

Powick CE Primary School

Literacy Spine Year 1

Reading

Pupils should be taught to:

- 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 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
- Re-read these books to build up their fluency and confidence in word reading

Pupils should be taught to develop pleasure in reading, motivation to read, vocabulary and understanding by:

- 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 read 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

Pupils should be taught to understand both the books they can already read accurately and fluently and those they listen to by:

- 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
- Participating in discussions about what is read to them, taking turns and listening to what others say
- Explaining clearly their understanding of what is read to them

Writing

Pupils should be taught to produce writing for two key purposes: to entertain and to inform

Pupils should be taught to write sentences by:

- 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

Pupils should be taught to:

- Discuss what they have written with the teacher or other pupils
- Read aloud their writing clearly enough to be heard by their peers and the teacher

Text Structure

Fiction

- Sequence sentences to form short narratives
- Use different planning tools: story map and story mountain
- Begin to plan an opening around character(s), setting, time of day and type of weather
- Begin to understand the 5-part story plot: opening e.g. once upon a time; build-up e.g. one day; problem / dilemma e.g. suddenly, unfortunately; resolution e.g. luckily, fortunately; ending e.g. finally

Non-fiction

- Simple factual sentences around a theme
- Introduce different planning tools: text map / washing line
- Heading
- Introduction - opening factual statement
- Middle section(s)
- Ending - concluding sentence
- Numbered points for instructions

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Grammar

- Single clause sentences
- Multi-clause sentences using coordinating conjunctions and/or/but/so
- Simple subordinating conjunctions: because, so that, when, while
- Separation of words with spaces
- Types of sentences: statements, questions, commands and exclamations
- Use adjectives to describe in single-clause sentences
- Different sentence openings e.g. –ly openers (adverbs); while, when (subordinating conjunctions)
- Patterns in language: repetition for rhythm and alliteration
- Use of prepositions e.g. inside outside towards across under
- Use of determiners: the, a, an, my, your, an, this, that, his, her, their, some, all, lots of, many, more, those, these
- Describe using a simile: as....as...

Spelling

- Follow Little Wandle scheme to teach the spelling of the remaining GPCs
- Spell words containing each of the 40+ phonemes already taught
- Spell common exception words
- Spell the days of the week
- Name the letters of the alphabet in order
- Name the letters of the alphabet using letter names to distinguish between alternative spellings of the same sound
- Use the spelling rule for adding –s or –es as the plural marker for nouns and the third person singular marker for verbs
- Use the prefix un– and explain how it changes the meaning of verbs and adjectives
- Use –ing, –ed, –er and –est where no change is needed in the spelling of root words e.g. helping, helped, helper, eating, quicker, quickest
- Spell compound words e.g. football, playground, farmyard, bedroom, blackberry
- Division of words into syllables
- Write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far
- Use ‘Grow The Code’ mat to support independent spelling

Punctuation

- Capital letters, including for names of people, places, the days of the week and the personal pronoun ‘I’
- Full stops
- Question marks
- Exclamation marks

Handwriting

Through frequent, direct and discrete teaching, pupils should be taught to do the following:

- 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 (i.e. letters that are formed in similar ways) and to practise these