



# Whinstone Primary School Year 1 Literacy



## Literacy Statement of Intent

At Whinstone, we aim to deliver a curriculum that encourages and develops a passion for reading, writing and the spoken word. We will deliver a curriculum that teaches and empowers children with the essential life skills of reading, writing and speaking.

Children will be fluent, accurate and confident when reading and understanding texts. They will be able to accurately and effectively communicate through the spoken and written word.





## **History KS1 National Curriculum**

During year 1, teachers should build on work from the Early Years Foundation Stage, making sure that pupils can sound and blend unfamiliar printed words quickly and accurately using the phonic knowledge and skills that they have already learnt. Teachers should also ensure that pupils continue to learn new grapheme-phoneme correspondences (GPCs) and revise and consolidate those learnt earlier. The understanding that the letter(s) on the page represent the sounds in spoken words should underpin pupils' reading and spelling of all words. This includes common words containing unusual GPCs. The term 'common exception words' is used throughout the programmes of study for such words.

Alongside this knowledge of GPCs, pupils need to develop the skill of blending the sounds into words for reading and establish the habit of applying this skill whenever they encounter new words. This will be supported by practice in reading books consistent with their developing phonic knowledge and skill and their knowledge of common exception words. At the same time, they will need to hear, share and discuss a wide range of high-quality books to develop a love of reading and broaden their vocabulary.

Pupils should be helped to read words without overt sounding and blending after a few encounters. Those who are slow to develop this skill should have extra practice.

Pupils' writing during year 1 will generally develop at a slower pace than their reading. This is because they need to encode the sounds they hear in words (spelling skills), develop the physical skill needed for handwriting, and learn how to organise their ideas in writing.

Pupils entering year 1 who have not yet met the early learning goals for literacy should continue to follow their school's curriculum for the Early Years Foundation Stage to develop their word reading, spelling and language skills. However, these pupils should follow the year 1 programme of study in terms of the books they listen to and discuss, so that they develop their vocabulary and understanding of grammar, as well as their knowledge more generally across the curriculum. If they are still struggling to decode and spell, they need to be taught to do this urgently through a rigorous and systematic phonics programme so that they catch up rapidly.

Teachers should ensure that their teaching develops pupils' oral vocabulary as well as their ability to understand and use a variety of grammatical structures, giving particular support to pupils whose oral language skills are insufficiently developed.



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These key concepts and knowledge will be taught and reinforced through the development of these specific skills.

Punctuation	Grammar	Comprehension	Spelling				Handwriting	Vocabulary
<ul style="list-style-type: none"> <li>Capital letters</li> <li>CL for personal pronoun I</li> <li>Full stops.</li> <li>Question marks.</li> <li>Exclamation marks.</li> </ul> <p>Finger spaces</p>	<ul style="list-style-type: none"> <li>Joining words and clauses with and</li> <li>Joining words to make sentences</li> </ul> <p>Sequencing sentences to form short narratives</p>	<ul style="list-style-type: none"> <li>Understand both the books they can already read accurately and fluently and those they listen to by:</li> <li>Drawing on what they already know or on background information and vocab provided by the teacher</li> <li>Checking that the text makes sense to them as they read and correct inaccurate reading</li> <li>Discuss the significance of the title and events</li> <li>Making inferences on the basis of what is being said and done</li> <li>Predicting what might happen on the basis of what is being said and done</li> </ul>	<p>Words</p> <p>Children should be taught to spell:</p> <ul style="list-style-type: none"> <li>common exception words (CEW)</li> <li>high frequency words (HFW) - the first 100 from Letters and Sounds (pg 193)</li> <li>compound words e.g. football, laptop, playground</li> <li>Plus:</li> <li>days of the week</li> <li>numbers to 20</li> </ul>	<p>Phonics</p> <p>Children should be taught to spell:</p> <ul style="list-style-type: none"> <li>VC words</li> <li>CVC words with short vowels</li> <li>CVC words with long vowels</li> <li>words with adjacent consonants</li> <li>words with consonant digraphs and some vowel digraphs/trigraphs</li> <li>alternative spellings for vowel phonemes e.g. /ai/, /ay/, /a-e/</li> <li>new consonant spellings 'ph' and 'wh' e.g. dolphin, alphabet, which, wheel,</li> <li>words ending in -y e.g. very, happy,</li> </ul>	<p>Rules and Conventions</p> <p>Children should be taught to spell:</p> <ul style="list-style-type: none"> <li>words ending 'ff', 'll', 'ss', 'zz' and 'ck' (Usually after a short vowel letter in short words)</li> <li>the /ng/ sound spelt n before k</li> <li>words ending in 'tch' (/ch/ sound after a short vowel is usually 'tch')</li> <li>plurals of nouns adding -s and -es to words</li> <li>verbs where no change is needed to the root word:</li> <li>adding endings -ing, -ed, -er</li> <li>adjectives where no change is needed to the root word:</li> <li>adding</li> </ul>	<p>Affixes and roots</p> <p>Children should be taught to spell:</p> <ul style="list-style-type: none"> <li>words with the addition of the prefix un-</li> </ul>	<p>Sit correctly at the table with a correct pencil grip</p> <p>Begin to form lower case letters in the correct direction, starting and finishing in the correct place</p> <p>Form capital letters</p> <p>Form digits 0-9</p> <p>Understand which letters belong to which handwriting families</p>	<ul style="list-style-type: none"> <li>Suffix to make regular plural noun eg dog, dogs, wish, wishes</li> <li>Suffix that can be added to verbs help – helped, helper, helping</li> <li>Prefix – un changes a verb or adj meaning kin – unkind</li> </ul> <p><i>letter, capital letter, word, singular, plural, sentence punctuation, full stop, question mark, exclamation mark</i></p>



