

Literacy overview Year 1



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic	All about me	Tigers	Aliens	Superheroes	Ducks	Amazing Animals
Text:	Stuck Head to toe Oi Frog	The Tiger who came to tea Tiger Non-Fiction facts	But Martin Man on the Moon	Supertato	The Odd Egg Duck Non- Fiction The Perfect Pet	Dear Zoo Fur and Feathers
Genre coverage	Rhyming – Oi Frog Short narrative – I can...	List writing Story Re-tell Non-fiction booklet	Narrative Recount	Character Description Narrative	Sentence level work Non – fiction report Character description	Non-fiction Narrative Poetry
Grammar and punctuation	Nouns Verbs Capital letters Full stops at the end of one sentence. Finger spaces Personal pronoun 'I' Regular plurals adding s Use ing	Pronouns Past and present tense Capital letters Full stops Finger spaces Question marks Joining sentences with and To add the suffix -ed	Capital letters Full stops 1+ sentence Finger spaces Question marks Nouns Proper nouns Past and present tense Using ed Adjectives Time words Writing in the first person Irregular past tense	Capital letters Full stops Finger spaces Adjectives Exclamation marks Irregular plurals- adding es Suffix er and est Prefix un	Capital letters Full stops Finger spaces Adjectives – noun phrases Regular plurals adding s To add the suffix -ed	Capital letters Full stops Finger spaces Past tense Adjectives Plurals s and es
Handwriting	Writing posture Handwriting families Upper case and lower case	Writing posture Handwriting families	Writing posture Handwriting families	Writing posture Handwriting families	Writing posture Handwriting families	Writing posture Handwriting families

Writing composition	<p>To use a number of simple features of different text types to make relevant choices about subject matter and appropriate vocabulary choices.</p> <p>Rhyming Short narrative</p> <p><i>To say out loud what they are writing about.</i> <i>To compose a sentence orally before writing.</i> <i>To sequence sentences to from short narratives.</i> <i>To discuss what they have written.</i> <i>To reread writing to check it makes sense and to independently begin to make changes.</i> <i>To read their writing aloud clearly enough to be heard.</i></p>	<p>To use a number of simple features of different text types to make relevant choices about subject matter and appropriate vocabulary choices.</p> <p>Lists Story Retell Time words</p> <p><i>To say out loud what they are writing about.</i> <i>To compose a sentence orally before writing.</i> <i>To sequence sentences to from short narratives.</i> <i>To discuss what they have written.</i> <i>To reread writing to check it makes sense and to independently begin to make changes.</i> <i>To read their writing aloud clearly enough to be heard.</i></p>	<p>To use a number of simple features of different text types to make relevant choices about subject matter and appropriate vocabulary choices.</p> <p>Recount Questions Time Words New Vocabulary Adjectives</p> <p><i>To say out loud what they are writing about.</i> <i>To compose a sentence orally before writing.</i> <i>To sequence sentences to from short narratives.</i> <i>To discuss what they have written.</i> <i>To reread writing to check it makes sense and to independently begin to make changes.</i> <i>To read their writing aloud clearly enough to be heard.</i></p>	<p>To use a number of simple features of different text types to make relevant choices about subject matter and appropriate vocabulary choices.</p> <p>New vocabulary Adjectives to entertain Character description Speech</p> <p><i>To say out loud what they are writing about.</i> <i>To compose a sentence orally before writing.</i> <i>To sequence sentences to from short narratives.</i> <i>To discuss what they have written.</i> <i>To reread writing to check it makes sense and to independently begin to make changes.</i> <i>To read their writing aloud clearly enough to be heard.</i></p>	<p>To use a number of simple features of different text types to make relevant choices about subject matter and appropriate vocabulary choices.</p> <p>Sentence work New Vocabulary Non-fiction report and non-fiction features. Character description</p> <p><i>To say out loud what they are writing about.</i> <i>To compose a sentence orally before writing.</i> <i>To sequence sentences to from short narratives.</i> <i>To discuss what they have written.</i> <i>To reread writing to check it makes sense and to independently begin to make changes.</i> <i>To read their writing aloud clearly enough to be heard.</i></p>	<p>To use a number of simple features of different text types to make relevant choices about subject matter and appropriate vocabulary choices.</p> <p>Own narrative Non-fiction booklet Commas Poetry</p> <p><i>To say out loud what they are writing about.</i> <i>To compose a sentence orally before writing.</i> <i>To sequence sentences to from short narratives.</i> <i>To discuss what they have written.</i> <i>To reread writing to check it makes sense and to independently begin to make changes.</i> <i>To read their writing aloud clearly enough to be heard.</i></p>
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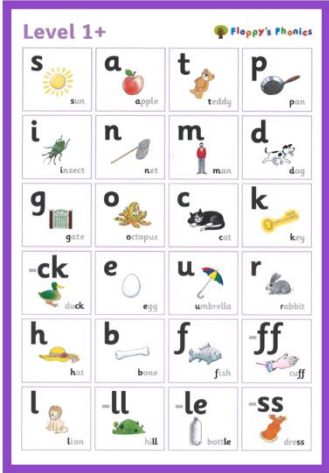
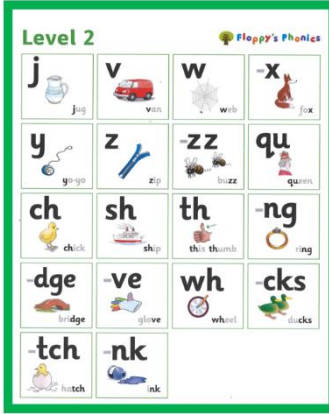
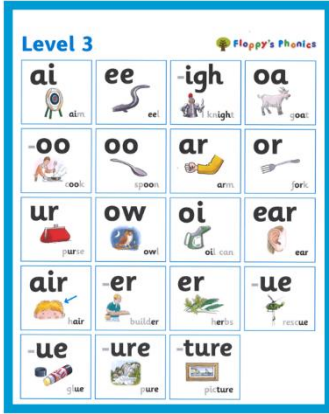

