

## Thurnby Mead Literacy Progression Document Year 1 25-26

Year group, term and weeks	Books/Texts Used	Themes (including safeguarding themes)	Genre/Purpose and time scales (3 lessons per week)	Form/Outcome or oracy expectation	Grammar embedded – taught in literacy lesson	Adult directed writing activity will link to previous week's outcome
<b>Autumn 1</b>  7 weeks & 2 days	The Nature Trail by Benjamin Zephaniah  6 weeks  1 week for assessments  <b>Poetry Day in this half-term</b>	Nature  Animals/insects	-Read the story  -Oracy/TP: what do you remember from the story? which minibeasts were in the story  -Shared write: list	Writing shared class list	NA	Minibeast picture – children label with post-it notes
			-Recall the story: Nature walk –take photos and collect objects  -Oracy/TP: What did we see? What did we find?  -Shared write: Create a poster with labels	Labelling	NA	Write a list of minibeasts
			-Recall the story: Focus on adjectives  -Oracy/TP: Describe a variety of minibeast adding adjectives  -Shared write: Edit the labelling activity (from previous week) with adjectives	Adjectives	Adjectives	Create own posters with labels
			-Re-read the story: Sensory language  -Oracy/TP: create sentences – I can see, I can hear etc..  -Shared write: Model some simple sentences	Repetitive structures	Capital Letters and finger spaces and full stops  Use of I	Add adjectives to their own pictures

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			-Re-read the story  – Oracy: make a poem that combines two sentences  -shared write: combine two sentences using and	Repetitive structures	Conjunctions, capital letters and finger spaces and full stops	Use photos from the nature walk as postcards – children write to their family/friends
			-Re-read the story  -Oracy: perform poem to reception children	Performance	NA	Draw two minibeasts and write a sentence using 'and'

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<b>Autumn 2</b>  <b>6 weeks</b>  <b>(1 week Christmas focus)</b>	The Room on the Broom by Julia Donaldson  (6 weeks)  Additional week to catch up and for phonics assessments	Friendship  Safety  Being Kind  School Rules	-Read the story  – Oracy: find adjectives in the story  -shared write: label characters with adjectives	Shared write on labelling characters	Adjectives describing the characters	Recount of what they have done in the holidays
			-Re-Read the story and discuss what the journey is like  – Oracy: sequencing the story  -shared write: story map	Sequence the story	CL & FS  Adverbials of time first, then, next, ect...)	Label a character with adjectives <i>that was not in the shared write</i>
			-Read the story  – Oracy: Hot seating the difference characters with questions from classmates  -shared write: retell of one section of the story	Oracy: actions to story	CL & FS  Adverbials of time first, then, next, ect...)	Add words/phrase to story map

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			<p>-Read the story</p> <p>– Oracy: Act out the story</p> <p>-shared write: retell a different section of the story</p>	<p>Oracy: Acting out the story</p>	<p>CL &amp; FS</p> <p>Adverbials of time first, then, next, ect...)</p> <p>Adjectives</p>	<p>Write a sentence about a character from a choice of pictures</p>
			<p>-Read the story</p> <p>– Oracy: Rhyming strings</p> <p>-shared write: retell a different section of the story</p>	<p>Oracy: add on and discuss the rhyming words throughout the book and look for spelling/grapheme patterns in these</p>	<p>CL &amp; FS</p> <p>Adverbials of time first, then, next, ect...)</p> <p>Adjectives</p>	<p>Re-write a section of the story from a picture prompt</p>
			<p>-Read the story</p> <p>– Oracy: discuss the witch and the characters that go on the broom and why</p> <p>-shared write: a letter to the witch</p>	<p>A Letter to witch asking for a ride on broom</p>	<p>Final piece to include all the grammar learnt – focus on CL &amp; FS use</p>	<p>Independent book review</p> <p><i>Use JT's template</i></p>

