
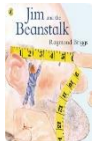








Backworth Park Primary School Knowledge and Skills Progression Grid English Year 1

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Context	<ul style="list-style-type: none"> ✓ George Stephenson ✓ The local area ✓ Me, my family and my community ✓ Paul Klee (local landmarks) ✓ Worry ✓ Dental health ✓ Managing change ✓ People who look after me 		<ul style="list-style-type: none"> ✓ Down under - James Cook and his discoveries ✓ Rivers, seas and oceans/Tyne ✓ Islam ✓ Wassily Kandinsky ✓ Aquarium Camille Saint/Saens ✓ Everyday materials ✓ Communicate feelings ✓ Recognise right/wrong, acceptable physical contact, dealing with bullying, marriage, friendship 		<ul style="list-style-type: none"> ✓ The Royal family ✓ Establishment of the royal family ✓ Roles/duties in society ✓ Red, white and blue – four UK countries. ✓ Judaism ✓ Costal Collages ✓ Yellow Submarine – The Beatles ✓ Seasonal change plants ✓ School rules ✓ Rights and responsibilities ✓ Taking care of the environment ✓ Money 	
Texts	<p>Focus text: Little Red Riding Hood</p>  <p><u>Additional Fiction:</u> Gina Kaminski Saves the Wolf by Craig Barr-Green</p> <p><u>Non-Fiction</u> George Stephenson Family Community Paul Klee</p>	<p>Focus text: Jim and the Beanstalk</p>  <p><u>Additional Fiction:</u> Flower Block - Lanisha Butterfield</p> <p><u>Non-Fiction</u> Worry Dental health Change People who look after me</p>	<p>Focus text: The Koala who Could</p>  <p><u>Additional Fiction:</u> Somebody's Swallowed Stanley – Sarah Roberts</p> <p><u>Non-Fiction</u> Australia Rivers, seas and oceans Tyne Islam Wassily Kandinsky</p>	<p>Focus text: The River</p>  <p><u>Additional Fiction:</u> One Little Word – Joseph Coelho</p> <p><u>Non-Fiction</u> Everyday materials Feelings Communication Friendship</p>	<p>Focus text: Zog</p>  <p><u>Additional Fiction:</u> Paddington in the Palace – Michael Bond</p> <p><u>Non-Fiction</u> The Royal family Society UK countries Judaism Coasts</p>	<p>Focus text: Tree</p>  <p><u>Additional Fiction:</u> Percy the Park Keeper/ One Snowy Night/ After the Storm by Nick Butterworth</p> <p><u>Non-Fiction</u> The Beatles Seasons Plants Rules Environment Money</p>
Poetry	A White Christmas by Carla Jean Laglia Esely		In A Twist - Shape Poem		Animals Riddle Book – National Geographic Kids	

	<ul style="list-style-type: none"> • Rhyme • Lines • Syllables 		<ul style="list-style-type: none"> • Shape poems • Adjectives • Nouns 		<ul style="list-style-type: none"> • Lines • Clues • Questions 	
Planned Outcome (fiction/non-fiction)	Fiction – Warning tale Non-fiction – Captions and labels	Fiction – Diary entry/ rags to riches tale Non-fiction – Instructions	Fiction – Retell Non-fiction – Non-chronological report	Fiction- Recount/ character description Non-fiction- Captions and labels	Fiction – Retell from different point of view/ recount Non-fiction – Instructions	Fiction – Recount Non-fiction – Non-chronological report
Reading Progression of Skills	<ul style="list-style-type: none"> ✓ Understand books by drawing on what they already know or on background information provided by the teacher. ✓ 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. ✓ Learn to appreciate rhymes and poems and recite some by heart. ✓ Recite some poems using intonation. <p><u>Word</u></p> <ul style="list-style-type: none"> ✓ Revisit Phase 1, 2,3. Phase 5 and phase 5 alternatives. ✓ Apply phonic knowledge and skills to decode words (also ELG). ✓ Respond speedily to all GPCs 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 (also ELG), noting unusual correspondences between spelling and sound and where these occur in the word e.g. said, come (NC pg. 54) ✓ Read words with varied endings e.g. - s, -es, -ing, -ed, - er and -est (NC pg. 51) ✓ Read other words of more than one syllable e.g. pocket, thunder (NC pg. 50) ✓ 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 require them to use 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><u>Comprehension</u></p> <ul style="list-style-type: none"> ✓ Listen to and discuss a wide range of poems, stories and nonfiction at a level beyond that at which they can read independently. ✓ Become very familiar with key stories and retell fairy stories and traditional tales and consider their particular characteristics e.g. once upon a time... ✓ Check that the text makes sense to them as they read and correcting inaccurate reading. ✓ Answer and ask questions. <p><u>Inference and deduction</u></p> <ul style="list-style-type: none"> ✓ Link what they read or hear read to their own experience. ✓ Make inferences based on what is being said and done e.g. 'she must be going on holiday because she is packing her case' or 'he must be embarrassed because his face went red'. ✓ Predict what might happen on the basis of what has been read so far e.g. Jack will save them because he always does' or 'the next part will tell you about what lions eat'. <p><u>Text structure</u></p> <ul style="list-style-type: none"> ✓ Discuss the significance of the title and events. 					

	<ul style="list-style-type: none"> ✓ Be introduced to non-fiction books that are structured in different ways. <p><u>Language and effect</u></p> <ul style="list-style-type: none"> ✓ Recognise and join in with predictable phrases e.g. Run, run as fast as you can...' ✓ Discuss word meanings, linking new meanings to those already known e.g. 'enormous means big'
Reading Progression of Skills	<p><u>Vocabulary and grammar</u></p> <ul style="list-style-type: none"> ✓ Be able to join words and clauses using the conjunction and. ✓ Form plural noun suffixes using a range of suffixes eg; -s or -es (dogs, wishes) ✓ Use suffixes that can be added to verbs where no change is needed in the root word eg; helping, helped, helper ✓ Use the prefix 'un' (undo, unkind) <p><u>Spelling and punctuation</u></p> <ul style="list-style-type: none"> ✓ Introduce capital letters, full stops, question marks and exclamation marks. ✓ Use capital letters for names of people, days of the week and the personal pronoun 'I'. ✓ Revise and spell Reception spelling programme (40+ phonemes already taught). ✓ Spell common exception words – said, were etc (see guidance) Spell the days of the week. ✓ Name the letters of the alphabet in order. <p><u>Planning, drafting and rewriting</u></p> <ul style="list-style-type: none"> ✓ Say out loud what they are going to write. ✓ Compose a sentence orally before writing it. ✓ Write from memory simple sentences dictated by the teacher that include learnt phonemes and common exception words. ✓ Sequence sentences to form a short narrative. <p><u>Evaluating and editing</u></p> <ul style="list-style-type: none"> ✓ Re - read to check for 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>Handwriting</u></p> <ul style="list-style-type: none"> ✓ Sit correctly at a table, holding a pencil comfortably and correctly. ✓ Form lower case letters correctly. ✓ Form capital letters. ✓ Form digits 0-9 Understand which letters belong to which handwriting 'families' eg; a,c,o ✓ Use spacing between words.
Assessment	<p>Diagnostic (cold write) Success Criteria – pupil/ teacher Editing and Redrafting Outcome – Final Piece</p>