

Greenholm Primary School Literacy Overview: Year 1

Our Vision: We want to inspire each generation of writers to enjoy expressing their original ideas masterfully through the English language.
 'All pupils should write clearly, accurately and coherently adapting their language and style in and for a range of contexts, purposes & audiences' *DfE 2016*

	Autumn		Spring		Summer	
ACHIEVERS AND THEMES	ACHIEVERS Aspirations Emotional Wellbeing Social Skills	THEMES 1: Mysteries 2: Childhood	ACHIEVERS Value and Respect Resilience Communication	THEMES 1: Traditional Tales 2: Poles Apart and In the Jungle	ACHIEVERS Investigation Resourcefulness Evaluation	THEMES 1: Fire 2: Plant it! And The U.K.
Suggested Texts:	<ul style="list-style-type: none"> • Funny Bones by Allan Ahlberg • Cops and Robbers by Janet & Allan Ahlberg • The Lighthouse Keeper's Lunch by Ronda & David Armitage • Hermelin the Detective Mouse by Mini Grey • The Puffin Book of Fantastic First Poems by June Crebbin • My Very Own Lighthouse by Francisco Cunha • The Tear Thief by Carol Ann Duffy • I Will Love You Anyway by Mick & Chloe Inkpen • This Is Not My Hat by Jon Klassen • I Want My Hat Back by Jon Klassen • We Found a Hat by Jon Klassen 		<ul style="list-style-type: none"> • The Tiger Who Came to Tea by Judith Kerr • Pole Apart by Rigby Star • Mr Wolf's Pancakes by Jan Fearnley • Ask Dr K. Fisher about Minibeasts by Claire Llewellyn (Report) • Nature Adventures by Mick Manning (Recount) • A First Book of Nature by Nicola Davies (Report) • I (Don't) Like Snakes by Nicola Davies (Information text) • One Day on our Blue Planet...In the Antarctic by Ella Bailey (Explanation) 		<ul style="list-style-type: none"> • Julia Donaldson Author Study (The Gruffalo, Stick Man etc) • Down by the Cool of the Pool by Tony Mitton • Fire Cat by Esther Averill • The King and the Great Fire by Lynne Benton • Yun and the Fire Demon by Charlotte Raby • Toby and the Great Fire of London by Margaret Nash • Poems to Perform by Julia Donaldson • A Little Guide to Wildflowers by Charlotte Voake (Report) • Pop Up London by Jennie Maizels (Report) • Yucky Worms by Vivian French & Jessica Ahlberg (Information text) • The Seed I Planted by Mick Manning (Explanation) • The Story Tree: Tales to Read Aloud by Hugh Lupton & Sophie Fatus 	

Suggested ideas for writing:

Ensure narrative is completed termly.

Across the **year**, ensure each purpose is met:

- To entertain
- To inform
- To guide
- Poetry

To entertain:

- Retelling of a known story (Narrative) (Children could select their favourite part and retell or be given a section/whole story):
 - From the seagulls' viewpoint
- Writing in role of a character:
 - Letter for the seagulls from the Lighthouse Keeper/his wife to warn them to stay away from his lunch (To express anger/to warn)
 - Letter from the seagulls saying what they'd like in the lunch (To express desire)
 - Diary entry of The Lighthouse Keeper/Hermelin the Mouse
 - Thought Bubbles for characters during at different story points

To inform:

- Labels, lists and captions (parts of a lighthouse & what they're for/parts of the seagulls' lunch & why they like it so much)

Poetry (to entertain/express):

- Reciting and performing poetry

To entertain:

- Innovation of a known story (Narrative):
 - A different animal comes to tea
 - Tea at a different time of year eg The Tiger Who Interrupted Easter
 - Role reversal: Penguins guide the polar bear home
 - Retold from a different perspective

To inform:

- Simple non-chronological report:
 - Snakes/tigers/Antarctica/The Jungle

To guide:

- Instructions:
 - How to make tea for a tiger
 - How to find your way home from Antarctica for Penguins

To entertain:

- Contemporary narrative (author study): Julia Donaldson. Include narrative story
- Writing in role:
 - Review reading experiences (Which is your favourite and why?)
 - Postcard home from London (Could be self/in role of a character)
 - Letter of application to be a fire cat (To inform)
 - Advert for a fire cat (poster with writing) (To inform)

To inform:

- Simple summaries of stories
- Response to poetry
- Recount:
 - Of an experience/visitor/event
 - Writing in role as a character reliving an event/part of an event

