

Year 1 Literacy Curriculum Overview

CC Overall Theme	A	Community	Celebration	Leaders		Sport and Leisure / Teamwork	Beside the Seaside
	B	Journeys	Memories	Water		Our Wonderful World	Food Glorious Food
Year 1		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
CC Topic Focus	A	<i>Islands / Life and Legends</i>	<i>Puppets</i>	<i>Compare Artists / Village and Towns</i>		<i>Sculpture</i>	<i>Composing Timbre</i>
	B	<i>Transport</i>	<i>Homes in the Past</i>	<i>Weather / Artists</i>		<i>Composing Timbre</i>	<i>Picture this. Still life</i>
Reading Focus		I want my hat back Jon Klassen	Cops and robbers Janet and Allan Ahlberg	Not now Bernard David McKee	Would you rather? John Burningham	The bad tempered ladybird Eric Carle	Poems to perform Julia Donaldson
Comprehension		<ul style="list-style-type: none"> I can enjoy and understand a wide range of stories, poems and non-fiction text that I can't yet read myself by hearing them read and talking about them with others. I can enjoy stories and texts that I can read for myself or have had read to me which link to things I have experienced. I can enjoy reading key stories, fairy stories and traditional tales because I know them well and can retell them and comment on their special features. I can enjoy and understand rhymes and poems, and can recite some by heart. I can explain the meaning of words that I know and I can talk about the meaning of new words. I can link the meaning of new words to those I already know. I can use what I have already read or heard, or information a teacher has given me, to help me understand what I am reading. I can usually spot if a word has been read wrongly by following the sense of the text. I can talk about the title and events in books I have read or heard. I can say how the characters might feel in a story I have read or heard on the basis of what is said and done. I can say what might happen next in a story. I can take part in a group talk about what we have listened to. I take turns and listen to what others have to say. I can explain clearly my understanding of texts which have been read to me. 					
Writing Focus		Fiction: Adventure Non-Fiction: Letters / Postcards	Fiction: Familiar Settings Poetry: The Senses	Non-Fiction: Instructions Poetry: Poems about nature	Fiction: Fairy Tales Non-Fiction: Biography	Fiction: Traditional Tales Non-Fiction: Information Text	Non-Fiction: News Reports Poetry: Traditional Poems

<p><i>Alan Peat Sentences</i></p>	<p>Adventure: Refer to AP Guide</p> <p>Letters / Postcards: Emotion word, comma</p>	<p>Familiar Settings: Refer to AP Guide</p>	<p>Instructions: 2A opener Time Opener</p>	<p>Fairy Tales: Refer to AP Guide</p> <p>Biography: 2A Sentence Emotion word, comma</p>	<p>Traditional Tales: Refer to AP Guide</p> <p>Information Text: BOYS</p>	<p>Newspaper: Main Point Summary; Exclamation!</p>
<p><i>Spoken Language</i></p>	<ul style="list-style-type: none"> I can listen to and talk about a wide range of poems, stories and non-fiction. I can join in a talk about the title and what happens in a book. I can recite some poems and rhymes by heart. I can say out loud what I am going to write about. I can speak a sentence before writing it. I can read aloud my writing clearly enough to be heard by the group and the teacher. I can use words about the time (including telling the time using o'clock and half past). I can discuss and solve problems in familiar practical contexts, including using quantities. 		<p>Word Reading</p>	<ul style="list-style-type: none"> I can use letter sounds to work out and read new words. I can say quickly the sound of all the letters and letter groups. I can read new words correctly by blending the letter and letter group sounds I have been taught. I can read some common exception words and see where the letter sounds are different. I can read words made up of the letter sounds I know and which have endings -s, -es, -in, -ed, and -est. I can read words of more than one syllable using sounds that I have been taught. I can read words like I'm, I'll and we'll and understand that the apostrophe represents the missing letter or letters. I can read aloud books that use letters and letter groups I have been taught. I can use the sounds I know to re-read books more fluently and with more confidence. 		
<p><i>Writing - Composition</i></p>	<ul style="list-style-type: none"> I can write sentences by saying out loud what I am going to write about. I can say my sentence out loud before I write it. I can join my sentences together to make a story. I can read my sentence and check that it makes sense. I can talk about my writing with my teacher or children in my class. I can read my sentence out loud so that children in my class can hear and understand me. 					
<p><i>Writing – Vocabulary, Grammar and Punctuation</i></p>	<ul style="list-style-type: none"> I can add -s or -es to words to make them plurals e.g. dog, dogs; wish, wishes. I can add -ing and -er to the end of a word to make a new word e.g. helping, helper. I can show you how un- added to the beginning of a word can change its meaning. I can put words together to make sentences. I can use joining words like 'and'. I can write a short story using sentences. I can use spaces between words. I can use capital letters, full stops, question marks and exclamation marks at the end of sentences. I can use capital letters for names, places, the days of the week and the word 'I'. I can explain what these words mean: letter, capital letter, word, singular, plural, sentence, punctuation, full stop, question mark, exclamation mark. 					

<p style="text-align: center;"><i>Spelling</i></p>	<ul style="list-style-type: none"> • RWI Spelling Scheme 				
	<ul style="list-style-type: none"> • I can spell words containing each of the letter sounds I have been taught. • I can spell common exception words. • I can spell the days of the week. • I can name the letters of the alphabet in order. • I can name the letters of the alphabet using letter names to distinguish between alternative spellings of the same sound. • I know the plural rule and can use -s and -es in the right place. • I can add un- to the start of a word to make a different word. • I can add -ing, -ed, -er and -est to the end of a word to make a new word e.g. helping, helped, helper, eating, quicker, quickest. • I can use simple spelling rules. • I can write the correct spellings in simple sentences I hear my teacher say. 				
<p style="text-align: center;"><i>Handwriting</i></p>	<p style="text-align: center;">The Ladder Family Letters: 'l', 'i', 'u', 't', 'y', 'j'</p>	<p style="text-align: center;">The One Armed Robot Family Letters: 'n', 'm', 'h', 'k', 'b', 'p', 'r'</p>	<p style="text-align: center;">The Curly Caterpillar Family Letters: 'c', 'a', 'd', 'e', 's', 'g', 'f', 'q', 'o'</p>	<p style="text-align: center;">The Zigzag Monster Family Letters: 'z', 'v', 'w', 'x'</p>	<p style="text-align: center;">Recap / Consolidate</p>
	<ul style="list-style-type: none"> • I can sit correctly at a table, holding a pencil comfortably and correctly. • I can write lower-case letters in the correct direction, starting and finishing in the right place. • I can write capital letters. • I can write numbers 0-9. • I can see which letters belong to which handwriting 'families'. 				