



Streetsbrook Infant & Early Years Academy

English Curriculum Overview

Year 1 Autumn Term

Phonics and Reading at Streetsbrook is supported by Little Wandle, Letters and Sounds Revised, Systematic Synthetic Phonics Programme and Collins Big Cat for Little Wandle Decodable Readers. This overview sits alongside our Little Wandle provision

Reading

- Read books aloud, accurately, that are consistent with their developing phonic knowledge (Little Wandle)
- Reread these books to build fluency, prosody and confidence in word reading
- Use talk to demonstrate their understanding of books they can read independently and those read to them
- Become very familiar with fairy stories and traditional tales, retelling them and considering their particular characteristics
- Recognise and join in with predictable phrases in stories
- Appreciate rhymes and poems, and recite some by heart
- Develop pleasure in reading, motivation to read, vocabulary and understanding by extensive experience of listening to, sharing and discussing a wide range of high quality books

Writing

- Write their name
- Write words and captions using accurate grapheme phoneme correspondences (GPC)
- Write from memory short dictated sentences that include words using the GPCs and common exception words taught so far
- Write simple sentences independently by composing their sentence orally (counting the number of words, if needed) before writing it, then re-reading what they have written to check that it makes sense (think it, say it, write it, read it)
- Use familiar sentence structure /sentence stems to scaffold the writing process where required
- Begin to punctuate sentences using a capital letter and a full stop

Letter Formation & Handwriting

- Hold a pencil comfortably and correctly
- Know which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) Long Ladder, One Armed Robot, Curly Caterpillar & Zig Zag Letters and practise these (see Year 1 Handwriting MTP for teaching order)
- Form lower-case letters in the correct direction, starting and finishing in the right place
- Form digits 0-9 correctly, starting and finishing in the right place
- Use spacing between words consistently

Key Terminology: letter, capital letter, word, space, sentence, full stop Plus - think it, say it, write it, read it

Autumn

Year 1 Spring Term

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Reading

- Read books aloud, accurately, that are consistent with their developing phonic knowledge (Little Wandle)
- Reread these books to build fluency, prosody and confidence in word reading
- Use talk to demonstrate their understanding of books they can read independently **and those read to them**
- Take pleasure in books and reading activities, enjoying an increasing range of books, including non-fiction
- Listen attentively for longer and be able to follow longer stories read aloud
- Retell familiar stories in increasing detail
- Build vocabulary by hearing books read aloud
- Participate in book talk, including asking questions, making predictions, sharing ideas and opinions
- Identify rhyming words and be able to generate their own rhyming string
- Enjoy books independently

Writing

- Write words and captions using accurate grapheme phoneme correspondences (GPC)
- Write from memory short dictated sentences that include words using the GPCs and common exception words taught so far, include a capital and a full stop
- Write in a variety of learning activities, exploring a range of purposes for recording
- Use talk to order and sequence their thinking prior to 'writing' (talk for writing)
- Develop descriptive vocabulary (talk for writing)
- Write a sequence of simple sentences independently by composing sentences orally before writing, then re-reading what they have written to check that it makes sense (think it, say it, write it, read it) Using a familiar sentence structure /sentence stems to scaffold the process where required
- Begin to extend some sentences using 'and' for example
- Punctuate sentences using a capital letter and a full stop
- Begin to write question sentences
- Write the days of the week, using a capital letter to begin

Letter Formation & Handwriting

- Sit correctly at a table, holding a pencil comfortably and correctly
- Know which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) Long Ladder, One Armed Robot, Curly Caterpillar & Zig Zag Letters and practise these
- Consistently form lower-case letters in the correct direction, starting and finishing in the right place (see Year 1 Handwriting MTP)
- Use spacing between words consistently

Key Terminology: letter, capital letter, word, space, sentence, punctuation, full stop, question mark, exclamation mark, singular plural

Spring

Year 1 Summer Term

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Reading

- Read books aloud, accurately, that are consistent with their developing phonic knowledge (Little Wandle)
- Reread these books to build fluency, prosody and confidence in word reading
- Use talk to demonstrate their understanding of books they can read independently **and those read to them**
- Take pleasure in books and reading activities, enjoying an increasing range of books, including non-fiction
- Listen attentively for longer and be able to follow longer stories read aloud
- Retell familiar stories in increasing detail
- Build vocabulary by hearing books read aloud and be able to use new vocabulary independently
- Participate in book talk, including asking questions, making predictions, sharing ideas and opinions and begin to make simple inferences
- Identify rhyming words and be able to generate their own rhyming string
- Understand how we can use books and other text based sources to 'research' a topic
- Enjoy books independently with growing focus and attention, following their own interests and preferences

Summer

Writing

- Write words and captions using accurate grapheme phoneme correspondences (GPC)
- Write from memory dictated sentences that include words using the GPCs and common exception words taught so far, include a capital and a full stop
- Write in a variety of learning activities, exploring a range of purposes for recording
- Use talk to order and sequence their thinking prior to 'writing' (talk for writing) Begin to use logical sequencing e.g. beginning, middle and end
- Write a sequence of sentences independently, composing their sentences orally before writing it, then re-reading what they have written to check that it makes sense (think it, say it, write it, read it)
- Start to engage the reader by using adjectives to describe
- Spell Year 1 Common Exception Words correctly in independent writing
- Begin to extend some sentences using words such as *and*, *then*, *because* for example
- Punctuate sentences using a capital letter and a full stop
- Use capital letters for names, places days of the week, and personal pronoun 'I'
- Begin to write question sentences
- Begin to use an exclamation mark
- Use _s and _es to form regular plurals
- Use the prefix un_
- Use suffixes _ing, _ed, _er and _est where no change is needed in the spelling of the root word

Letter Formation & Handwriting

- Sit correctly at a table, holding a pencil comfortably and correctly
- Know which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) Long Ladder, One Armed Robot, Curly Caterpillar & Zig Zag Letters and practise these
- Consistently form lower-case letters in the correct direction, starting and finishing in the right place
- Begin to form capital letters starting and finishing in the right place
- Begin to form letters of the correct size relative to one another
- Use spacing between words consistently

Key Terminology: letter, capital letter, word, space, sentence, punctuation, full stop, question mark, exclamation mark, singular plural