Literacy Core Expectations					
Year 1					
Autumn 1	**Autumn 2**	**Spring 1**	**Spring 2**	**Summer 1**	**Summer 2**
Poetry Performance Poems on the things they like	**Non-Fiction** Instructions (Finishing unit)	**Poetry** Monkey Poems **(Animal descriptions)**	**Poetry** Wild thing descriptive poems **(Link to Alien words)**	**Poetry** Rhyming words	**Poetry** Poems about the Seaside
Fiction How the world began	**Poetry**	**Fiction** (Cumulative Tales) **Monkey See, Monkey do**	**Fiction** **Where the Wild Things Are**	**Fiction** (Beating the Baddie) **The Magic Brush**	**Fiction** (Cumulative Tales) **The Smartest Giant**
Non-Fiction Instructions	**Fiction** Little Charlie	**Non-Fiction** Marmoset Monkey (information text)	**Non-Fiction** Transport *Terrific trains* **(Labels and captions)**	**Non-Fiction** (information text) **Link to History unit**	**Non-Fiction** (Recount- Trip to the Seaside)
	Non-Fiction Explanation text- linked to RE/Science topic				

Literature Spine-(Author focus-Julia Donaldson)

Literature Spine

- **Can't you Sleep Little Bear? By Martin Waddell**
- **Where the Wild Things Are by Maurice Sendak**
- **The Elephant and the Bad Baby by Elfrida Vipont**
- **Avocado Baby by John Burningham**
- **Lost and Found by Oliver Jeffers**
- **Knuffle Bunny by Moe Willems**
- **Beegu by Alexis Deacon**
- **Dogger by Shirley Hughes**
- **Cops and Robbers Alan and Janet Ahlberg**
- **Elmer by David McKee**
- **Rainbow Fish by Marcus Pfister**

Key skills in Reading Year 1

Word reading

- **Reads aloud books consistent with phonic knowledge - accurately, confidently and fluently.**

- **Applies phonic knowledge and skills, including the blending of sounds in unfamiliar words, to decode age appropriate texts accurately. Recognises and reads common words; words with –s, -es, -ing, -ed, -er and –est endings; and words of more than one syllable containing taught GPCs. Recognises and reads words with contractions, and demonstrates understanding of the apostrophe.**

Comprehension

- **Reading is seen as a pleasurable activity. Checks that the text makes sense whilst reading, applying phonic knowledge to correct inaccuracies.**

- **Has learned some simple poems by heart and recites them with others, using appropriate intonation to help make the meaning clear.**

- **Demonstrates understanding of poetry, stories, and non-fiction that has been read and listened to, through discussion of key ideas and information. Uses recurring literary language when joining in with stories and poetry. Shows understanding of the meaning of words through discussion, and makes links to those already known.**

- **Recognises sequences of events in simple texts. Demonstrates increasing familiarity with, and can retell, a range of stories, fairy stories and traditional tales.**

- **Recognises that non-fiction books can be structured in different ways.**

- **Make simple predictions on what might happen next, based on what has been read so far.**

Spelling Year 1

Pupils should be taught to spell:
- words containing each of the 40+ phonemes already taught
- the days of the week
- name the letters of the alphabet:
- naming the letters of the alphabet in order
- using letter names to distinguish between alternative spellings of the same sound
- write from memory simple sentences dictated by the teacher that include words taught so far.

Statutory requirements	Rules and guidance
The sounds /f/, /l/, /s/, /z/ and /k/ spelt ff, ll, ss, zz and ck	The /f/, /l/, /s/, /z/ and /k/ sounds are usually spelt as **ff**, **ll**, **ss**, **zz** and **ck** if they come straight after a single vowel letter in short words. **Exceptions**: if, pal, us, bus, yes. Examples of words: off, well, miss, buzz, back
The /ŋ/ sound spelt n before k	Example words: bank, think, sunk, honk
-tch	The /tʃ/ sound is usually spelt as **tch** if it comes straight after a single vowel letter. **Exceptions**: rich, which, much, such. Example words: catch, fetch, kitchen, notch, hutch
New consonant spellings ph and wh	The /f/ sound is not usually spelt as **ph** in short everyday words (e.g. *fat*, *fill*, *fun*). Example words: dolphin, alphabet, phonics, elephant when, where, which, wheel, while
Using k for the /k/ sound	The /k/ sound is spelt as **k** rather than as **c** before **e**, **i** and **y**. Example words: Kent, sketch, kit, skin, frisky

- ### using the prefix *un–*

Adding the prefix –un	The prefix **un–** is added to the beginning of a word without any change to the spelling of the root word. Example: unhappy, undo, unload, unfair, unlock

- ### common exception words

Common exception words	Pupils' attention should be drawn to the grapheme-phoneme correspondences that do and do not fit in with what has been taught so far. Example words: the, a, do, to, today, of, said, says, are, were, was, is, his, has, I, you, your, they, be, he, me, she, we, no, go, so, by, my, here, there, where, love, come, some, one, once, ask, friend, school, put, push, pull, full, house, our – and/or others, according to the programme used

- ### apply simple spelling rules and guidelines

Division of words into syllables	Each syllable is like a 'beat' in the spoken word. Words of more than one syllable often have an unstressed syllable in which the vowel

	sound is unclear.
	Example words: pocket, rabbit, thunder, carrot, sunset
The /v/ sound at the end of words	English words hardly ever end with the letter **v**, so if a word ends with a /v/ sound, the letter **e** usually needs to be added after the 'v'.
	Example words: have, live, give
Words ending –y (/i:/ or /ɪ/)	Example words: very, happy, funny, party, family
Compound words	Compound words are two words joined together. Each part of the longer word is spelt as it would be if it were on its own. Example words:
	football, playground, farmyard, bedroom, blackberry

- **using the spelling rule for adding –*s* or –*es* as the plural marker for nouns and the third person singular marker for verbs**

Adding s and es to words (plural of nouns and the third person singular of verbs)	If the ending sounds like /s/ or /z/, it is spelt as **–s**. If the ending sounds like /ɪz/ and forms an extra syllable or 'beat' in the word, it is spelt as **–es**.
	Example words: cats, dogs, spends, rocks, thanks, catches

- **using –*ing*, –*ed*, –*er* and –*est* where no change is needed in the spelling of root words (e.g. *helping*, *helped*, *helper*, *eating*, *quicker*, *quickest*)**

Adding the endings –ing, –ed and –er to verbs where no change is needed to the root word	**–ing** and **–er** always add an extra syllable to the word and **–ed** sometimes does.
	The past tense of some verbs may sound as if it ends in /ɪd/ (extra syllable), /d/ or /t/ (no extra syllable), but all these endings are spelt **–ed**.
	If the verb ends in two consonant letters (the same or different), the ending is simply added on.
	Example words: hunting, hunted, hunter, buzzing, buzzed, buzzer, jumping, jumped, jumper
Adding –er and –est to adjectives where no change is needed to the root word	As with verbs (see above), if the adjective ends in two consonant letters (the same or different), the ending is simply added on.
	Example words: grander, grandest, fresher, freshest, quicker, quickest

- **Vowel digraphs and trigraphs**

Types	Guidelines	Examples of words	Types	Guidelines	Examples of words
ai, oi	The digraphs ai and oi are virtually never used at the end of English words.	rain, wait, train, paid, afraid oil, join, coin, point, soil	**ay, oy**	**ay** and **oy** are used for those sounds at the end of words and at the end of syllables.	day, play, say, way, stay boy, toy, enjoy, annoy
a-e		made, came, same, take, safe	**e-e**		These, theme, complete
i-e		five, ride, like, time, side	**o-e**		home, those, woke, hope,

