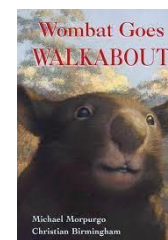
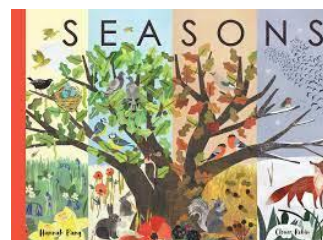
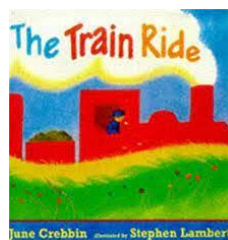
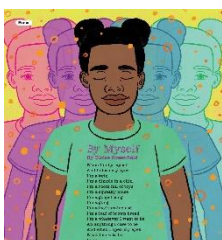
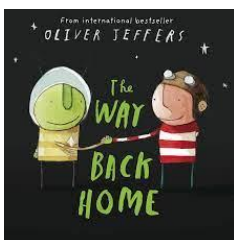
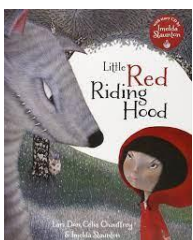
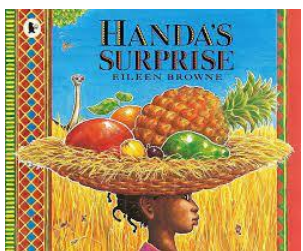


Literacy Overview- Year 1



Appro Term	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12	Week 13	Week 14	Week 15
Autumn	Transition to KS1 Narrative: Handa's Surprise			Traditional tale: Little Red Riding Hood by Lari Don			List poem: Firework night by Andrew Collett			Recount: Our Trip to the Woods (Our Local Area)					
Spring	Science fiction: The Way Back Home by Oliver Jeffers					Travel Journal: On Safari			Rhyming poetry: When I am By Myself by Eloise Greenfield						
Summer	Narrative story: The Train Ride by June Crebbin			Information text: Seasons by Hannah Pang		Seasonal poetry			Adventure Narrative: Wombat Goes Walkabout by Michael Morpurgo			Postcards			

In the Autumn term, children will explore the traditional tale of "Little Red Riding Hood," which introduces narrative structures and sequencing. The term then moves on to a list poem, "Firework Night," to promote creativity and descriptive language. Finally, a recount of "Our Trip to the Woods" combines storytelling and factual writing.

In the Spring term, the students dive into science fiction with "The Way Back Home" to explore imaginative narratives and critical thinking. Descriptive writing follows, allowing them to express observations and sensory experiences. A travel journal on safari combines narrative and factual elements, while rhyming poetry develops phonemic awareness and emotional expression.

The Summer term includes a narrative story, "The Train Ride," to strengthen storytelling and character development. An information text on "Seasons" enhances research and organisational skills. Seasonal poetry provides an opportunity for descriptive and poetic writing. An adventure narrative, "Wombat Goes Walkabout," fosters creativity and suspense. Finally, the students engage in writing postcards to practice concise and informative writing. Overall, this progression of genres supports the students in building a solid foundation in literacy while nurturing their creativity and critical thinking abilities.

- Pupils should be taught to ask relevant questions to extend their understanding and knowledge.
- Pupils should be taught to use relevant strategies to build their vocabulary.
- Pupils should be taught to articulate and justify answers, arguments and opinions.
- Pupils should be taught to give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings.
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- Pupils should be taught to select and use appropriate registers for effective communication

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<p><u>Word</u></p> <ul style="list-style-type: none"> • Suffixes that can be added to verbs where no change is needed in the spelling of root words(e.g. helping, helped, helper) • How the prefix un– changes the meaning of verbs and adjectives [negation, for example, unkind, or undoing: untie the boat]. <p><u>Sentence</u></p> <ul style="list-style-type: none"> • How words can combine to make sentences. • Joining words and joining clauses using ‘and’. <p><u>Text</u></p> <ul style="list-style-type: none"> • Sequencing sentences to form short narratives. <p><u>Punctuation</u></p> <ul style="list-style-type: none"> • Separation of words with spaces. • Introduction to capital letters, full stops, question marks and exclamation marks to demarcate sentences. • Capital letters for names and for the personal pronoun ‘I’ <p><u>Spelling Shed:</u></p> <ul style="list-style-type: none"> • Words ending in ‘ff’, ‘ll’, ‘ss’, ‘zz’ and ‘ck’ • Words with the /k/ and /nk/ sound • Words with the trigraph ‘tch’ • Adding ‘-s’ and ‘-es’ to make plurals • Adding the suffixes ‘-ing’ and ‘-ed’ • Adding the prefix ‘un-’ and the suffixes ‘-er’ and ‘-est’ 	<p><u>Word</u></p> <ul style="list-style-type: none"> • How the prefix un– changes the meaning of verbs and adjectives [negation, for example, unkind, or undoing: untie the boat] <p><u>Sentence</u></p> <ul style="list-style-type: none"> • How words can combine to make sentences. • Joining words and joining clauses using ‘and’. <p><u>Punctuation</u></p> <ul style="list-style-type: none"> • Separation of words with spaces. • Introduction to capital letters, full stops, question marks and exclamation marks to demarcate sentences. • Capital letters for names and for the personal pronoun ‘I’. <p><u>Spelling Shed:</u></p> <ul style="list-style-type: none"> • Compound words and words with unstressed vowels • Words with the digraphs ‘ai’ and ‘oi’ • Words with the digraphs ‘ay’ and ‘oy’ • Words with the split digraph ‘a_e’ • Words with the split digraph ‘e_e’ • Words with the split digraph ‘i_e’
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<p>Spring 1 - Reading and writing knowledge/skills explicitly taught</p>	<p>Spring 2 - Reading and writing knowledge/skills explicitly taught</p>
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- Regular plural noun suffixes –s or –es [for example, dog, dogs; wish, wishes], including the effects of these suffixes on the meaning of the noun

Sentence

- How words can combine to make sentences.
- Joining words and joining clauses using ‘and’.

Text

- Sequencing sentences to form short narratives.

Punctuation

- Separation of words with spaces.
- Introduction to capital letters, full stops, question marks and exclamation marks to demarcate sentences.
- Capital letters for names and for the personal pronoun ‘I’

Spelling Shed:

- Words with the split digraph ‘o_e’
- Words with the split digraph ‘u_e’
- Words with the digraph ‘ar’
- Words with the digraph ‘ee’
- Words where the digraph ‘ea’ makes an /ee/ sound
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- Pupils should be taught to read aloud their writing clearly enough to be heard by their peers and the teacher.

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Spelling Shed:

- Words where the digraph ‘er’ is stressed
- Words where the digraph ‘er’ is unstressed
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Punctuation

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- Capital letters for names and for the personal pronoun 'I'

Spelling Shed:

- Words where the digraph 'ou' makes an /ow/ sound
- Words where the digraph 'ow' makes an /ow/ or /oa/ sound
- Words ending in 'y/ee/ and 've'/e/
- Words with the digraphs 'ue' and 'ew'
- Words where 'ie' makes an /igh/ sound
- Words where 'ie' makes an /ee/ sound

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Spelling Shed:

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- Words with the digraph 'or' and the trigraph 'ore'
- Words where 'aw' and 'au' make an /or/ sound
- Words with the trigraphs 'air' and 'ear'
- Words where the trigraphs 'air' and 'ear' make an /air/ sound
- Words with the digraphs 'ph' and 'wh'



