

Year 1 Literacy Curriculum

	Autumn Term			
	Unit 1 - Poetry	Unit 2 - Narrative	Unit 3 - Non-fiction	Unit 4 - Non-fiction
Year 1	Rhyme (with a performance outcome, not written).	Story - cumulative tale.	Labels/fact writing.	Simple letter
Key text(s)	Hush Little Baby Don't Say a Word Twinkle Twinkle Chocolate Bar Mother Goose Traditional Nursery Rhymes.	The Enormous Turnip. The Gingerbread Man.	<i>Link to science - label of a plant/flower.</i> <i>Link to previous Literacy - labelled the parts of a gingerbread man and facts stating what he is made from.</i>	<i>Link to writing to Santa/Christmas</i> <i>Link to project.</i> <i>Link to writing to a character from previous Literacy units.</i> Letters to Father Christmas
Key vocabulary Lighthouse words	Rhyme; same; different; traditional	looks like; then; after; next; first; cumulative; repetition;	Facts; sentence; topic;	then; after; next; Dear; from; best wishes;
Key structural features	Title Rhyming couplets (could keep rhyming couplets and change other parts of the poem)	Starts with one person, thing, place or event. A new person, thing, place or event is added with previous repeated. Surprising climax or end.	Key word under a picture. Use a ruler to draw a line to label picture. Write a sentence that contains something that is true (a fact).	Use 'Dear..' as the greeting. Introduction/sentence that explains why the letter is being written. Main sentences that give details. A concluding sentences/ sentences to express hopes/ wishes. Letter ending with 'Best wishes,'
Key skills taught for the term	Write simple sentences that include GPC and common exception words taught so far. Spell words contains 40+ phonemes taught so far. Write letters most of which are correctly formed. Correctly form most capital letters. Add prefixes -s and -es. Capital letters, full stops, question marks and exclamation marks to demarcate sentences.			
Teaching of reading - comprehension	<u>Skills to specifically focus on:</u> Retrieval <u>Strategies to focus on:</u> VIP words strategy Breakdown and Repair.	<u>Skills to specifically focus on:</u> Connections and Comparing <u>Strategies to focus on:</u> Background Knowledge Breakdown and Repair Inference I wonder	<u>Skills to specifically focus on:</u> Predicting <u>Strategies to focus on:</u> I wonder Inference Background Knowledge	<u>Skills to specifically focus on:</u> Inference <u>Strategies to focus on:</u> Inference I wonder Background Knowledge Breakdown and Repair Visualise

Year 1 Literacy Curriculum

	Spring Term		
	Unit 1 - Poetry	Unit 2 - Narrative	Unit 3 - Non-fiction
Year 1	Seasonal poem (written outcome to describe the season).	Story - simple journey tale.	Recount - recounting a real life or imagined event or experience.
Key text(s)	Weather Summer Time Winter Morning	We're Going on a Bear Hunt. Stickman.	<i>Example of a trip from Autumn term. Recount as character from Bear Hunt or Stickman (linking to previous Literacy unit).</i>
Key vocabulary Lighthouse words	like (simile) as (simile); same; different; less; more; season; winter; autumn; spring; summer	like (simile); as (simile); then; after that; first; next, so; journey; travel; adventure; tale	then; next; so; after that; first; recount; end;
Key structural features	Title Sentences based on a theme.	Main character sets off on a journey/ adventure. Something goes wrong. Character overcomes something/starts to return. Character gets safely back home.	Beginning Middle End Use time conjunctions: then, after that.
Key skills taught for the term	Spell words contains 40+ phonemes taught so far. Spell common exception words Using letter names to distinguish between alternative spellings of the same sound. Add prefix -ing, -ed, -er, -est. Capital letters, full stops, question marks and exclamation marks to demarcate sentences. Write sentences by sequencing events to form short narratives.		
Teaching of reading - comprehension.	<u>Skills to specifically focus on:</u> Sequencing & Summarising <u>Strategies to focus on:</u> VIP words strategy	<u>Skills to specifically focus on:</u> Vocabulary & Impact on the reader/ evaluation Retrieval <u>Strategies to focus on:</u> VIP words strategy Visualise Breakdown and Repair I wonder Inference	<u>Skills to specifically focus on:</u> Connections & Comparing <u>Strategies to focus on:</u> Background Knowledge Breakdown and Repair Inference I wonder

Year 1 Literacy Curriculum

	Summer Term			
	Unit 1 - Poetry	Unit 2 - Narrative	Unit 3 - Non-fiction	Unit 4 - Narrative
Year 1	List poem (written outcome).	Story - finding tale.	Instructions.	Wishing tale story
Key text(s)	My Lunch What's in the Box Under My Bed? Red Boots	The Little Red Hen We Found a Hat	<i>Making a crispy cake/food. Making a paper model of a character linked to previous Literacy (little red hen, turtle, etc).</i>	The Three Wishes How to Catch a Star The Wish Tree Pinocchio
Key vocabulary Lighthouse words	repetition; sentence; capital letter; full stop;	looks like; then; after that; next; find; tale; journey; adventure;	commands; bossy; steps; follow;	looks like; then; after that; next; wish; true; believe; hope; difficult;
Key Structural Features	Title Sentences written as a list.	Main character goes somewhere. On journey, character finds an object. . Something goes wrong because of the object so the object is put back or thrown away. Character returns after learning a lesson.	Title Two key steps to instructions. Challenge could be 3 key steps. Use some key time conjunctions: first, next. Use bossy verbs to tell people what to do.	Main character would like something/wishes for it. Main character faces some difficulty getting the wish or something goes wrong with the wish. Difficulty/thing that goes wrong is overcome and wish becomes true.
Key skills taught for the term	Capital letters, full stops, question marks and exclamation marks to demarcate sentences. Write sentences by sequencing events to form short narratives. Join words and clauses using and.			
Teaching of reading - comprehension.	<u>Skills to specifically focus on:</u> Predicting <u>Strategies to focus on:</u> I wonder Inference Background Knowledge	<u>Skills to specifically focus on:</u> Inference <u>Strategies to focus on:</u> Inference I wonder Background Knowledge Breakdown and Repair Visualise	<u>Skills to specifically focus on:</u> Sequencing & Summarising <u>Strategies to focus on:</u> VIP words strategy	<u>Skills to specifically focus on:</u> Vocabulary & Impact on the reader/evaluation <u>Strategies to focus on:</u> Visualise Breakdown and Repair I wonder