

# 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 characteristics</p> <p>recognising and joining in with predictable phrases</p> <p>learning to appreciate rhymes and poems, and to recite some by heart</p> <p>discussing word meanings, linking new meanings to those already known</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>

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<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</p> <p>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>				
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Spellings	Genres	Texts
<p><b>Revision of Reception work</b></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><b>Vowel Diagraphs and Trigraphs</b></p>	<p><b>Narratives</b></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><b>Non-fiction</b></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><b>Autumn</b></p> <p>The very hungry caterpillar – Eric Carle</p> <p>The Tiger who came to tea - Judith Kerr</p> <p>A collection of poems about the senses</p> <p>Billy's Bucket – Kes Gray</p> <p>Funnybones: Bumps in the Night – Allan Ahlberg and Andre Amstutz</p> <p>How to fill your bucket – Tom Rath and Mary Reckmeyer</p> <p>Winnie the Witch – Valarie Thomas</p> <p>Jack and the Beantsalk</p> <p>The Snowman – Michael Morpurgo</p> <p>The Jolly Christmas Postman – Janet and Allan Ahlberg</p> <p>The Night before Christmas</p> <p><b>Spring</b></p>

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<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><b>Common exception words</b></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>Using the senses</p> <p>Pattern and Rhyme</p>	<p>Goldilocks and the Three bears</p> <p>Dogger Shirley Hughes</p> <p>The Gruffalo Julia Donaldson</p> <p>Lost in the toy museum David Lucas</p> <p>The Toy maker Martin Waddell and Terry Milne</p> <p>Stanley's Stick John Hegley</p> <p>Somebody Swallowed Stanley Sarah Roberts and Hannah Peck</p> <p>Elmer David Mckee</p> <p>Handa's surprise Eileen Browne</p> <p>Lost and found Oliver Jeffers</p> <p>Toys and Games</p> <p>From tadpole to frog</p> <p><b>Summer</b></p> <p>To be confirmed</p>
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**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

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- select and use appropriate registers for effective communication