<p>Reading: Word reading:</p>	<ul style="list-style-type: none"> • Phonics: Phase 2, 3 and 4 revision. • Read the days of the week • Read phase 2, 3 and 4 TW • Say the correct names of letters in the alphabet and know the alphabet. • apply phonic knowledge and skills as the route to decode words • Read polysyllabic words. • Know other strategies other than phonics to decode unknown words. 	<ul style="list-style-type: none"> • Phonics: Teach Phase 5 • Read phase 5 tricky words • Read words containing common suffixes and the prefix un-. • Read words with contractions [for example, I'm, I'll, we'll • Read aloud accurately books that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words 	<ul style="list-style-type: none"> • Phonics: Revise phase 5 alternative graphemes. • Read all common exception words • Develop fluency, pace and expression when reading aloud.
<p>Comprehension:</p>	<ul style="list-style-type: none"> • AF2 • Develop pleasure in reading, motivation to read, vocabulary and understanding. • Become familiar with key stories, fairy stories and traditional tales. • Talk about favourite stories, books and characters. • Find key words and phrases to answer questions. • Recite familiar poems and rhymes by heart. • AF3 • Identify how the characters and thinking and feeling. • Use clues to work out what a character is like or might do. • AF4 • Identify bullet points and numbers in information text. • AF5 • Recognise and join in with predictable phrases. • Use what they know to discuss background information and 	<ul style="list-style-type: none"> • AF2 • Discuss the books they can already read accurately and fluently and those they listen to. • Check that the text makes sense when reading and correct inaccurate reading. • Identify the most important parts in a text. • Use a story-board/map to retell a story. • AF3 • Discuss the significance of the title and events. • Predict what might happen on the basis of what has been read so far. • AF4 • Use Contents and Index pages to find information. • Identify features of non-fiction text. • AF5 • Recognise familiar patterns associated with specific genres. • AF6 	<ul style="list-style-type: none"> • AF2 • Discuss a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently. • Use a story-board/map to retell a story. • Know the opening problem and end of a story. • AF3 • Make inferences on the basis of what is being said and done. • AF4 • Comment on how books are set out in different ways and how it helps a reader (fiction and non-fiction). • AF5 • Discuss word meanings, linking new meanings to those already known. • AF6 • Identify humour in a story. • AF7 • Recognise stories set in different times and places.

	<p>vocabulary provided by the teacher.</p> <ul style="list-style-type: none"> • AF6 • Identify humour in a story. • AF7 • Link what they read or hear read to their own experiences. 	<ul style="list-style-type: none"> • Identify humour in a story. • AF7 • Identify familiar and key characteristics of stories. • Compare stories to say how they are similar and different. • 	<ul style="list-style-type: none"> • Compare settings of stories with own experiences.
Composition and effect:	<p>Saying out loud what they are going to write about Composing a sentence orally before writing it</p>	<p>Sequencing sentences to form short narratives Read aloud their writing clearly enough to be heard by their peers and the teacher.</p>	<p>Sequencing sentences to form short narratives Read aloud their writing clearly enough to be heard by their peers and the teacher.</p>
Editing and improving work:	<p>Re-reading what they have written to check that it makes sense</p>	<p>Discuss what they have written with the teacher or other pupils</p>	<p>Discuss what they have written with the teacher or other pupils</p>
Grammar and punctuation:	<p>Leave spaces between words Know what a sentence Identify nouns, verbs and adjectives CL and FS to mark sentences</p>	<p>CL for proper nouns and the pro-noun I Know what pronoun is Statements, questions and commands AND as a conjunction to join clauses.</p>	<p>Question marks and exclamation marks.</p>
Spelling	<ul style="list-style-type: none"> • Phonics: Phase 2, 3 and 4 revision. • Spell the days of the week • Spell phase 2, 3 and 4 TW • Write the correct letter for the names of letters in the alphabet. • The sounds /f/, /l/, /s/, /z/ and /k/ spelt ff, ll, ss, zz and ck • Division of words into syllables 	<ul style="list-style-type: none"> • Phonics: Teach Phase 5 • Spell phase 5 tricky words • Know what a root word is. • Use the spelling rule for adding -s or -es as the plural marker for nouns and the third person singular marker for verbs (singular and plural) • using the prefix un- 	<ul style="list-style-type: none"> • Phonics: Revise phase 5 alternative graphemes. • Spell common exception words • Adding er and eat to adjectives • Compound words • Teach other digraphs and trigraphs not in letters and sounds scheme - See appendix NC • -tch and v the end of a word.

Speaking and listening/ Drama:	<ul style="list-style-type: none"> • listen and respond appropriately to adults and their peers • ask relevant questions to extend their understanding and knowledge • maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments • participate in discussions, presentations, performances, role play, improvisations and debates 	<ul style="list-style-type: none"> • speak audibly and fluently with an increasing command of Standard English • gain, maintain and monitor the interest of the listener(s) • give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings • articulate and justify answers, arguments and opinions 	<ul style="list-style-type: none"> • use relevant strategies to build their vocabulary • select and use appropriate registers for effective communication. • use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas • gain, maintain and monitor the interest of the listener(s)
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Refer to National Curriculum Programme of Study for a full list of objectives

Make sure you are clear what the KPIS or Assessment Framework is for your year group and plan opportunities to gather evidence of where the children have achieved these standards.