Suffix – ing, -s and es, compound words, exclamation marks, ‘and’ compound sentences

Floppy's Phonics

Vocabulary used in phonic lessons

- Phoneme – the sound you hear 
- Grapheme – the written representation of the sound/s (letter/s) 
- Segmenting – helping the children to write a word eg. c-a-t g-o-a-t
- Blending – reading a word by saying the sounds and blend

Reading books will match the phonics level taught in whole class teaching. Additional books will be used to provide breadth and balance. Any new starters will begin the Floppy's Phonics Scheme at a point suitable for them.

<p>Level 1+ graphemes</p> 	<p>Level 2 graphemes</p> 	<p>Level 3 graphemes</p> 	<p>Level 4 graphemes</p> 
<p>Level 1+ helpful words</p> <p>little to ten I of no the go into</p>	<p>Level 2 helpful words</p> <p>he she me we was you they all are her off when six seven have the to I no go into</p>	<p>Level 3 helpful words</p> <p>be my sister too why sky again look</p>	<p>Level 3 helpful words</p> <p>said like come were so do some there one when out what mother three looked brother</p>

Level 5 graphemes

a-e 	ae 	ea 	a 	i-e 	y 	i 	se 	ce ci cy 	ge gi gy 	ge 	el 	
eigh 8 	ey 	y 	e-e 	eau 	oe 	ough 	sc 	st 	al 	il 		
ey 	e 	ie 		ou 	o 	o-e 						
u 	u-e 	eu 	ough 	our 4 	au 	ear 	wor 	ou 	s 	si 	ge 	
u-e 	o 	ou 				our 	re 	al 				
ough 	ui 	u 	al 	war quar 		a 	ough 		u 	ph 	gh 	
ch /ch/ /sh/ /k/	ie /igh/ /eel/	ow /oul/ /oal/	ch 	ti 	ci 	ere 	ier 	ear 	mb 	mn 	ch 	qu
			ssi 	sci 	gu 	ere 	kn 	gn 	que 	ore 	oor 	oar
a /al/ /ol/ /ol/	a /ail/ /orl/		gue 	gh 		wr 	rh 		augh 	ough 		

Level 5 helpful words

their	where
asked	nine
because	call
does	here
people	which
could	try
ask	Mrs
shoes	would
Mr	our
four	should
cry	father
liked	five
ball	Oh no
two	who
called	eight
small	goes