

## Roundswell Community School Primary Academy

### Year 1 Literacy Curriculum Overview

Area	Key Focus/ Objectives
<p><b>Reading Comprehension</b></p> <p>(Guided reading Shared reading/interrogating a text)</p>	<p><b><u>Decoding/word reading-</u></b></p> <ul style="list-style-type: none"> <li>• Apply phonic knowledge and skills as the route to decode words</li> <li>• Respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable sounds for graphemes</li> <li>• Read accurately by blending sounds in unfamiliar words containing GPCs that have been taught</li> <li>• Read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word</li> <li>• Read words containing taught GPC's and –s, -es, -ing, -ed, -er and –est endings</li> <li>• Read other words of more than one syllable that contain taught GPC's</li> <li>• Read words with contractions e.g. I'll, and understand that the apostrophe represents the omitted letters</li> <li>• Reread books that are consistent with their phonic knowledge to build up fluency and confidence in word reading</li> </ul> <p><b><u>Comprehension:</u></b></p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• Through discussion, describe story settings and incidents and relate what has been read to their own experiences</li> <li>• Become familiar with key stories and traditional tales, retelling them and considering their particular characteristics</li> <li>• Choose and read familiar books with attention, discussing preferences and giving reasons</li> <li>• Join in with predictable phrases and repeating patterns and perform rhymes and poems.</li> <li>• When reading, check that a text makes sense to them as they read and self correct</li> <li>• Discuss the significance of the title and events</li> <li>• Make inferences on the basis of what has been said and done and discuss reasons for, or causes of, incidents in stories</li> <li>• Predict what might happen on the basis of what has been read so far</li> <li>• 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</li> <li>• Participate in discussions in guided reading, taking turns and listening to the points of others and thinking if they agree.</li> </ul>
<p><b>Writing Composition</b></p> <p>Planning Drafting Evaluating Editing</p>	<ul style="list-style-type: none"> <li>• Immerse and interrogate texts that teach, learning from its structure, vocabulary and grammar.</li> <li>• Write sentences by saying out aloud what they are going to write about.</li> <li>• Use 'warm up a sentence' to rehearse complete sentences before writing</li> <li>• 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</li> <li>• Through shared and guided writing, apply phonological, graphic knowledge and sight vocabulary to write sentences and ideas</li> <li>• Write sentences by sequencing sentences to form short narratives. Use some of the elements of known stories to structure own writing</li> <li>• Substitute and extend patterns from reading through language play</li> <li>• Write sentences by rereading what they have written to check that it makes sense</li> <li>• Discuss what they have written with a partner and groups</li> </ul>

<p><b>Grammar, Vocabulary and Punctuation</b></p>	<ul style="list-style-type: none"> <li>• Compose sentences orally (warm up a sentence) so children can use auditory skills to support understanding of 'complete' sentences and recognise sentence boundaries.</li> <li>• Compose and write simple sentences independently to communicate meaning.</li> <li>• Read sentences aloud with pace and expression appropriate to the grammar (e.g. pausing at full stops, raising a voice for questions).</li> <li>• Through warm up a sentence, begin to check whether a simple sentence makes 'complete' sense. Develop understanding of how words combine to make sentences.</li> <li>• Join words and sentences using 'and'</li> <li>• Leave spaces between words</li> <li>• Demarcate sentences with a capital letter, as well as ending in a full stop</li> <li>• Add a question mark to questions and begin to recognise an exclamation mark</li> <li>• 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'</li> </ul>	<p><b>word</b> <b>sentence</b> <b>letter</b> <b>capital letter</b> <b>full stop</b> <b>punctuation</b> <b>singular</b> <b>plural</b> <b>question mark</b> <b>exclamation mark</b></p>
<p><b>Spelling</b></p>	<p><b>( Primarily Letters and Sounds programme and guidelines)</b></p> <ul style="list-style-type: none"> <li>• Spell common exception/tricky words</li> <li>• Spell the days of the week</li> <li>• Add prefixes and suffixes such as: <ul style="list-style-type: none"> <li>-use the prefix –un</li> <li>- using the spelling rule for adding –s or –es as the plural marker for nouns and the third person singular marker for verbs</li> <li>-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)</li> </ul> </li> <li>• Apply simple spelling rules and guidelines (see Appendix)</li> <li>• Write from memory simple sentences dictated by the teacher that includes words taught so far</li> </ul>	
<p><b>Handwriting and Presentation</b></p> <p><b>Developing Skills Red Level</b></p>	<ul style="list-style-type: none"> <li>• To ensure a comfortable and efficient pen grip is established and introduce as part of the three p's.</li> <li>• Practise handwriting in conjunction with 'letters and sounds' phonic and spelling patterns.</li> <li>• Begin to introduce and practise the four basic handwriting joins demonstrated through Nelson: <ul style="list-style-type: none"> <li>-diagonal joins to letters without ascenders (e.g. un, um, ig, id, an)</li> <li>-diagonal joins to letters with ascenders. (e.g. ch, sh, ll. th. ck)</li> <li>-horizontal joins to letters without ascenders (e.g. oon, re, ve, od, og)</li> <li>-horizontal joins to letters with ascenders (wl, vl, fl).</li> </ul> </li> <li>• Practise the break letters: b, p, g, q, y, j, z.</li> <li>• Form capital letters</li> </ul>	
<p><b>Oracy</b></p>	<ul style="list-style-type: none"> <li>• Listen with sustained concentration to all speakers</li> <li>• Listen and follow instructions accurately, asking for help and clarification if needed</li> <li>• Introduce the 'Talk for Maths' principles.</li> <li>• Using an audible voice, retell stories and describe incidents from their own experience</li> <li>• Be able to ask and answer questions and make relevant contributions in a range of contexts</li> <li>• Take turns to speak, listening to the suggestions of others and talk about what they are going to do</li> <li>• Be able to express a view on a given topic. In groups, decide how to report the group's view to the class</li> <li>• Be able to participate in adult-led conflict resolution</li> <li>• Compose sentences orally (warm up a sentence) so children can use auditory skills to support understanding of complete sentences.</li> </ul>	
<p><b>Drama</b></p>	<ul style="list-style-type: none"> <li>• Explore familiar themes and characters through improvisation and role play.</li> <li>• Act out well known stories, using voices for different characters.</li> <li>• Tell each other why they like a performance.</li> <li>• Be able to participate in adult-led conflict resolution</li> </ul>	