

Literacy Curriculum map

Year 1

		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year One	Books	The Secret Sky Garden by Linda Sarah Hibernation Station by Michelle Meadows <u>Roald Dahl Week:</u> James & The Giant Peach <u>Poetry Week:</u> Oi Frog by Key Gray If All the World Were Made out of Paper by Joseph Coelho <u>Black History Month:</u> - Little People, Big Dreams Wilma Rudolph by Isabel Sanchez Vegara - Coming to England by Floella Benjamin - Mae C Jemison non-fiction books. - Joseph Coelho selection of books	Little Red and The Very Hungry Lion by Alex T. Smith My Pet Star by Corrinne Averiss The Room On The Broom by Julia Donaldson How to Hide A Lion At Christmas By Helen Stephens Twas the night before Christmas The Nativity Story Non-fiction books: History - The Gunpowder Plot, Science - Animals including Humans)	Dragon Post by Emma Yarlett There is No Dragon In This Story by Lou Carter The Storm Whale & The Storm Whale in Winter by Benji Davies <u>Mental Health Week:</u> Ruby's Worry by Tom Percival The Lion Inside by Rachel Bright <u>Poetry Week:</u> Cinquain Poem based on Leaf by Sandra Dieckmann	Traditional Tales: The Three Little pigs Goldilocks Ada Twist, Scientist by Andrea Beaty The Sea Saw by Tom Percival The Flying Bath or The Singing Mermaid by Julia Donaldson <u>Theme: Environmental Issues</u> - There's a Rang-Tan in My Bedroom by James Sellick	Whatever Next by Jill Murphy Beegu by Alexis Deacon Geronimo by David Walliams Lost and Found by Oliver Jeffers Non-fiction books (links to science plants/seasons) <u>Poetry Week:</u> - Rita's Rabbit by Laura Michael (alliteration poetry) -Hey Diddle Diddle – innovate a nursery rhyme - Riddles	<u>Pride Month:</u> And Tango Makes Three by Peter Parnell & Justin Richardson Pie Corbett Stories Non-fiction books (links to Science plants/seasons and Hispanic Week) Non-fiction books (links to History Greatest Explorers) Think Big, Little One by Vashti Harrison
	Writing outcomes	Write simple sentences Predictions Writing a rhyming poem Writing a non-rhyming class poem Description using senses Character description Setting description	Predictions Character description Setting description Write questions Write sentences using ! Change the ending of a story Letter Acrostic poem	Instruction writing Retell a story Plan my own story Write a story Postcard Cinquain Poem Write in speech bubbles	Letter Retell a story Write questions Write sentences using ! Descriptive writing	Change the ending of a story Plan a story Retell a story Innovate a nursery rhyme Write riddles Fact File Character description	Write a story Persuasive writing Letter Fact File
	Reading (Word Reading & Comprehension)	We use PM Benchmarking to assess the children's word reading and comprehension ability. We also use NFER reading assessment to assess children's reading comprehension ability in Spring and Summer Term. Children are then given Oxford Reading Tree Reading books to match their ability and Phonics level. Daily supported reading takes place where children read Oxford Reading Tree books at their level.					
	Phonics	Floppy's Phonics Level 2 Revisit and Revise	Floppy's Phonics Level 3 Revisit and Revise	Floppy's Phonics Level 4	Floppy's Phonics Level 4	Floppy's Phonics Level	Floppy's Phonics Level 5
	Writing (Transcription-Spelling)	- Name the letters in the alphabet - Spell common exception words (on going) -spell words containing each of the 40+ phonemes already taught (on going) -- Using letter names to distinguish between alternative spellings of the same sound (ongoing)	- Words ending -y. - write from memory simple sentences dictated by the teacher that includes words using the GPCs and common exception words taught so far (on going)	- Suffixes: Using -ing, -ed, -er and -est where no change is needed in the spelling of root words. - Days of the week	-Suffixes: Using -ing, -ed, -er and -est where no change is needed in the spelling of root words. -Suffixes: Plurals – adding s and es to regular nouns.	- Prefixes: Un- - Compound words -Suffixes: Using -ing, -ed, -er and -est where no change is needed in the spelling of root words.	-Consolidation of the Year 1 curriculum.
	Writing (Transcription)	We follow the Penpals handwriting programme					
	Writing (Composition)	- Saying out loud what they are going to write about. - Composing a sentence orally before writing it.	- Composing a sentence orally before writing it. - Re reading what they have written to check it makes sense.	- Re reading what they have written to check it makes sense.	- Sequencing sentences to form short narratives.	-Sequencing sentences to form short narratives. -Discuss what they have written with other pupils	-Consolidation of the Year 1 curriculum.
	Writing (Vocabulary, grammar and punctuation)	- Revision of Early Learning Goals -Capital letters, finger spaces and full stops.	-Capital letters for names, places and the personal pronoun 'I'. - Joining words and clauses using 'and', and other conjunctions.	-Question marks and exclamation marks. -Joining words and clauses using 'and', and other conjunctions. -Suffixes: Using -ing, -ed, -er and -est where no change is needed in the spelling of root words.	Suffixes: Using -ing, -ed, -er and -est where no change is needed in the spelling of root words. -Suffixes: Plurals – adding s and es to regular nouns.	- Prefixes: Un- -Suffixes: Using -ing, -ed, -er and -est where no change is needed in the spelling of root words. -Question marks and exclamation marks.	-Consolidation of the Year 1 curriculum and grammar from English Appendix 2 in NC document.