**Year 1 Reading and Writing Coverage UNITS Covered in year** Units are planned over 7-14 days. At the end of each unit children produce a piece of writing which is linked to it. Lessons are planned to meet the year 1 English Curriculum requirements ensuring continuity and progression. In addition, teachers make sure the content is relevant and stimulating by delivering through themes and topics.

**INTENT**: Our English curriculum has been developed to recognise the importance of English in every aspect of daily life and to develop children’s love of reading, writing and discussion. We recognise the importance of nurturing a culture where children love to read, take pride in their writing and can clearly and accurately adapt their language and style for a range of contexts. We want to inspire children to be confident in the art of speaking and listening and to be able to use discussion to communicate and further their learning. Oracy skills are developed to ensure our children are able to deal with a range of different talk situations. We aim for our children to have the skills that enable successful discussion, inspiring speech and effective communication.

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|  | **Units Covered** |
| **1**.Adventure(Supertato) | **2**.Adventure(Traction Man) | **3**.Description The Mixed Up Chameleon | **4.Instructions** **(-Brushing Teeth - Making jam sandwiches)** | **5**.Nursery Rhymes (Humpty Dumpty) | **6.The Nativity** **(Writing about the Year group play)** | **7.Poetry** **(Christmas related)** |  **8**. Lily and the snowman**(Literacy Shed)** |
| **9**. **Acrostic Poetry** **(Christmas related)** | **10**. Familiar Settings(Knuffle Bunny) | **11**. Familiar Settings(Dogger) | **12**.Traditional Tales (The Runaway Pancake) | **13. Instructions** **(Getting ready for school)** | **14**.Traditional Tales (The Ugly Ducklingl) | **15**.Traditional Tales (Hansel and Gretel) | **16. Poetry/Rhyme (humorous? From Hamilton)****(National Poetry Day 21st March)** |
| **17**.Traditional Tales/Letter Writing (The three little pigs) | **18. Instructions** **(Washing Hands)** | **19**. Traditional Tales(The Emperor’s New Clothes) | **20. Historical Events** **(St.George and the dragon)** | **21**.Description: related to time of days of the week(*The Very Hungry Caterpillar*) | **22. Instructions: Linked to Science** **(Planting a Seed)**Look at series of non-fiction text about plants and write our own non- fiction booklet. | **23. Poetry** |  **24**. Fantasy/Letter Writing (The Day the Crayons Came Home) |
| **25. Fantasy and Poetry/Rhyme****(The Snail and the Whale)** | 26.The Bad Tempered Ladybird | **27. Information: Linked to Science****(Sea Creatures)** | **28. Information:** **(Meerkat Mail)** |  |  |  |  |

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| FICTION | NON-FICTION | POETRY |

**WRITING**

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| OBJECTIVE  | SUMMARISED  | 1 | 2 | 3 | 4 | 5  | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 | 21 | 22 | 23 | 24 | 25 | 26 | 27 | 28 |
| • spell words containing each of the 40+ phonemes taught | Spell words using the standard phonemes |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| • spell common exception words | Spell common exception words |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| • spell the days of the week | Spell the days of the week |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| • name the letters of the alphabet in order | Name the letters of the alphabet in order |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| • using the spelling rule for adding –s or –es as the plural marker for nouns and the third person singular marker for verbs | Understand spelling rules for adding 's' |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| • using –ing, –ed, –er and –est where no change is needed in the spelling of root words | Use suffixes -ing, -ed, -er and -est |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| • sit correctly at a table, holding a pencil comfortably and correctly | Sit and hold writing implement correctly |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| • begin to form lower-case letters in the correct direction, starting and finishing in the right place | Begin to form lower-case letters correctly |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| • form capital letters | Form capital letters |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| • form digits 0-9 | Form digits 0-9 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| • composing a sentence orally before writing it | Compose a sentence orally before writing |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| • sequencing sentences to form short narratives | Sequence sentences to form short narratives |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| • read their writing aloud clearly enough to be heard by their peers and the teacher. | Read writing aloud audibly and clearly |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| • leaving spaces between words | Leave spaces between words |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| • joining words and joining clauses using "and" | Join words and clauses using 'and' |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |

**READING**

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| OBJECTIVE  | SUMMARISED  | 1 | 2 | 3 | 4 | 5  | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 | 21 | 22 | 23 | 24 | 25 | 26 | 27 | 28 |
| • speedily read all 40+ letters/groups for 40+ phonemes | Speedily read all basic phoneme/graphemes |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| • read accurately by blending taught GPC | Read accurately by blending known GPCs |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| • read common exception words | Read common exception words |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| • read common suffixes (-s, -es, -ing, -ed, etc.) | Read common suffixes |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| • read multisyllable words containing taught GPCs | Read multisyllable words containing known GPCs |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| • read contractions and understanding use of apostrophe | Read contractions and understand use of apostrophe |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| \*becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics | Retell familiar stories and traditional tales |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| \*recognising and joining in with predictable phrases | Recognise and join in with predictable phrases |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| \*learning to appreciate rhymes and poems, and to recite some by heart | Recite some poetry by heart |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| \*drawing on what they already know or on background information and vocabulary provided by the teacher | Understand texts based on prior knowledge or provided information |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| \*checking that the text makes sense to them as they read and correcting inaccurate reading | Correct inaccurate reading by check for sense |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| \*discussing the significance of the title and events | Discuss the significance of title and events |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| \*making inferences on the basis of what is being said and done | Make inferences on the basis of what is said and done |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| \*predicting what might happen on the basis of what has been read so far | Make predictions based on reading so far |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| \*explain clearly their understanding of what is read to them | Explain clearly understanding of what is read to them |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |