

Year 1 Literacy Curriculum Coverage

Statutory Curriculum				
Reading	Writing	Grammar	Punctuation	Terminology
<p>apply phonic knowledge and skills as the route to decode words</p> <p>respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes</p> <p>read accurately by blending sounds in unfamiliar words containing GPCs that have been taught</p> <p>read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word</p> <p>read words containing taught GPCs and –s, –es, –ing, –ed, –er and –est endings</p> <p>read other words of more than one syllable that contain taught GPCs</p> <p>read words with contractions [for example, I’m, I’ll, we’ll], and understand that the apostrophe represents the omitted letter(s)</p> <p>read books aloud, accurately, that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words</p> <p>reread these books to build up their fluency and confidence in word reading</p> <p>listen to and discuss a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently</p> <p>link what they read or hear to their own experiences</p> <p>become very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular</p>	<p>to write sentences by:</p> <p>saying out loud what they are going to write about</p> <p>composing a sentence orally before writing it</p> <p>sequencing sentences to form short narratives</p> <p>re-reading what they have written to check that it makes sense</p> <p>discussing what they have written with the teacher or other pupils</p> <p>reading their writing aloud, clearly enough to be heard by their peers and the teacher</p> <p>leaving spaces between words</p> <p>learning how words can combine to make sentences</p> <p>sequencing sentences to form short narratives</p>	<p>join words and joining clauses using ‘and’</p> <p>Regular plural noun suffixes –s or –es [for example, dog, dogs; wish, wishes], including the effects of these suffixes on the meaning of the noun</p> <p>Suffixes that can be added to verbs where no change is needed in the spelling of root words (e.g. helping, helped, helper)</p> <p>How the prefix un– changes the meaning of verbs and adjectives [negation, for example, unkind, or undoing: untie the boat]</p>	<p>begin to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark</p> <p>use a capital letter for names of people, places, the days of the week, and the personal pronoun ‘I’</p>	<p>letter,</p> <p>capital letter</p> <p>word,</p> <p>singular,</p> <p>plural</p> <p>sentence</p> <p>punctuation,</p> <p>full stop,</p> <p>question mark,</p> <p>exclamation mark</p>

Year 1 Literacy Curriculum Coverage

<p>characteristics recognising and joining in with predictable phrases</p> <p>learning to appreciate rhymes and poems, and to recite some by heart discussing word meanings, linking new meanings to those already known</p> <p>understand both the books they can already read accurately and fluently and those they listen to by:</p> <p>drawing on what they already know or on background information and vocabulary provided by the teacher checking that the text makes sense to them as they read, and correcting inaccurate reading</p> <p>discussing the significance of the title and events</p> <p>making inferences on the basis of what is being said and done</p> <p>predicting what might happen on the basis of what has been read so far</p> <p>participate in discussion about what is read to them, taking turns and listening to what others say</p> <p>explain clearly their understanding of what is read to them</p>				
--	--	--	--	--

Year 1 Literacy Curriculum Coverage

Spellings	Genres	Texts
<p>Revision of Reception work</p> <p>The sounds /f/, /l/, /s/, /z/ and /k/ spelt ff, ll, ss, zz and ck</p> <p>The /ŋ/ sound spelt n before k</p> <p>Division of words into syllables, e.g. pocket, thunder</p> <p>-tch, e.g. catch, fetch</p> <p>The /v/ sound at the end of words, e.g. have, give</p> <p>Adding s and es to words (plural of nouns and the third person singular of verbs)</p> <p>Adding the endings –ing, –ed and –er to verbs where no change is needed to the root word</p> <p>Adding –er and –est to adjectives where no change is needed to the root word</p> <p>Vowel Diagraphs and Trigraphs</p> <p>ai, oi, ay, oy, ay, a–e, e–e, i–e, o–e, u–e, ar, ee, ea (seas, read, head), er, ir,, ur, oo (zoo, book), oa, oe, ou, ow (blow, now), ue, ew, ie (cried, field), igh, or, ore, aw, au, air, ear (dear, bear)</p> <p>ending –y</p> <p>ph and wh</p> <p>Using k for the /k/sound rather than as c before e, l and y.</p> <p>sketch, frisky</p> <p>Adding the prefix –un</p> <p>Compound words e.g. football, playground</p> <p>Common exception words</p> <p>the, a, do, to, today, of, said, says, are, were, was, is, his, has, l, you, your, they, be, he, me, she, we, no, go, so, by, my, here, there, where, love, come, some, one, once, ask, friend, school, put, push, pull, full, house, our</p>	<p>Narratives</p> <p>Traditional and fairy tales</p> <p>Stories with predictable and patterned language</p> <p>Stories about fantasy worlds</p> <p>Stories with familiar settings</p> <p>Character/setting description</p> <p>Non-fiction</p> <p>Instructions</p> <p>Labels, lists, captions</p> <p>Letters</p> <p>Information texts</p> <p>Invitations</p> <p>Diary Linked to Science</p> <p>Instructions linked to ICT</p> <p>Recounts</p> <p>Poems on a theme</p> <p>Using the senses</p> <p>Pattern and Rhyme</p>	<p>The Cat in the Hat by Dr Seuss</p> <p>The Tiger Who Came to Tea by Judith Kerr</p> <p>Hairy Maclary by Lynley Dodd</p> <p>The Large Family Collection by Jill Murphy</p> <p>Charlie and Lola by Lauren Child</p> <p>The Smartest Giant in Town by Julia Donaldson</p> <p>The Gruffalo’s Child by Julia Donaldson</p> <p>The Gigantic Turnip by Aleksei Tolstoy</p> <p>The Whisperer by Nick Butterworth</p> <p>Mrs Armitage on Wheels by Quentin Blake</p> <p>The Trouble with Jack by Shirley Hughes</p> <p>My Friend Bear by Jez Alborough</p> <p>Avocado Baby by John Burningham</p> <p>A Bear Called Paddington by Michael Bond</p> <p>Funnybones by Allan Ahlberg</p> <p>The Jolly Postman by Allan Ahlberg</p> <p>Mister Magnolia by Quentin Blake</p> <p>Katie Morag Series by Mairi Hedderwick</p> <p>Frog and Toad are Friends by Arnold Lobel</p> <p>The Princess and the Pea by Minnie Grey</p> <p>Amazing Grace by Mary Hoffman</p> <p>The True Story of the Three Little Pigs by Jon Scieszka</p> <p>Owl Babies by Martin Waddell</p> <p>Billy’s Beetle by Mick Inkpen</p> <p>Rainbow Fish by Marcus Pfister</p> <p>Not Now Bernard by David McKee</p> <p>Dogger by Shirley Hughes</p>

Year 1 Literacy Curriculum Coverage

Spoken Language

Pupils should be taught to:

- listen and respond appropriately to adults and their peers
- ask relevant questions to extend their understanding and knowledge
- use relevant strategies to build their vocabulary
- articulate and justify answers, arguments and opinions
- give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings
- maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments
- use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas
- speak audibly and fluently with an increasing command of Standard English
- participate in discussions, presentations, performances, role play/improvisations and debates
- gain, maintain and monitor the interest of the listener(s)
- consider and evaluate different viewpoints, attending to and building on the contributions of others
- select and use appropriate registers for effective communication