

Roundswell Community Primary Academy

Year 1 Literacy Curriculum Overview

Area	Key Focus/ Objectives
<p>Reading Comprehension</p> <p>(Guided reading Shared reading/interrogating a text)</p>	<p><u>Decoding/word reading-</u></p> <ul style="list-style-type: none"> • 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 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 and sound and where these occur in the word • Read words containing taught GPC's and –s, -es, -ing, -ed, -er and –est endings • Read other words of more than one syllable that contain taught GPC's • Read words with contractions e.g. I'll, and understand that the apostrophe represents the omitted letters • Reread books that are consistent with their phonic knowledge to build up fluency and confidence in word reading <p><u>Comprehension:</u></p> <ul style="list-style-type: none"> • Through shared and guided reading experiences, listen to and discuss a wide range of stories, poems and non-fiction at a level beyond that at which they can read independently. • Through discussion, describe story settings and incidents and relate what has been read to their own experiences • Become familiar with key stories and traditional tales, retelling them and considering their particular characteristics • Choose and read familiar books with attention, discussing preferences and giving reasons • Join in with predictable phrases and repeating patterns and perform rhymes and poems. • When reading, check that a text makes sense to them as they read and self correct • Discuss the significance of the title and events • Make inferences on the basis of what has been said and done and discuss reasons for, or causes of, incidents in stories • Predict what might happen on the basis of what has been read so far • Use the terms 'fiction' and 'non-fiction' and share texts with an understanding that the reader does not need to go from start to finish but selects according to what is needed • Participate in discussions in guided reading, taking turns and listening to the points of others and thinking if they agree.
<p>Writing Composition</p> <p>Planning Drafting Evaluating Editing</p>	<ul style="list-style-type: none"> • Immerse and interrogate texts that teach, learning from its structure, vocabulary and grammar. • Write sentences by saying out aloud what they are going to write about. • Use 'warm up a sentence' to rehearse complete sentences before writing • Begin to write for a purpose such as write captions for their work for display, making simple lists, write questions as part of an interactive display • Through shared and guided writing, apply phonological, graphic knowledge and sight vocabulary to write sentences and ideas • Write sentences by sequencing sentences to form short narratives. Use some of the elements of known stories to structure own writing • Substitute and extend patterns from reading through language play • Write sentences by rereading what they have written to check that it makes sense • Discuss what they have written with a partner and groups

<p>Grammar, Vocabulary and Punctuation</p>	<ul style="list-style-type: none"> • Compose sentences orally (warm up a sentence) so children can use auditory skills to support understanding of 'complete' sentences and recognise sentence boundaries. • Compose and write simple sentences independently to communicate meaning. • Read sentences aloud with pace and expression appropriate to the grammar (e.g. pausing at full stops, raising a voice for questions). • Through warm up a sentence, begin to check whether a simple sentence makes 'complete' sense. Develop understanding of how words combine to make sentences. • Join words and sentences using 'and' • Leave spaces between words • Demarcate sentences with a capital letter, as well as ending in a full stop • Add a question mark to questions and begin to recognise an exclamation mark • Begin to recognise and use a capital letter for names of people, places, the days of the week. Use a capital letter for the personal pronoun 'I' 	<p>word sentence letter capital letter full stop punctuation singular plural question mark exclamation mark</p>
<p>Spelling</p>	<p>(Primarily Read, Write Inc programme and guidelines)</p> <ul style="list-style-type: none"> • Spell common exception/tricky words • Spell the days of the week • Add prefixes and suffixes such as: <ul style="list-style-type: none"> -use the prefix –un - using the spelling rule for adding –s or –es as the plural marker for nouns and the third person singular marker for verbs -use –ing, -ed, -er and –est where no change is needed in the spelling of root words (e.g. helping, helped, helper, eating, quicker, quickest) • Apply simple spelling rules and guidelines (see Appendix) • Write from memory simple sentences dictated by the teacher that includes words taught so far 	
<p>Handwriting and Presentation Developing Skills Red Level</p>	<ul style="list-style-type: none"> • To ensure a comfortable and efficient pen grip is established and introduce as part of the three p's. • Practise handwriting in conjunction with 'Read, Write Inc' phonic and spelling patterns. • Begin to introduce and practise the four basic handwriting joins demonstrated through Nelson: <ul style="list-style-type: none"> -diagonal joins to letters without ascenders (e.g. un, um, ig, id, an) -diagonal joins to letters with ascenders. (e.g. ch, sh, ll, th, ck) -horizontal joins to letters without ascenders (e.g. oon, re, ve, od, og) -horizontal joins to letters with ascenders (wl, vl, fl). • Practise the break letters: b, p, g, q, y, j, z. • Form capital letters 	
<p>Oracy</p>	<ul style="list-style-type: none"> • Listen with sustained concentration to all speakers • Listen and follow instructions accurately, asking for help and clarification if needed • Introduce the 'Talk for Maths' principles. • Using an audible voice, retell stories and describe incidents from their own experience • Be able to ask and answer questions and make relevant contributions in a range of contexts • Take turns to speak, listening to the suggestions of others and talk about what they are going to do • Be able to express a view on a given topic. In groups, decide how to report the group's view to the class • Be able to participate in adult-led conflict resolution • Compose sentences orally (warm up a sentence) so children can use auditory skills to support understanding of complete sentences. 	
<p>Drama</p>	<ul style="list-style-type: none"> • Explore familiar themes and characters through improvisation and role play. • Act out well known stories, using voices for different characters. • Tell each other why they like a performance. • Be able to participate in adult-led conflict resolution 	