

## Literacy Curriculum - Year 1

| Autumn   |  | Spring  |   | Summer  |   |  |                   |   |  |
|--|--|---|---|---|---|--|-------------------|---|--|
| <ul style="list-style-type: none"> <li>• Traditional Rhymes</li> <li>• Stories with Familiar Settings (Narrative)</li> <li>• Introduction to Non-Fiction/Non-Chronological Report</li> </ul>   |  | <ul style="list-style-type: none"> <li>• Poems on a Theme</li> <li>• Instructions</li> <li>• Traditional Stories (Narrative)</li> </ul>   |   | <ul style="list-style-type: none"> <li>• Repetitive Patterned Stories (Narrative)</li> <li>• Recounts</li> <li>• Stories with Fantasy Settings (Setting Description)</li> </ul>   |   |  |                   |   |  |
| Spoken Language  |  |   |   |   |   |  |                   |   |  |
| Years 1 - 6  | <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>▪ listen and respond appropriately to adults and their peers</li> <li>▪ ask relevant questions to extend their understanding and knowledge</li> <li>▪ use relevant strategies to build their vocabulary</li> <li>▪ articulate and justify answers, arguments and opinions</li> <li>▪ give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings</li> <li>▪ maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments</li> </ul> |   | <ul style="list-style-type: none"> <li>▪ use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas</li> <li>▪ speak audibly and fluently with an increasing command of Standard English</li> <li>▪ participate in discussions, presentations, performances, role play, improvisations and debate</li> <li>▪ gain, maintain and monitor the interest of the listener(s)</li> <li>▪ consider and evaluate different viewpoints, attending to and building on the contributions of others</li> <li>▪ select and use appropriate registers for effective communication.</li> </ul>   |   |   |  |                   |   |  |
| Phonics  |  |   |   |   |   |  |                   |   |  |
| Children work in ability groups according to current phase they are on. Children working within Year 1 expectations should be secure at Phase 5 by the end of the Year 1 and should meet the expected standard in the Phonic Screening Check.  |  |   |   |   |   |  |                   |   |  |
| Reading - Word Reading   |  |   | Reading - Comprehension   |   |   |  |                   |   |  |
| <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>▪ apply phonic knowledge and skills as the route to decode words</li> <li>▪ respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes</li> <li>▪ read accurately by blending sounds in unfamiliar words containing GPCs that have been taught</li> <li>▪ read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word</li> <li>▪ read words containing taught GPCs and -s, -es, -ing, -ed, -er and -est endings</li> <li>▪ read other words of more than one syllable that contain taught GPCs</li> <li>▪ read words with contractions [for example, I'm, I'll, we'll], and understand that the apostrophe represents the omitted letter(s)</li> <li>▪ read aloud accurately books that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words</li> <li>▪ re-read these books to build up their fluency and confidence in word reading.</li> </ul>   |  |   | <p>Pupils should be taught to:</p> <p>Develop pleasure in reading, motivation to read, vocabulary and understanding by:</p> <ul style="list-style-type: none"> <li>▪ listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently</li> <li>▪ being encouraged to link what they read or hear read to their own experiences</li> <li>▪ becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics</li> <li>▪ recognising and joining in with predictable phrases</li> <li>▪ learning to appreciate rhymes and poems, and to recite some by heart</li> <li>▪ discussing word meanings, linking new meanings to those already known</li> <li>▪ understand both the books they can already read accurately and fluently and those they listen to by:</li> <li>▪ drawing on what they already know or on background information and vocabulary provided by the teacher</li> <li>▪ checking that the text makes sense to them as they read and correcting inaccurate reading</li> <li>▪ discussing the significance of the title and events</li> <li>▪ making inferences on the basis of what is being said and done</li> <li>▪ predicting what might happen on the basis of what has been read so far</li> <li>▪ participate in discussion about what is read to them, taking turns and listening to what others say</li> <li>▪ explain clearly their understanding of what is read to them.</li> </ul> |   |   |  |                   |   |  |
| Vocabulary, Grammar and Punctuation  |  |   |   |   |   |  |                   |   |  |
| Text Structure   |  | Sentence Structure  |   | Punctuation   |   |  |                   |   |  |
| Sequencing sentences to form short narratives  |  | How words can combine to make sentences<br>Joining word and joining clauses using and   |   | Separation of words with spaces<br>Beginning to punctuate sentences using capital letters, full stops, question marks and exclamation marks<br>Capital letters for names of people, places, days of the week and for the personal pronoun I |   |  |                   |   |  |
| Terminology for Pupils   |  |   |   |   |   |  |                   |   |  |
| word, sentence, letter, capital letter, full stop, punctuation, singular, plural, question mark, exclamation mark  |  |   |   |   |   |  |                   |   |  |
| Composition (Planning, Writing and Editing)  |  |   |   |   |   |  |                   |   |  |
| Year 1   | Planning   | <ul style="list-style-type: none"> <li>• write sentences by:                             <ol style="list-style-type: none"> <li>a. saying out loud what they are going to write about</li> <li>b. composing a sentence orally before writing it</li> <li>c. sequencing sentences to form short narratives</li> <li>d. re-reading what they have written to check it makes sense</li> </ol> </li> <li>• discuss what they have written with the teacher or other pupils</li> <li>• read aloud their writing clearly enough to be heard by their peers and the teacher</li> </ul> |   | Draft and Write   | <ul style="list-style-type: none"> <li>• consider what they are going to write before beginning by:                             <ol style="list-style-type: none"> <li>a. planning or saying out loud what they are going to write about</li> <li>b. writing down ideas and/or key words, including new vocabulary they have learnt from their reading, wider experiences and conversations about language</li> <li>c. encapsulating what they want to say, sentence by sentence</li> </ol> </li> </ul> |  | Evaluate and Edit | <ol style="list-style-type: none"> <li>a. discuss what they have written with the teacher or other pupils</li> <li>b. read aloud their writing clearly enough to be heard by their peers and the teacher make simple additions, revisions and corrections to their own writing by</li> <li>c. evaluating their writing with the teacher and other pupils</li> <li>d. re-reading to check their writing makes sense and that verbs to indicate time (tense) are used correctly and consistently, including verbs in the continuous form</li> </ol> |  |
| Writing - Transcription (Spelling)   |  |   | Writing - Handwriting   |   |   |  |                   |   |  |
| <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>➢ spell:                             <ul style="list-style-type: none"> <li>• words containing each of the 40+ phonemes already taught</li> <li>• common exception words</li> <li>• the days of the week</li> </ul> </li> <li>➢ name the letters of the alphabet:                             <ul style="list-style-type: none"> <li>• naming the letters of the alphabet in order</li> <li>• using letter names to distinguish between alternative spellings of the same sound</li> </ul> </li> <li>➢ add prefixes and suffixes:                             <ul style="list-style-type: none"> <li>• using the spelling rule for adding -s or -es as the plural marker for nouns and the third person singular marker for verbs</li> <li>• using the prefix un-</li> <li>• using -ing, -ed, -er and -est where no change is needed in the spelling of root words [for example, helping, helped, helper, eating, quicker, quickest]</li> </ul> </li> <li>➢ apply simple spelling rules and guidance, as listed in <a href="#">English Appendix 1</a></li> <li>➢ write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far.</li> </ul> |  |   | <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>• sit correctly at a table, holding a pencil comfortably and correctly</li> <li>• begin to form lower-case letters in the correct direction, starting and finishing in the right place</li> <li>• form capital letters</li> <li>• form digits 0-9</li> <li>• understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and to practise these.</li> </ul>   |   |   |  |                   |   |  |