

# Herts for Learning Back on Track: English

## Year 1 Progress Pathway

Week	Unit Pathway	Reading Pathway	Spelling Pathway	Handwriting Pathway
1	<b>Whole School Explore and Engage unit 1</b>  Unit incorporating opportunities to develop spoken language, text engagement and to gauge writing stamina.	<b>Starting Point: Assessment for Learning</b>  Listen to every child read a text judged to be in line with Age Related Expectations (ARE) for the previous year group, and allow for short discussion of the text. Note those who require further support at this stage.	<b>Y1: Daily phonics &amp; spelling sessions are essential.</b>  Remember to track back to the key gaps from Reception elements of your Phonics and Spelling programme (e.g. for Letters and Sounds users see the Phase 1 to Year 6 Phonics and Spelling Tracker and the Phase 2-4 training package). <b>You may find many chn need to focus on completion / consolidation of YR spring term phonics knowledge (e.g. phase 3ii – 3iii).</b>  Ensure there is a balance in each phonics lesson of reading (decoding) and spelling (encoding) work, including of tricky / exception words, and possibly some simpler suffixes.  <i>Consider additional focus sessions for those pupils working significantly below ARE.</i>  <i>For Y1, the key accelerant will be ample application at the right pitch, e.g. through group reading with matched texts and guided writing using sound mats, CEW lists etc.</i>  As above, but you may find many chn need to focus on <b>completion / consolidation / teaching of YR summer term phonics knowledge (e.g. phase 4 GPCs and tricky</b>	Revisit school expectations, appropriate to the year group.  <b>Y1:</b> Expect to focus on: formation, including revisiting letter families; joins – according to school policies, e.g. focus at this point on letter formation, but possibly still following a model (e.g. <i>get the starting points and flow right</i> )  Short regular, discrete sessions are likely to be necessary to re-establish habits.  N.B. Refer to the Handwriting Progression document for further year group specific guidance.
2				
3	<b>Focused English Plan 1:</b>  Stanley’s Stick, by John Hegley and Neil Layton  Aimed at addressing key year group skills linked to grammar and sentence construction, ensuring that essential prior learning is embedded.	<b>Refining Judgements:</b>  Revisit pupils who struggled to read the ARE text. Hear them read and discuss again.		
4		<b>Increase support for pupils working below ARE:</b>		
5	<b>Buffer Week</b>  Allows for extension of FEP if required, based on feedback from AfL.	Plan for regular 1:1 reading with an adult for focus children; closely monitor regularity of home-reading; teacher to monitor regularity and focus of in-class reading.		
6	<b>Focused English Plan 2:</b>	<b>Begin Intervention</b>		
7	Gruffalo Crumble and Other Recipes, by Julia Donaldson and Axel Scheffler  Aimed at addressing key year group skills linked to grammar and sentence construction, ensuring that essential prior learning is embedded.	Run an intervention for those pupils who remain working below ARE in reading (possible interventions might include the KS1 Reading Fluency Project).  Prioritise disadvantaged pupils.		
8	<b>Buffer Week</b>			
9	<b>Focused English Plan 3:</b>			
10	Mr Big, by Ed Vere  Aimed at addressing key year group skills linked to grammar and sentence construction, ensuring that essential prior learning is embedded.			

## Herts for Learning Back on Track: English

11	<b>Buffer Week</b>		<b>words, plus increase the range of suffixes).</b>	Increasingly build handwriting expectations into work within English lessons and other written work across the curriculum.
12	<b>Whole School Explore and Engage unit 2</b>			
13	Unit incorporating opportunities to develop spoken language, text engagement and to gauge writing stamina.	<b>Review</b> Conduct post-intervention assessments for those pupils who engaged in the intervention and plan next steps.	As above.  You may find many chn are only now ready to focus on <b>new teaching of Y1 autumn term phonics knowledge (e.g. phase 5, but cross-checked with HfL tracker for NC14 necessities).</b>	Y1: As previously, plus expect to focus on: flow of handwriting supporting embedding of vowel spelling patterns, e.g. joining letters that spell the vowel digraphs and trigraphs, to aid motor memory as well as fluent recall in reading.
14	<b>Buffer Week</b>	<b>Next steps</b> Consider next steps for pupils who remain working below ARE.  Re-run intervention for new group of pupils.	<b>Ensure the focus on spelling (encoding) is retained across the daily lessons, as this is a key accelerant for Y1 alternative spellings &amp; pronunciations, and supports motor memory for decoding too. Retain progression through tricky / exception words and move through further Y1 suffixes.</b>	
15	<b>Reprioritised Detailed English Plan 1</b>  Farmer Duck, by Martin Waddell			
16	A 'thinned down' version of an existing HfL plan, ensuring that core skills are prioritised.			
17	<b>Buffer Week</b>			
18	<b>Reprioritised Detailed English Plan 2</b>			
19	Voices in the Park, by Anthony Browne  A 'thinned down' version of an existing HfL plan, ensuring that core skills are prioritised.			
20	<b>Buffer Week</b>			
21	<b>Love That Book Detailed English Plan</b>			
22	Here Comes Mr Postmouse, by Marianne Dubuc  This unit provides an opportunity to pull together some of the key learning from the term, providing children with year group appropriate reading and writing activities linked to a quality text.			
23	<b>Buffer Week</b>			