					hole
u-e	Both the /u:/ and /ju:/ ('oo' and 'yoo') sounds can be spelt as **u–e**.	June, rule, rude, use, tube, tune	**ar**		car, start, park, arm, garden
ee		see, tree, green, meet, week	**ea (/i:/)**		sea, dream, meat, each, read (present tense)
ea (/ɛ/)		head, bread, meant, instead, read (past tense)	**er (/ə/)**		(unstressed *schwa* sound): better, under, summer, winter, sister
er (/ɜ:/)		(stressed sound): her, term, verb, person	**ir**		girl, bird, shirt, first, third
ur		turn, hurt, church, burst, Thursday	**oo (/u:/)**	Very few words end with the letters **oo**, although the few that do are often words that primary children in year 1 will encounter, for example, *zoo*	food, pool, moon, zoo, soon
oo (/ʊ/)		book, took, foot, wood, good	**oa**	The digraph **oa** is very rare at the end of an English word.	boat, coat, road, coach, goal
oe		toe, goes	**ou**	The only common English word ending in **ou** is *you*.	out, about, mouth, around, sound
ow (/aʊ/) ow (/əʊ/) ue ew	Both the /u:/ and /ju:/ ('oo' and 'yoo') sounds can be spelt as **u–e**, **ue** and **ew**. If words end in the /oo/ sound, **ue** and **ew** are more common spellings than **oo**.	now, how, brown, down, town own, blow, snow, grow, show blue, clue, true, rescue, Tuesday new, few, grew, flew, drew, threw	**le (/aɪ/)**		lie, tie, pie, cried, tried, dried
le (/i:/)		chief, field, thief	**igh**		high, night, light, bright, right
or		for, short, born, horse, morning	**ore**		more, score, before, wore, shore

aw		saw, draw, yawn, crawl	Au		author, August, dinosaur, astronaut
air		air, fair, pair, hair, chair	ear		dear, hear, beard, near, year
ear (/ɛə/)		bear, pear, wear	are (/ɛə/)		bare, dare, care, share, scared

Core Skills in Writing Year 1

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
- 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.

Composition	Vocabulary, Punctuation and Grammar	Transcription
Write top to bottom and left to right • Write in different forms with simple text type features e.g. lists, captions, simple stories when directed and independently in role play Fiction • Use planning tools – Story map/story mountain • Plan opening around character(s), setting, time of day and type of weather • Use simple connectives to link ideas • Use familiar plots for structuring the opening, middle and end of their stories • Understand 5 part story: Opening -Once upon a time... Build-up – One day... Problem/Dilemma – Suddenly,.../Unfortunately,... Resolution – Fortunately,... Ending – Finally,... Non Fiction • Heading	• Say, and hold in memory whilst writing, simple sentences which make sense • Begin to punctuate simple sentences with capital letters and full stops. • Introduce Question marks and Exclamation marks. • Use capital letters for names and personal pronouns • Create compound sentences using connectives (coordinating conjunctions) and, so, but, or , because , so that, then, that While, when, where e.g.The children played on the swings **and** slid down the slide. Spiders can be small **or** they can be large. Charlie hid **but** Sally found him. It was raining **so** they put on their coats • **Use Complex sentences: 'who' (relative clause)** e.g. Once upon a time there was a little old woman **who** lived in a forest.There are many children **who** like to eat ice cream. • Use openers while, when and where • Start using some 'ly' openers Fortunately, Unfortunately, Sadly • Introduce different types of sentences including	• Most words containing previously taught phonemes, GPCs, common exception words are spelt accurately. • There is increasingly accurate use of the prefix un- and suffixes when adding –ing, -ed, -er, and –est where no change is needed in the spelling of the root word.

- Introduction – opening factual statement
- Simple factual statements around a theme
- Bullet points for instructions.
- Labelled diagrams
- Concluding sentence

Effect
Convey information and ideas in simple non narrative forms
• Begin to use key features of narrative
• Use appropriate, interesting and
descriptive vocabulary: Adjectives, alliteration, similes
- Introduce prepositions: inside, outside, towards, across, under
- Introduce determiners: the, a my, your, an, this, that, his, her, their, some, all, lots of, many, more, those, these.
- **Use Precise, clear language to give information e**.g. *First, switch on the red button. Next, wait for the green light to flash...*
- Use repetition for rhythm and description-*e.g. He walked and he walked and he walked. A lean cat; a mean cat.*

statements, questions and exclamations
- Use simple sentences *I went to the park. The castle is haunted.*
- I can use embellished simple sentences using adjectives *The giant had an enormous beard. Red squirrels enjoy eating delicious nuts.*

Terminology
Terminology
Consolidate:
- Finger spaces
- Letter
- Word
- Sentence
- Full stops
- Capital letter
- Simile – 'Like'

Introduce:
Punctuation, question mark, exclamation mark, speech bubble, bullet points, singular/plural, adjective, verb, connective, alliteration, simile – 'as'-

Example of Fiction from Year 1, using the skills taught in the core expectations:

Jack lived with his mother and their cow. The brown cow was called Daisy. One morning Jack took Daisy to a market. What would happen to her?