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## Impact

Teachers will regularly assess and will evaluate what knowledge and skills pupils have gained against expectations.

### Reading

1 Below expectations	2 Meeting expectations	3 Exceeding expectations
	I can read words by breaking them into sounds	
	I can quickly read my given letters or groups of letters	
	I can read new words by blending letter sounds together	
	I read some unusual words	
	I know how to read my word lists including s, -es, -ing, -ed, -er and -est endings	
	I can correctly read longer words in my word list	
	I can read words that have missing letters	
	I can read aloud the words in my book	
	I re-read my books so that I become a better reader	
	I listen and discuss what I have read, including poems, stories and non-fiction books	
	I can tell you about some of the special stories we have worked on in class and even retell them to my teacher	
	I like to join in with the class at special times of a story when the teacher is reading	
	I have learned some rhymes or poems	
	I discuss what words mean	
	I understand the books I can read	
	I check what I am reading makes sense as I am reading through it	
	I discuss the title and events from the books that I read	
	I can tell you why a character does or says some things	
	I like to predict what happens next based on what I have read so far	
	I take turns to listen and discuss when I am in a group	
	I can explain what has happened in a story that someone has just read to me	



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1 Below expectations	2 Meeting expectations	3 Exceeding expectations
	Spell words containing each of the 40+ phonemes already taught pink /orange level RWI=1 yellow RWI=2 blue/grey RWI=3	
	Spell common exception words	
	Spell the days of the week	
	Naming the letters of the alphabet in order	
	Using letter names to distinguish between alternative spellings of the same sound	
	Add prefixes and suffixes using the spelling rule for adding -s or -es as the plural marker for nouns and the third person singular marker for verbs	
	Add prefixes and suffixes using the prefix un-	
	Add prefixes and suffixes using -ing, -ed, -er and -est where no change is needed in the spelling of root words: e.g. <i>helping, helped, helper, eating, quicker, quickest</i>	
	Write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far	
	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	
	Write sentences by: saying out loud what they are going to write about	
	Write sentences by: composing a sentence orally before writing it	
	Write sentences by: sequencing sentences to form short narratives	
	Write sentences by: re-reading what they have written to check that it makes sense	
	Discuss what they have written with the teacher or other pupils	
	Develop their understanding of the concepts set out in English Appendix 2 by: leaving spaces between words	



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	Develop their understanding of the concepts set out in English Appendix 2 by: joining words and joining clauses using <i>and</i>	
	Capital letters, full stops, question marks and exclamation marks to demarcate sentences	