

## **Monster Bed and Can't You Sleep Little Bear** **Year 1 Stories with patterned language**

### **Objectives**

To ensure effective planning of literacy, teachers need to ensure they plan for all elements of literacy effectively across the year, ensuring that assessment for learning is used to plan and amend teaching. It is essential that core skills such as phonic strategies, spelling, and handwriting are incorporated into these exemplar units to ensure effective learning.

### **Most children:**

#### **1. Speaking**

- Interpret a text by reading aloud with some variety in pace and emphasis

#### **2. Listening and responding**

- Listen with sustained concentration, building new stores of words in different contexts

#### **3. Group discussion and interaction**

- Take turns to speak, listen to others' suggestions and talk about what they are going to do
- Explain their views to others in a small group, decide how to report the group's views to the class

#### **5. Word recognition: decoding (reading) and encoding (spelling)**

- Recognise and use alternative ways of pronouncing the graphemes already taught
- Recognise and use alternative ways of spelling the graphemes already taught
- Identify the constituent parts of two-syllable and three-syllable words to support the application of phonic knowledge and skills
- Recognise automatically an increasing number of familiar high frequency words
- Apply phonic knowledge and skills as the prime approach to reading and spelling unfamiliar words that are not completely decodable
- Read more challenging texts which can be decoded using their acquired phonic knowledge and skills, along with automatic recognition of high frequency words
- Read and spell phonically decodable two-syllable and three-syllable words

#### **6. Word structure and spelling**

- Spell new words using phonics as the prime approach
- Segment sounds into their constituent phonemes in order to spell them correctly
- Recognise and use alternative ways of spelling the graphemes already taught
- Use knowledge of common inflections in spelling, such as plurals, -ly, -er
- Read and spell phonically decodable two-syllable and three-syllable words

**7. Understanding and interpreting texts**

- Identify the main events and characters in stories, and find specific information in simple texts
- Use syntax and context when reading for meaning
- Explore the effect of patterns of language and repeated words and phrases

**8. Engaging with and responding to texts**

- Select books for personal reading and give reasons for **choices**

**9. Creating and shaping texts**

- Independently choose what to write about, plan and follow it through
- Use key features of narrative in their own writing
- Find and use new and interesting words and phrases, including story language
- Create short simple texts on paper and on screen that combine words with images (and sounds)

**10. Text structure and organisation**

- Write chronological and non-chronological texts using simple structures

**11. Sentence structure and punctuation**

- Compose and write simple sentences independently to communicate meaning
- Use capital letters and full stops when punctuating simple sentences

**12. Presentation**

- Write most letters, correctly formed and orientated, using a comfortable and efficient pencil grip
- Write with spaces between words accurately