direction, starting and finishing in the right place -Ladder -Caterpillar -Robot -Zig-zag monsters</p>
	<p><u>Focus:</u> <b>Positioning each letter on a line correctly</b> – revisit each letter family in turn, check formation and line position. Ladder letters Caterpillar letters Robot letters Zig-zag monster letter <i>Understand which letters belong to which handwriting 'families' and practices these.</i>  <i>Forms digits 0-9</i></p>	<p><u>Focus:</u> <b>Clear ascenders and descenders</b> b,d,h,k,l,t, f,g,j,p,q,y</p>	<p><u>Focus:</u> <b>Forming capital letters correctly and in proportion to lower case. Develop consistency in size and spacing of writing.</b></p>