

1 YEAR 1 LITERACY CURRICULUM

Our School Ethos.

The curriculum for Key Stage 1 reflects the rapid pace of development expected in writing and spelling during these two years. Therefore this Year 1 content may be taught at any point over this 2 year period. We also recognise that children will progress differently and therefore the content may be introduced during any of the terms of Year 1 when teachers deem children are ready for this. All children will move through the curriculum determined by school based and formal assessments, as appropriate to their level of ability but also with a view to their readiness to learn the skills. We have high expectations and aspirations for our children's writing and reading skills. However some children will learn at different paces and may also need to revisit and recap learning to ensure it is embedded. Our children's well-being is important and it must be acknowledged that even with high expectations children develop differently. We are an inclusive school and respect all learning styles, knowing that one way does not fit all. We aim to provide a range of teaching approaches and methods. We aim to provide suitable interventions for literacy and also use streamed teaching groups for phonics to support progress whether this be above or below the expected norm. This curriculum has been specifically written with the needs of our school in mind. It will also take into account their interests by teaching a literacy curriculum through a themed and meaningful approach embedded in real and purposeful activities

This curriculum is reviewed and updated regularly to ensure that it best meets the learning needs of all children.

2 YEAR 1 LITERACY CURRICULUM

Rights and Respecting – linked to Literacy

Article 1 Everyone under 18 has these rights.

Article 2 All children have these rights, no matter who they are, where they live, what their parents do, what language they speak, what their religion is, whether they are a girl or a boy, what their culture is, whether they have a disability, whether they are rich or poor. No child should be treated unfairly on any basis.

Article 3 All adults should do what is best for you. When all adults make decisions they should think about how their decisions will affect children (planning for and using the internet)

Article 7 You have a right to a name

Article 12 You have the right to an opinion and for adults to listen and take it seriously.

Article 13 You have the right to find out things and share what you think with others by talking, drawing, writing or in any other way unless it harms or offends others.

Article 17 You have the right to get information that is important to your well- being from sources including computers. Adults should make sure the information you are getting is not harmful and helps you to find and understand the information you need.

Article 19 You have the right to be protected from being hurt or mistreated in body or mind.

Article 23 You have the right to special education and care if you have a disability so that you can live a full life

Article 28 You have the right to a good quality education. You should be encouraged to go to school to the highest level you can.

Article 30 You have a right to practice your own culture, language and religion.

Article 42 You have the right to know your rights

Life Skills

RESOURCEFUL RESILIENCE RISK TAKING RELATIONSHIPS REFLECTIVE

I listen to other people. I recognise feelings and behaviour of others.

I recognise the feelings of others. I try to give constructive support to others. I recognise similarities between myself and other people. I listen to other people. I work with teams when asked. I reach agreements. I know that some people think differently to me

I keep focused on a task I use the resources I have been given to complete a task.

I am prepared to put forward my ideas or answers in a small group

I think about risks and try to not let this put me off having a go

I am starting to know how I prefer to show people what I have learned

I review my own work and identify what I have done well.

I help to set my own targets. I tell someone when I have problems in doing my work.

I talk about how well I think I have done in lessons.

I try alternative or different approaches if they are suggested.

I respond to ideas, tasks and problems.

I make links between ideas

I have some imaginative ideas

I organise information in ways suggested by the teacher or in ways I decide

I answer different types of questions

I discover and discuss some connections through play and experimentation.

I try alternative or different approaches

3 YEAR 1 LITERACY CURRICULUM

Reading	Writing
<p>These areas of reading <u>can</u> be taught during Year 1 through our Phonics Scheme of work (see below for overview) and coverage of these areas will always be determined by the Phase each child is working at. Some aspects may also be covered in Reading Workshop each week.</p> <p>NB CEW = Common exception words. GPC = Grapheme to phoneme correspondence.</p> <p style="text-align: center;">Word</p> <p>Apply phonic knowledge and skills as the route to decode words. Respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes. Read accurately by blending sounds in unfamiliar words containing GPCs that have been taught. Read common exception words, noting unusual correspondences between spelling, sound and where these occur in the word. Read words containing taught GPCs and also -s, -es, -ing, -ed, -er and -est endings. Read other words of more than one syllable that contains taught GPCs. Read words with contractions [for example, I'm, I'll, we'll], and understand that the apostrophe represents the omitted letter(s). Read aloud accurately books that are consistent with their developing phonic knowledge and predominantly encourage the use of phonic skills. Re-read these books to build up their fluency and confidence in word reading.</p>	<p>These areas of writing <u>can</u> be taught during Year 1 through our Phonics Scheme of work (see below for overview) and coverage of these areas will always be determined by the Phase each child is working at. Some aspects may also be covered in Reading Workshop each week.</p> <p>N.B CEW = Common exception words. GPC = Grapheme to phoneme correspondences.</p> <p style="text-align: center;">Transcription (Spelling)</p> <p>Spell words containing each of the 40+ phonemes already taught. Spell common exception words. Spell the days of the week. Name the letters of the alphabet. Name the letters of the alphabet in order. Use letter names to distinguish between alternative spellings of the same sound. Add prefixes and suffixes. Use the spelling rule for adding -s or -es as the plural marker for nouns and the third person singular marker for verbs. Use the prefix un- Use suffixes -ing, -ed, -er and -est where no change is needed in the spelling of root words [for example, helping, helped, helper, eating, quicker, quickest]. Apply simple spelling rules. Write from memory simple sentences dictated that include words using the GPCs and common exception words which have been taught. Spell number words 1-10.</p>

