

Literacy Map – Year 1

GRAMMAR THROUGH READING & WRITING			
Word		Sentence	
<ul style="list-style-type: none"> Know that a noun is the name of a thing, person, place or animal Know that a verb is a doing or action word Know what the terms singular and plural mean and use them orally Know that plural nouns are formed by adding the suffix –s or –es and use them in writing Know how adding the prefix –un changes the meaning of verbs (<i>untie</i>) and adjectives (<i>unkind</i>) Know that different suffixes can be added to verbs and no change is needed to the spelling of the root word (e.g. <i>helping, helped, helper</i>) Use personal pronouns (<i>I, she, he, it, you, we, they</i>) correctly Form all letters (upper and lower case) correctly 		<ul style="list-style-type: none"> Write a simple sentence using a full stop and a capital letter Recognise and use questions, statements and exclamations as sentences with different jobs Join words and sentences with the word ‘and’ <p>Key terminology: Capital letter, singular, plural, punctuation, full stop, question mark, exclamation mark</p>	
Punctuation		Text	
<ul style="list-style-type: none"> Leave spaces between words Use capitalisation for names, places, days of the week and the person pronoun ‘I’ Use question marks correctly Use exclamation marks correctly 		<ul style="list-style-type: none"> Sequence sentences to form short narratives No explicit teaching but expect every child to write in the correct tense 	
SPELLING (see also red word list)			
<ul style="list-style-type: none"> Revision of work from Reception The sounds f, l, s, z and k spelt ff, ll, ss, zz, and ck The n sound spelt n before a k Division of words into syllables -tch The v sound at the end of words Adding s and es to words (plural of nouns and the third person singular of verbs) Adding the endings -ing, -ed, and –er to verbs without changing the root word Vowel digraphs and trigraphs New consonant spellings ph and wh Using k for the k sound 	<ul style="list-style-type: none"> Words ending in –y Adding prefix –un Compound words ai oi ay oy a-e e-e i-e o-e u-e ar ee 	<ul style="list-style-type: none"> ea (ee) ea (e) er (stressed sound) er (unstressed sound) ir ur oo (with oo sound) oo (with u sound) oa oe ou ow (ou), ow (o), us, ew 	<ul style="list-style-type: none"> ie (I sound) ie (ee sound) igh or ore aw au sir ear ear (er sound) are (er sound)

WRITING COMPOSITION	HANDWRITING
<p><u>Write sentences by:</u></p> <ul style="list-style-type: none"> • saying out loud what they are going to write about • composing a sentence orally before writing it • sequencing sentences to form short narratives • re-reading what they have written to check that it makes sense <ul style="list-style-type: none"> • Discuss what they have written with the teacher or other pupils 	<ul style="list-style-type: none"> • Sit correctly at a table, holding a pencil comfortably and correctly • Form lower case letters in the correct direction, starting and finishing at the right place • Form capital letters • Form digits 0-9 • Understand which letters belong to which handwriting 'families' (ie. letters that are formed in similar ways) and practise these
READING COMPREHENSION (see also word reading)	OTHER ORACY (see whole school objectives)
<ul style="list-style-type: none"> • Drawing on what they already know or on background information provided by the teacher • Checking that the text makes sense to them as they read and correcting inaccurate reading • Discussing the significance of the title and events • Making inferences on the basis of what is being said and done • Predicting what might happen on the basis of what has been read so far • Participate in discussion about what is read to them taking turns and listening to what other say • Explain clearly their understanding of what is read to them 	<p><u>Develop pleasure in reading, motivation to read, vocabulary and understanding by:</u></p> <ul style="list-style-type: none"> • listening to and discussing a wide range of poems, stories and non-fiction beyond those they can read independently • being encouraged to link what they read or hear to their own experiences • becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics • recognising and joining in with predictable phrases • learning to appreciate rhymes and poems and to recite some by heart <ul style="list-style-type: none"> • Read aloud their writing clearly enough
RANGE	BOOKS READ IN CLASS
<ul style="list-style-type: none"> • Listening to and discussing a wide range of poems, stories and non-fiction beyond those they can read independently • Being encouraged to link what they read or hear to their own experiences • Becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics • Recognising and joining in with predictable phrases • Learning to appreciate rhymes and poems, and to recite some by heart 	<p style="text-align: center;">Please see below</p>

Books read in class

Year One Topic

Autumn

The Tiger who came to tea Judith Kerr

Bog Baby Jeanne Willis

The Snowy Day Ezra Keats

Ooopik Bruce Hiscock

Elvis and his pelvis Michael Cox

Owl babies

Owl who was afraid of the dark.

Spring One

Toy Boat Randall de Seve

Dogger Shirley Hughes

Spring Two

The Naughty Bus Jan and Jerry Oak

Summer One

Lila and the secret of rain David and Jude Daly

Summer Two

The Pirate Cruncher Janey Duddle

Literacy Year One Books Read In class:

Autumn One

Super Daisy Kes Gray & Nick Sharratt

Super hero ABC Bob McLeod

Charlie's superhero underpants Paul Bright & Lee Wildish

Super Duck Jez Alborough

Autumn Two

You choose Nick Sharratt Pippa Goodhart

Whatever Next Jill Murphy

Can't you sleep little bear? Martin Waddell

Peace at last Jill Murphy

Harvey Slumfenburgers present

Spring One

Three billy goats gruff traditional tale (various)

Three little pigs traditional tale (various)

The true story of three little pigs Jon Scieszka

Jack and the beanstalk traditional story (various)

Cinderella traditional story (various)

Yeh Shen Louie Ai-Ling

Spring two

Burgler Bill Allan Ahlberg

Summer One

Summer Two

Dictionary

Rhyming dictionary