Handwriting

Pupils should be taught to:
- 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.

Term 1	Term 2	Term 3
Letter formation practice: long ladder family	Introducing diagonal join to ascender: joining *at, all*	Practising diagonal join, no ascender: joining *ee*
Letter formation practice: one-armed robot family	Practising diagonal join to ascender: joining *th*	Practising diagonal join, no ascender: joining *ai, ay*
Letter formation practice: curly caterpillar family	Practising diagonal join to ascender: joining *ch*	Practising diagonal join, no ascender: joining *ime, ine*
Letter formation practice: zig-zag monster family	Practising diagonal join to ascender: joining *cl*	Introducing horizontal join, no ascender: joining *op, oy*
Practising the vowels: i	Introducing diagonal join, no ascender: joining *in, im*	Practising horizontal join, no ascender: joining *one, ome*
Practising the vowels: u	Practising diagonal join, no ascender: joining cr, tr, dr	Introducing horizontal join, no ascender, to an anticlockwise letter: joining *oa, og*
Practising the vowels: a	Practising diagonal join, no ascender: joining *lp, mp*	Practising horizontal join, no ascender, to an anticlockwise letter: joining *wa, wo*
Practising the vowels: o	Introducing diagonal join, no ascender, to an anticlockwise letter: joining *id, ig*	Introducing horizontal join to ascender: joining *ol, ot*
Practising the vowels: e	Practising diagonal join, no ascender, to an anticlockwise letter: joining *nd, ld*	Practising horizontal join to ascender: joining *wh, oh*
Letter formation practice: capital letters	Practising diagonal join, no ascender, to an anticlockwise letter: joining *ng*	Introducing horizontal and diagonal joins to ascender, to an anticlockwise letter: joining *of, if*
		Assessment

Speaking and Listening APP Guidance

	AF1 Talking to others	AF2 Talking with others	AF3 Talking within role-play and drama	AF4 Talking about talk
	Talk in purposeful and imaginative ways to explore ideas and feelings, adapting and varying structure and vocabulary according to purpose, listeners, and content	Listen and respond to others, including in pairs and groups, shaping meanings through suggestions, comments, and questions	Create and sustain different roles and scenarios, adapting techniques in a range of dramatic activities to explore texts, ideas, and issues	Understand the range and uses of spoken language, commenting on meaning and impact, and draw on this when talking to others
Level 3	In most contexts • develop ideas and feelings through sustained speaking turns • organise talk to help the listener, with overall structure evident • adapt language and non-verbal features to suit content and audience	In most contexts • respond to the speaker's main ideas, developing them through generally relevant comments and suggestions • attempt different roles and responsibilities in pairs or groups	In most contexts • show understanding of characters or situations by adapting speech, gesture, and movement, helping to create roles and scenarios	In most contexts • recognise and comment on different ways that meaning can be expressed in own and others' talk
Level 2	In some contexts • recount experiences and imagine possibilities, often connecting ideas • vary talk in simple ways to gain and hold attention of the listener • make specific vocabulary choices and use non-verbal features that show awareness of different purposes and listeners	In some contexts • listen and respond to the speaker, making simple comments and suggestions • make helpful contributions when speaking in turn, in pairs, and small groups	In some contexts • extend experience and ideas, adapting speech, gesture, or movement to simple roles and different scenarios	In some contexts • show awareness of ways in which speakers vary talk, and why, through exploring different ways of speaking
Level 1	In some contexts • express feelings and ideas when speaking about matters of immediate interest • talk in ways that are audible and intelligible to familiar others • show some awareness of the listener by making changes to language and non-verbal features	In some contexts • understand and engage with the speaker, demonstrating attentive listening • engage with others through taking turns in pairs and small groups	In some contexts • engage in imaginative play enacting simple characters and situations using everyday speech, gesture, or movement	In some contexts • notice simple differences in speakers' use of language and try out new words and ways of expressing meaning
Below level				
Insufficient evidence				
Overall assessment (tick one box only)	Level	Low	Secure	High		