<u>Subject and skills coverage for Phonics</u>	
<p>Coverage of these areas will always be determined by the Phase each child is working at and may be introduced at different times. From our extensive teaching experience, expectations <u>may</u> be introduced for each year group as follows.</p> <p style="text-align: center;">Phase 1, 2 - Nursery Consolidation of phase 1, phase 2, 3, 4 -Reception. Phase 3, 4, 5a, 5, 5c, Early Phase 6 - Year1. Phase 4, 5, Early Phase 6 and Phase 6 - Year 2.</p>	
<u>Phase 1</u>	Develop general sound discrimination. Develop awareness of sounds and rhythms. Use different vocabulary to describe different types of sounds.

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	Experience different rhythms and rhymes aurally and orally. Learn to recognise the differences and similarities between sounds. Begin to orally segment and synthesise sounds. Recall the sounds in words in the correct order.
<u>Phase 2</u>	Recognise the correct phoneme to grapheme correspondences (letters or groups of letters). Segment and synthesise taught sounds e.g. s, a, t, p i, n, m, d, g, o, c, k ck, e, u, r h, b, f/ff, l/l, ss, Reading decode-able and CEW words - e.g. is, it, in, at, and, the, to, no, go, I, a, of, his
<u>Phase 3</u>	Learn alphabet. Identify letters in the alphabet. Recognise the correct phoneme to grapheme correspondences (letters or groups of letters) Segment and synthesise taught sounds e.g. j, v, w, x, y, z, qu. Segment and synthesise words with vowel digraphs/trigraphs e.g.: ai, ee, igh, oa oo, ar, or ur, ow, oi, er, ear, air, ure. Read de-codeable /common exception words e.g.: he, she we, me, be was, my, you, they, her, your, by, our, here, love. Spell tricky/common exception words e.g.: the, to, no, go, I. Read words with vowel phonemes taught including those with 2 syllables.
<u>Phase 4</u>	Recognise the correct phoneme to grapheme correspondences (letters or groups of letters). Read CVCC and CCVC words with taught vowel phonemes e.g. trail. Read and spell words with adjacent consonants, focus on ending consonants e.g. n-k, m-p, n-d, n-t, s-t, p-t l-k. Read and spell words with adjacent consonants, focus on initial consonants e.g. s-p, s-k, s-p, t-r, p-l, s-l, f-r, s-w, t-w, g-r, b-r, c-l, f-r s-m, s-n. Read and spell 2 syllable words with adjacent consonants Read de-codeable /common exception words e.g. - said no she we me he be have come some like were there little one do when out what so. Spell de-codeable /common exception words e.g. - was you all are my.
<u>Phase 5 a b c</u>	Recognise the correct phoneme to grapheme correspondences (letters or groups of letters). A - Segment and synthesise word with taught vowel digraphs/trigraphs e.g. ay, ou, ie, ea, oy, ir, ue, aw ew, oe, au, ey. Segment and synthesise with taught consonant digraphs e.g. wh, ph. Read and spell words with split digraphs a_e, e_e, i_e, o_e, u_e. Read de-codeable/CEW e.g. oh, their, people, Mr, Mrs, looked, called, asked. Spell de-codeable/CEW e.g. said, so, have, like some come were there here they. B Read and recognise alternative pronunciations for i, o, c, g, u ow, ie, ea, er, a, y, ch inc tch, ou. Spell de-codeable /CEW for spelling e.g : little, one, do, when, what, out our love Read de-codeable/CEW words e.g. water, where, who, again, thought, through, work, many, laughed, because, different, any, friends, once, please. C Read and recognise alternative spellings e.g. ai,i, m, s, w, e, n/kn, ee, ch, igh, oa, oo, sh, ng, f/ph, know f used for everyday short words, c/k - including k used before c ay end of word, v - includes 'v' sound at end of word, 'zh' phoneme. Read the de-codeable/CEW e.g : said, so, have, like some, come, were, who, I'm by, don't, many, laughed, because, different thought, through, work, please, little, one, do when, what, out, Mr, Mrs, could, would should. Spelling the de-codeable/CEW words e.g : said, so, have, like people oh their some come who were water, where, there, again, thought, through, work, many, laughed, we me be, she, he, because, different, any, friends, once, friend, children, suddenly, after, when, what out, Mrs, Mr, said, please, little, before, saw, for, four, could would should.
<u>Early Phase 6</u>	Recap spelling of alternatives phonemes. Recognise, read and spell compound words. Add suffix er, est where no change to root word. Add suffix ing, ed to word where no change to root word. Add es and s to words and plurals of nouns, know spelling rule for s and es.

