

Monkey see, monkey do – Y1 Stories with familiar settings

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 learn to:

1. Speaking

- Tell stories and describe incidents from their own experience in an audible voice
- Retell stories, ordering events using story language

2. Listening and responding

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

4. Drama

- Explore familiar themes and characters through improvisation and role-play

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

8. Engaging with and responding to texts

- Select books for personal reading and give reasons for choices
- Visualise and comment on events, characters and ideas, making imaginative links to own experiences

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
- 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