

# PROGRESSION OVERVIEW - LITERACY

## Wildlife Connections to the Literacy Programme of Study for Year 1

**ECM**

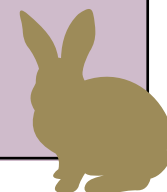
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| Year 1 - English National Curriculum Objective Links                                                                                                                                                                                                                                                                                                                                     | Year 1 - Wildlife Connections Ideas Overview                                                                                                                                                                                                                                                             |
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| <p><b>Reading – Comprehension</b><br/>Discussing word meanings, linking new meanings to those already known.</p> <p><b>Writing - Composition</b><br/>Saying out loud what they are going to write about.</p> <p><b>Writing – Vocabulary, Grammar and Punctuation</b><br/>Beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark.</p> | <p><b>Y1 – Plants - Informational Text – Autumn term</b><br/>Children could create their own mini factual notebook on a wild or garden plant, including deciduous or evergreen trees. Using drawings or images (photographs) taken whilst exploring their school grounds, local area or Chester Zoo.</p> |
| <p><b>Reading – Comprehension</b><br/>Discussing the significance of the title and events.</p> <p><b>Writing - Composition</b><br/>Composing a sentence orally before writing it.</p> <p><b>Writing – Vocabulary, Grammar and Punctuation</b><br/>Using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I.'</p>                            | <p><b>Y1 – Plants - Informational Text – Autumn term</b><br/>Children could choose a common plant and write an information text about how to identify it. Children to include title pages, labels and captions.</p>                                                                                      |
| <p><b>Reading – Comprehension</b><br/>Apply phonic knowledge and skills as the route to decode words</p> <p><b>Writing – Transcription</b><br/>Words containing each of the 40+ phonemes already taught</p>                                                                                                                                                                              | <p><b>Y1 – Plants and animals - Phonics – Autumn term</b><br/>Children to use their phonic decoding skills to decipher new or unfamiliar words, such as the names of animals and plants they may come across during their wildlife connections work.</p>                                                 |
| <p><b>Reading – Comprehension</b><br/>Being encouraged to link what they read or hear to their own experiences.</p> <p><b>Writing - Composition</b><br/>Sequencing sentences to form short narratives.</p> <p><b>Writing – Vocabulary, Grammar and Punctuation</b><br/>Joining words and joining clauses using and.</p>                                                                  | <p><b>Y1 - Wildlife Area Creation - Recount – Spring term</b><br/>Children could write a recount of how they created a new wildlife area. E.g. they may write a recount of sowing wildlife flower seeds in their school grounds, home garden or local area.</p>                                          |





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| <p><b>Reading – Comprehension</b><br/>Being encouraged to link what they read or hear read to their own experiences.</p> <p><b>Writing - Composition</b><br/>Re-reading what they have written to check that it makes sense.</p> <p><b>Writing – Vocabulary, Grammar and Punctuation</b><br/>Beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark.</p> | <p><b>Y1 - Wild Flower planting - Instructions – Spring term</b><br/>Children could write some simple instructions for 'How to prepare the ground for growing wildflowers'. Inspiration could come from Chester Zoo's 'How to prepare the ground for wildflowers resource (<a href="https://www.chesterzoo.org/schools/resources/how-to-prepare-the-ground-for-wildflowers/">https://www.chesterzoo.org/schools/resources/how-to-prepare-the-ground-for-wildflowers/</a>)'.</p> |
| <p><b>Reading – Comprehension</b><br/>Being encouraged to link what they read or hear read to their own experiences.</p> <p><b>Writing – Composition</b><br/>Saying out loud what they are going to write about.</p> <p><b>Writing – Vocabulary, Grammar and Punctuation</b><br/>Joining words and joining clauses using and.</p>                                                                            | <p><b>Y1 - Wildlife Area - Animals, Insects or Plants - Lists, Labels and Captions – Spring term</b><br/>Children could create a list of (or label pictures of) animals (such as birds), insects or plants they find in Chester Zoo's Nature Reserve, school wildlife area or local area. Including writing captions to go with images they may have drawn.</p>                                                                                                                 |
| <p><b>Reading – Comprehension</b><br/>Discussing the significance of the title and events.</p> <p><b>Writing - Composition</b><br/>Composing a sentence orally before writing it.</p> <p><b>Writing – Vocabulary, Grammar and Punctuation</b><br/>Using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I.'</p>                                                | <p><b>Y1 – Plant Structure - Informational Text – Summer term</b><br/>Children could choose a common plant and write an information text about it (after studying other information texts for layout and structure tips).</p>                                                                                                                                                                                                                                                   |
| <p><b>Reading – Comprehension</b><br/>Discussing the significance of the title and events.</p> <p><b>Writing - Composition</b><br/>Composing a sentence orally before writing it.</p> <p><b>Writing – Vocabulary, Grammar and Punctuation</b><br/>Using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I.'</p>                                                | <p><b>Y1 - Endangered Animal, Insect or Wildflower - Informational Text – Summer term</b><br/>Children could choose an endangered animal or wildflower and write an information text about it.</p>                                                                                                                                                                                                                                                                              |
| <p><b>Reading – Comprehension</b><br/>Being encouraged to link what they read or hear read to their own experiences.</p> <p><b>Writing - Composition</b><br/>Sequencing sentences to form short narratives.</p>                                                                                                                                                                                              | <p><b>Y1 - Mini-beast - Recount – Summer term</b><br/>Children could carry out a survey of the mini-beasts they find in the Nature Reserve at Chester Zoo or in their own school's wildlife area. Then write a simple recount of it.</p>                                                                                                                                                                                                                                        |



**Writing – Vocabulary, Grammar and Punctuation**

Using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I.'

**Reading – Comprehension**

Listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently.

**Writing - Composition**

Read aloud their writing clearly enough to be heard by their peers and the teacher.

**Writing – Vocabulary, Grammar and Punctuation**

Joining words and joining clauses using and.

**Y1 - Wildlife Area – Animal Poetry – Summer term**

Children could create a poem about animal life in Chester Zoo's Nature Reserve or in their school wildlife area.