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	Read and spell words with contractions.
<u>Phase 6</u>	<p>Secure the reading and spelling of words containing different spellings for phonemes.</p> <p>To understand and begin to learn the conventions for adding suffixes, past and present tense.</p> <p>To add common prefixes to root words and to understand how they change meaning.</p> <p>Know and use rules for adding suffixes to root words, where a change occurs to the word e.g. - ing -ed - ful -less, -ness -y.</p> <p>Know/recap what a prefix is and spell words with -un and -dis.</p> <p>Use strategies for recalling the spelling of polysyllabic words.</p> <p>Recognising nouns and adjectives, know and use rules for changing nouns to adjectives.</p> <p>Recognise and spell words which sound the same but are spelt differently, spelt differently but sound the same.</p> <p>Spell words with alternative phonemes e.g. 'tion' 'ei' 'ie' t making a 'ch' sound. Use spelling rules associated with irregular sounds e.g. spelling with 'w' 'qu'.</p>

Key Skills - Year 1

Handwriting - Penpals

On-going Key Objectives for Year 1

To form lower case letters which are correctly orientated from start to finish. To sit correctly at a table, holding a pencil comfortably and correctly. To form capital letters correctly. To form digits 0-9 correctly. To be able to write first name and surname correctly.

Autumn Term

Practice formation of capital letters

Practice formation of vowels a e i o u

Practice and consolidate the formation of letters l t (long ladder family) r n m (one armed robot) c o a (curly caterpillar) z (zig zag monster)

Number words

Spring Term

Introduce a diagonal join - at all

Practice diagonal join - th ch cl

Practice diagonal join with no ascender - in im cr tr dr lp mp

Practice diagonal join to an anti-clockwise letter with no ascender - id ig nd ld ng

Number words

Summer Term

Practice diagonal join to a letter with no ascender joining vowel phonemes ee ai ay and word with split digraphs ime ine

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Practice horizontal join to a letter with no ascender - op oy one ome
 Practice horizontal join to an anti-clockwise letter with no ascender- oa og wa wo
 Practice a horizontal join to a letter with an ascender - wh oh
 Practice a horizontal and diagonal join to an anti-clock wise letter with an ascender - of if
 Number words

Grammar and Vocabulary

AUTUMN TERM	SPRING TERM	SUMMER TERM
Recite and know the correct days of the week Read the days of the week		
Recite the alphabet in the correct order using the letter names Order the alphabet	Order the days of the week Spell the days of the week	Recap spelling of the days of the week Spell the days of the week in a sentence/context.
Use plurals in speech to describe objects/people/third person singular verbs	Recap alphabetical order Order groups of letters from the alphabet in order	Learn and write words with plural 'es' Recap using plurals in spelling for nouns/third person singular verbs
Read number words 1-10 Spell decodeable number words three six ten	Read words with plurals. ('s' only) Write words with purals 's' for nouns and third person singular verbs	Recap spelling of number words taught previously Spell number words four eight one Spell all number words
Read words with contractions I'm I'll I'd I've and recognise the purpose of the apostrophe.	Read number words 1 to 10 Recap previous spelling of number words Spell number words five nine two seven	Read words with contractions don't can't they've won't and recognise the purpose of the apostrophe
Counting syllables in words with 2 syllables.	Read words with contractions we'll we've isn't wasn't and recognise the purpose of the apostrophe	Read words with 2 syllables with vowel phonemes and split digraphs e.g. playground shopkeeper zookeeper
Use suffix 'ing' and 'ed' in speech to describe actions	Read decodeable words with 2 syllables e.g rabbit (try to use words with no vowel phonemes if not at this standard)	Read words with suffix 'er' 'est' (no change to root word e.g doubling of consonant) Spell words with suffix 'er' 'est' (no change to root word)
Begin to recognise how different spellings can be used for the same sound (ir er ur/ or aw / ee ea /oo ew)	Read words with 'ing' 'ed' endings (no change to root word e.g sleeping walking jumped walked talked	Read/spell words with prefix un