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<b>Spring 1</b>  <b>5 weeks &amp; 4 days</b>	The Gruffalo by Julia Donaldson  5 weeks and 1 week for assessment	Bravery  Friendship  Safety	- Read the story  – Oracy: identify the characters and describe a feature using an adjective/s  -shared write: Character description of the mouse	Year 1 children	CL and Question marks	Recount of an event from their holidays
			- Reread the story  – Oracy: identify the settings and features eg. Trees, lake  - -shared write: Setting Description	Reception aged children	CL and FS	Add post it notes to a picture of the mouse
			- Reread the story: children to identify questions  – Oracy: hot seating focussing on questions more than answers  -shared write: Write what a character might say in a speech bubble			Setting description of one of the animal's home  <i>Build an animal home and label using adjectives</i>

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			<ul style="list-style-type: none"> <li>- Reread story: Answer question: Is the Gruffalo scary?</li> <li>- Oracy: Hot seat the Gruffalo</li> <li>- Shared Write: Creating a wanted poster</li> </ul>	Year 1 children	CL and FS  Adjectives	Write what the character is saying in the speech bubble
			<ul style="list-style-type: none"> <li>- Reread story: Answer question: Is the mouse brave or clever?</li> <li>- Oracy: Hot seat the Mouse</li> </ul> Shared Write: A thankyou card to the mouse		Question marks.  CL and FS	Wanted Poster of the Gruffalo
			Reread book: identify the rhyming words  -Oracy: Recognise rhyming strings and create their own  Shared write: Create a rhyming sentence	Share with nursery children	CL and FS  Rhyming words	A Thankyou card to the mouse

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<b>Spring 2</b>       <b>5 weeks</b>	The Proudest Blue by Ibtihak Muhammad  5 Weeks	Family  Celebrating differences  Diversity  Being kind.  Pride	Narrative  To describe  1 week	Year 1	Write a short descriptive paragraph about Asiya and her blue hijab.	CL and FS  Exclamation marks  adjectives	Small world  Role Play- acting out the story.  Oral retelling of the story.  Talk partners.
			Narrative  To inform and praise  2 week	Year 1	Write a letter telling one of the characters how brave and kind they are.	CL and FS  Adjective  Use of first person 'I'	
			Non-Fiction  2 weeks	Year 1	Write a paragraph about someone that is important to them (Describing the person and why).	CL and FS  Adjectives  CL for I	

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<b>Summer 1</b>  <b>5 weeks &amp; 4 days</b>	Trust Me, Jack's Beanstalk Stinks by Eric Braun.  5 weeks  1 week for assessments	Bravery  Friendship  Safety  Stealing  Poverty  Fairness  Morals	Narrative  To compare  1 week	Year 1 children  Reception aged children	Reading focus- making comparisons between the 2 versions.	Comparing and contrasting  <b>Discrete Grammar lesson on prefix- un</b>	Small world  Role Play- acting out the story.  Oral retelling of the story.  Comparing the two versions orally.  Talk partners.
			Narrative  To persuade  2 week		Write a letter from the Giant to Jack asking for his things back	Full sentences  Exclamation marks (optional)  Use of 'please' and polite requests  First-person perspective	
			Narrative  To describe  2 weeks		Write a description of the castle and what it's like above the clouds.	CL and FS  Adjective use.	
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<b>Summer 2</b>  <b>6 weeks</b>  <b>(final week for transition activities)</b>	The See Saw by Tom Percival  5 weeks	Loss  Feelings  Different families.  Connection  Perseverance	Narrative/ Non-Fiction  To describe  1 week	Year 1	Missing poster for the bear.	Question marks.  Adjectives to describe the bear.	Small world  Role Play- acting out the story.  Oral retelling of the story.  Talk partners.  Shared Reading
			Narrative  To retell  2 weeks	Year 1	Retell of the bear's journey. (waves, rivers, washed, oceans)	Suffixes- es, s, ed	
			Narrative  To thank  2 weeks	Year 1	Letter of Thanks to the sea.	Application of all taught skills.  Adjectives, conjunctions, explanation marks & question marks.	