


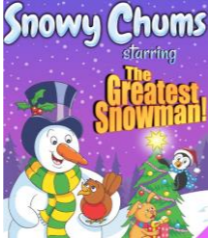

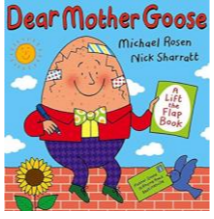
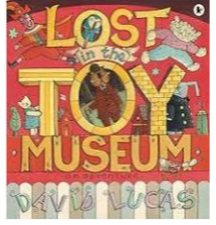
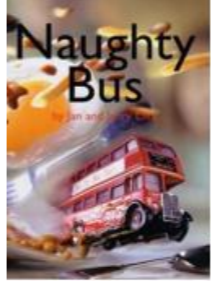

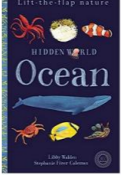
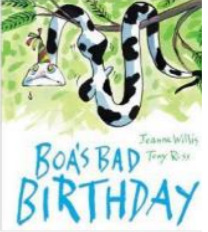
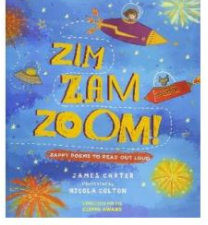


Year 1	Woodlands Park Whole School Writing Progression											
	Autumn 1		Autumn 2		Spring 1		Spring 2		Summer 1		Summer 2	
Sequence code	T1S1	T1S2	T1S3	T1S4	T2S5	T2S6	T2S7	T2S8	T3S9	T3S10	T3S11	T3S12
Progression of core texts	The Colour monster By Anna LLenas  (Fiction)	Oi Frog  By Kes Gray & Jim Field (Fiction)	Stella and the seagull By Georgina Stevens  (Fiction)	The greatest snowman Christmas script  (Fiction)	The three little pigs by Mara Alperin and Ag Jatkowska  (Fiction)	Dear Mother Goose by Michael Rosen and Nick Sharratt  (Fiction)	Lost in the toy museum By David Lucas  (Fiction)	Naughty Bus By Jan Oke  (fiction)	No bot robot  (fiction)	Hidden world ocean by Libby Walden and Stephanie Fizer  (non-fiction)	Boa's bad birthday By Tony Ross & Jeanne Willis  (Fiction)	Zim Zam Zoom By James Carter  (poetry)
Whole class teaching reading objectives	<p>listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently R9</p> <p>being encouraged to link what they read or hear read to their own experiences R10</p> <p>discussing word meanings, linking new meanings to those already known R15</p>	<p>recognising and joining in with predictable phrases R12</p> <p>learning to appreciate rhymes and poems, and to recite some by heart R14</p> <p>apply phonic knowledge to decode words R1</p> <p>read accurately by blending taught GPC R3</p>	<p>•listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently R9</p> <p>being encouraged to link what they read or hear read to their own experiences R10</p> <p>discussing word meanings, linking new meanings to those already known R15</p> <p>drawing on what they already know or on background information and vocabulary provided by the teacher R16</p> <p>participate in discussion about what is read to them, taking turns and listening to what others say R23</p>	<p>participate in discussion about what is read to them, taking turns and listening to what others say R23</p> <p>learning to appreciate rhymes and poems, and to recite some by heart R14</p> <p>becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics R11</p>	<p>listening to and discussing stories at a level beyond that at which they can read independently R9</p> <p>becoming very familiar with fairy stories, retelling them and considering their particular characteristics R11</p> <p>recognising and joining in with predictable phrases R12</p> <p>discussing word meanings, linking new meanings to those already known R15</p> <p>participate in discussion about what is read to them, taking turns and listening to what others say R23</p>	<p>listening to and discussing a wide range of poems and stories at a level beyond which they can read independently R9</p> <p>becoming very familiar with fairy stories and traditional tales, retelling them and considering their particular characteristics R11</p> <p>recognising and joining in with predictable phrases R12</p> <p>participate in discussion about what is read to them, taking turns and listening to what others say R23</p> <p>explaining clearly their understanding of what is read to them R24</p>	<p>discussing the significance of the title and events R20</p> <p>checking that the text makes sense to them as they read and correcting inaccurate reading R19</p> <p>discussing word meanings, linking new meanings to those already known R15</p>	<p>discussing the significance of the title and events R20</p> <p>making inferences on the basis of what is being said and done R21</p> <p>discussing word meanings, linking new meanings to those already known R15</p> <p>participate in discussion about what is read to them, taking turns and listening to what others say R23</p>	<p>being encouraged to link what they read or hear read to their own experiences R10</p> <p>discussing the significance of the title and events R20</p> <p>explain clearly their understanding of what is read to them R24</p>	<p>being encouraged to link what they read or hear read to their own experiences R10</p> <p>recognising and joining in with predictable phrases R12</p> <p>discussing word meanings, linking new meanings to those already known R15</p>	<p>recognising and joining in with predictable phrases R12</p> <p>listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently R9</p> <p>becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics R11</p> <p>being encouraged to link what they read or hear read to their own experiences R10</p> <p>participate in discussion about what is read to them, taking turns and listening to what others say R23</p>	<p>discussing word meanings, linking new meanings to those already known R15</p> <p>recognising and joining in with predictable phrases R12</p> <p>learning to appreciate rhymes and poems, and to recite some by heart R14</p> <p>listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently R9</p>

					explain clearly their understanding of what is read to them R24							predicting what might happen on the basis of what has been read so far R22	
												drawing on what they already know or on background information and vocabulary provided by the teacher R16	

Book Talk

Class Story

Owl who afraid of the dark -
The mood hoover -
The storm whale -
The whiny whale –
Mr penguin and the lost treasure –
The magic paintbrush
The dirty sandwich
Hide me, Kipper
Billy and the Pirates
The lighthouse keeper’s picnic
Monkey puzzle
Mabel and the mountain
Dave’s cave
We are family
The rise and fall of Claude the Magnificent