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	Begin to explain how words are spelt with different letters using letter names (ir er ur/ay ai/ee/ oo ew)	Spell words with suffix 'ing' 'ed'
		Begin to explain how words are spelt with different letters using letter names (ow ou/ ie y igh/ or aw/ see previous terms)
<p>Spoken Language <u>supporting reading and writing</u> Key skills: -<u>Develop confidence and competence in spoken language.</u> <u>Explain own understanding and make this clear to others. Use discussion to explore and debate. Participate in role-play and adopt a range of roles</u> Can speak clearly and confidently to a small group or class.</p> <ul style="list-style-type: none"> • Say aloud a sentence which will be written. • Read aloud a written sentence from own work. • Retell a story • Retell a story using narrative language • Present a role-play • Recite the days of the week • Can say aloud what they intend to write about • Read short phrases in texts expressively <p>Read aloud a poem</p> <ul style="list-style-type: none"> • Recite a poem or rhyme with predictable/repeating phrases • Suggest substitute words or phrases in poems/rhymes <p>Retell an event narrative or experience</p> <ul style="list-style-type: none"> • Retell a story • Speculate what might happen in a story • Describe events or experiences • Explain clearly own interpretation of what has been read to them • Explain what happens beginning/middle/end of a story <p>Answer a question Ask a relevant question and respond appropriately</p> <ul style="list-style-type: none"> • Ask questions to determine a mystery object/character • Identify a question word. • Ask a question about a character • Suggest a question a character might ask. • Ask a question to gain more information • Respond to a question which is asked <p>Take turns when speaking in a group</p> <ul style="list-style-type: none"> • Decide and agree who will speak first. <p>Listen to others</p> <ul style="list-style-type: none"> • Maintain attention to recall main events in a story • Maintain attention to recall events/experiences in chronological order. • Report back what has said • Recall a sentence to write • Discuss and plan ideas <p>Initiate a conversation Keep to the main topic of conversation in a discussion.</p> <ul style="list-style-type: none"> • Make suggestions linked to a theme, topic or concept. • Choose what or who to talk about in story • Link own experiences to stories listened to. <p>Follow 1 and 2 step instructions Follow 2 and 3 step instructions</p> <ul style="list-style-type: none"> • Recall given instructions for a simple process 		

8 YEAR 1 LITERACY CURRICULUM

Use new vocabulary when speaking

- Give simple instructions
- Sequence instructions verbally using pictorial clues
- Make verbal lists
- Make predictions in science activities
- Use mathematical or scientific vocab when discussing activities
- Discuss meaning of new vocabulary in stories read to them

Join in with role-play

Re-enact a character in role-play situations

- Improvise using given characters
- Improvise with own chosen character
- Role-play a character from a given story
- Sustain a character in role-play
- Role-play significant parts of a story

Give an opinion

Recognise others may have an alternative view.

- Give a reason for a book choice
- Predict what a story is about
- Predict what will happen in story
- Predict how a story will end
- Discuss own writing and say how it can be improved
- Identify events which could create a particular feeling
- Make suggestions
- Express views about how aspects of a film/story/non narrative are presented
- Begin to make inferences about what is said or done
- Identify the significant parts of a text
- Discuss books/films and listen to opinions
- Explain which poems were enjoyed
- Explain how music can be/is used to demonstrate feelings or a story event
- Discuss characters which are perceived to be 'good' or 'bad'

9 YEAR 1 LITERACY CURRICULUM

Reading and Writing Key skills:- Acquire the skills and processes essential to writing, thinking aloud, collecting ideas, drafting and re reading to check that meaning is clear. Make links between reading and writing to develop understanding that words spelt can be read back. Write dictated sentences. Listen, share and discuss key stories, fairy stories and traditional tales. Link what is read to personal experience. Appreciate and learn rhymes and poems by heart. Listen to and discuss a range of texts at a level beyond which can be read independently.

