







Year 1 Literacy Yearly Overview – Bowerham Primary and Nursery School

| READING AT BOWERHAM | | | | | |
|---|---------------------------------|-----------------------------------|---|------------------------------|------------------------------|
| Author of the Half Term | | | | | |
| Autumn 1 – Animal Kingdom | Autumn 2 – Great Fire of London | Spring 1 – Lancaster THEN and NOW | Spring 2 – Transport | Summer 1 – Traditional Tales | Summer 2 – Explore the World |
| Eric Carle | Mairi Hedderwick | Nick Butterworth | Tony Mitton | Traditional Tales | Julia Donaldson |
| Class Novel | | | | | |
| Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
| Fantastic Mr Fox – Roald Dahl | | Hotel Flamingo – Alex Milway | | Aesop’s Fables | |
| Reading - word reading <i>Pupils should be taught to:</i> <ul style="list-style-type: none"> • apply phonic knowledge and skills as the route to decode words • respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes • read accurately by blending sounds in unfamiliar words containing GPCs that have been taught • read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word • read words containing taught GPCs and –s, –es, –ing, –ed, –er and –est endings • read other words of more than one syllable that contain taught GPCs • read words with contractions [for example, I’m, I’ll, we’ll], and understand that the apostrophe represents the omitted letter(s) • read books aloud, accurately, that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words • reread these books to build up their fluency and confidence in word reading | | | Reading – comprehension <i>Pupils should be taught to:</i> <i>develop pleasure in reading, motivation to read, vocabulary and understanding by:</i> <ul style="list-style-type: none"> • listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which 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 • discussing word meanings, linking new meanings to those already known <i>understand both the books they can already read accurately and fluently and those they listen to by:</i> <ul style="list-style-type: none"> • drawing on what they already know or on background information and vocabulary 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 others say • explain clearly their understanding of what is read to them. | | |



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| WRITING AT BOWERHAM | | | | | |
|--|--|---|--|---|--|
| Units of Writing | | | | | |
| Autumn 1 – Animal Kingdom | Autumn 2 – Great Fire of London | Spring 1 – Lancaster THEN and NOW | Spring 2 – Transport | Summer 1 – Traditional Tales | Summer 2 – Explore the World |
| <p>Labels, Lists and Captions – Linked to animals and mini beasts. List of ingredients for making pizzas.</p> <p>Stories by the Same Author – Eric Carle</p>  <p>Y1 Stories by the Same Author.docx</p> <p>Stories from other cultures – Handa’s Surprise</p> | <p>Instructions – How to make a Christmas decoration.</p> <p>Recounts of familiar events – The Great Fire of London.</p> <p>Nonfiction - invitations – Katie Morag and the Wedding.</p> <p>Nonfiction - postcards – Katy Morag Delivers the mail</p> | <p>Poems for learning by heart – Now we are Six by AA. Milne</p> | <p>Fantasy -</p>  <p>Y1 Fantasy.docx</p> | <p>Traditional Tales</p>  <p>Y1 Traditional Tales.docx</p> <p>Traditional Rhymes</p> <p>Non – Fiction – Wanted poster</p> | <p>Stories with reparative pattern – Julia Donaldson Stories – The Snail and the Whale.</p>  <p>Y1 stories with repetitive patterns1.docx –</p> <p>Recounts of familiar events – Little People, Big Dreams (Amelia Earhart and Neil Armstrong).</p> <p>Stories from other cultures –</p> |
| <p>Writing – Transcription Spelling - see English appendix 1 <i>Pupils should be taught to:</i> <i>spell:</i></p> <ul style="list-style-type: none"> words containing each of the 40+ phonemes already taught common exception words the days of the week <p><i>name the letters of the alphabet:</i></p> <ul style="list-style-type: none"> naming the letters of the alphabet in order using letter names to distinguish between alternative spellings of the same sound <p><i>add prefixes and suffixes:</i></p> <ul style="list-style-type: none"> using the spelling rule for adding –s or –es as the plural marker for nouns and the third person singular marker for verbs using the prefix un– using –ing, –ed, –er and –est where no change is needed in the spelling of root words [for example, helping, helped, helper, eating, quicker, quickest] | | <p>Handwriting- <i>Pupils should be taught to:</i></p> <ul style="list-style-type: none"> sit correctly at a table, holding a pencil comfortably and correctly begin to form lower-case letters in the correct direction, starting and finishing in 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 to practise these | | <p>Writing – composition- <i>Pupils should be taught to:</i> <i>write sentences by:</i></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 discuss what they have written with the teacher or other pupils read their writing aloud, clearly enough to be heard by their peers and the teacher | |



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- apply simple spelling rules and guidance, as listed in English appendix 1
- write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far

Writing - vocabulary, grammar and punctuation

Pupils should be taught to:

develop their understanding of the concepts set out in English appendix 2 by:

- leaving spaces between words
- joining words and joining clauses using 'and'
- beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark
- using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'
- learning the grammar for year 1 in English appendix 2
- use the grammatical terminology in English English appendix 2 in discussing their writing



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SPEAKING AND LISTENING AT BOWERHAM

Spoken language-

Pupils should be taught to:

- listen and respond appropriately to adults and their peers
- ask relevant questions to extend their understanding and knowledge
- use relevant strategies to build their vocabulary
- articulate and justify answers, arguments and opinions
- give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings
- maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments
- use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas
- speak audibly and fluently with an increasing command of Standard English
- participate in discussions, presentations, performances, role play/improvisations and debates
- gain, maintain and monitor the interest of the listener(s)
- consider and evaluate different viewpoints, attending to and building on the contributions of others
- select and use appropriate registers for effective communication