Terminology to be introduced as appropriate over the year - letter, capital letter, exclamation mark, question mark, word, sentence, full stop

Suggested genres for writing

- Labels
- Lists
- Wordless picture books
- Real events or experiences in chronological order.
- Retelling
- Write a story with beginning middle and end
- Write a story with a familiar character/s
- Write a story with a familiar setting
- Non -fiction piece linked to theme of topic.
- Poem/Rhymes
- Instructions
- Questions
- Postcard/Note

Suggested genres for reading

- Traditional tales
- Fairy stories
- Poems and rhymes with predictable phrases
- Key stories with predictable patterns and phrases
- Rhyming stories
- Non-fiction texts linked to topics and themes

Planning, Composing and Evaluating

Sequence sentences to form a short narrative/non narrative.

Communicate meaning through simple words and phrases in their own sentences.

- Know when writing a list items are written underneath each other
- Sequence instructions underneath each other.
- Sequence a story pictorially
- Sequence a story with a beginning/middle/end
- Sequence events chronologically
- Use labels in own text to accompany illustrations
- Use questions to make own question/answer book

Use some subject specific vocabulary or vocabulary which relates to colour, size or emotion.

- Compare different characters in books
- Choose from a suggested selection words to describe a character or setting type.
- Identify and suggest appropriate words to fit/replace words in a poem or rhyme.
- Use vocabulary from an event, experience in own writing
- Use vocabulary from theme in own writing
- Use labels in a simple non-fiction text

Can use formulaic phrases to structure a narrative

- Use phrases such as 'Once upon a time' in own writing
- Identify different phrases which can be used to start stories

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	<p>Discuss own writing and begin to make changes to improve own writing (stickman self-assess tool)</p> <ul style="list-style-type: none"> • Read a single sentence back and identify some changes • Read own short narrative back and identify changes
<p>Grammar, Punctuation Vocab</p> <p>Punctuate a sentence with a full stop and capital letter Write a simple dictated sentence. Respond appropriately to punctuation and will pause at full stops.</p> <ul style="list-style-type: none"> • Leave spaces between words • Identify a full stop in a text • Punctuate a single sentence with a full stop • Use a capital letter to start a single sentence. • Use capital letters in short narrative • Use capital letter for own names • Use capital letters and full stops in a short narrative • Use capital 'I' for the personal pronoun at the start and within a sentence. • Use capitals for contractions I'm I'd I'll • Use capitals when write a sentence with a contraction (I'm I'll I'd) • Fill in missing capitals and full stops to an incorrect sentence/s • Use capitals for Mr/Mrs/names of friends/days of the week/places e.g. roads/streets <p>Use simple grammatically accurate statements to start sentences using impersonal/personal topic</p> <ul style="list-style-type: none"> • Start sentences e.g. the, they, he, she, we <p>Use 'and' 'then' in a sentence to join words or clauses</p> <ul style="list-style-type: none"> • Extend a given sentence with 'and' 'then' • Extend the sentence of a friend with 'and' 'then'(paired writing) • Write a complete sentence with 'and' 'then' <p>Order words in a sentence with 'and'</p> <p>Re read and check a sentence makes sense</p> <ul style="list-style-type: none"> • Recognise missing words in sentences • Read, jumble and reorder a given sentence 	<p>Being a Reader/Comprehending</p> <p>Identify and use book based terminology Can identify a fiction/non-fiction/poetry text</p> <ul style="list-style-type: none"> • Use terms author, character, front cover, label and title contents • recognise a story has a beginning/middle/end • identify and match rhyming words • choose words to describe character from a given selection • choose words to describe setting from a given selection • find information to support writing in simple non-fiction texts • make a collection of favourite poems • make a collection of class poems • identify question words <p>Recognises when font style changes</p> <ul style="list-style-type: none"> • With short phrases recognise how capitals/bold words can be used to read expressively • Use bold or capitals to emphasise own writing <p>Identify and use the term sentence, word, full stop, capital letter, question mark and exclamation mark</p> <ul style="list-style-type: none"> • Recognise where words begin and start • Use terms when read/write 1 sentence • Use terms when read/write a short narrative. • Know sentence and line of writing are not the same • Identify a ! in a text • Identify a ? in a text <p>Re read and check a sentence does make sense.</p> <ul style="list-style-type: none"> • Investigate and suggest appropriate words to fit/replace missing words in a sentence. • Explain what is missing from a sentence capital, full stop, words

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- Write, jumble and re-order own sentence

Recognises ? and !

Beginning to use a question mark to punctuate 1 question

- Form a ? correctly
- Add ? when writing own question
- Write a question in a speech bubble for a character

etc.

- To select from a group of words those which will fit into a sentence with a missing word.
- Suggest how a sentence may be completed after the use of 'and'

12 YEAR 1 LITERACY CURRICULUM