



Literacy Map – Year 1

GRAMMAR THROUGH READING & WRITING				
Word		Sentence		
<ul style="list-style-type: none"> • Know that a noun is the name for a thing, person, place or animal • Know that a verb is a doing or action word • Know what the terms singular and plural mean and use them orally • Know that plural nouns are formed by adding the suffix -s or -es and use them in writing • Know how adding the prefix -un changes the meaning of verbs (<i>untie</i>) and adjectives (<i>unkind</i>) • Know that different suffixes can be added to verbs and no change is needed to the spelling of the root word (e.g. <i>helping, helped, helper</i>) • Use personal pronouns (<i>I, she, he, it, you, we, they</i>) correctly • Form all letters (upper and lower case) correctly 		<ul style="list-style-type: none"> • Write a simple sentence using a full stop and a capital letter • Recognise and use questions, statements and exclamations as sentences with different jobs • Join words and sentences with the word 'and' <p>Key terminology: Capital letter, singular, plural, punctuation, full stop, question mark, exclamation mark</p>		
Punctuation		Text		
<ul style="list-style-type: none"> • Leave spaces between words • Use capitalisation for names, places, days of the week and the person pronoun 'I' • Use question marks correctly • Use exclamation marks correctly 		<ul style="list-style-type: none"> • Sequence sentences to form short narratives • No explicit teaching but expect every child to write in the correct tense 		
SPELLING (see also spelling pages 50-54 NC)				
<ul style="list-style-type: none"> • Revision of work from Reception • The sounds f, l, s, z, and k spelt ff, ll, ss, zz and ck • The n sound spelt n before a k • Division of words into syllables • -tch • The v sound at the end of words • Adding s and es to words (plural of nouns and the third person singular of verbs) • Adding the endings -ing, -ed and -er to verbs without changing the root word • Adding -er and -est to adjectives without changing the root word • Vowel digraphs and trigraphs • New consonant spellings ph and wh • Using k for the k sound • Days of the week 		<ul style="list-style-type: none"> • Words ending in -y • Adding prefix -un • Compound words • ai oi • ay oy • a-e • e-e • i-e • o-e • u-e • ar • ee 	<ul style="list-style-type: none"> • ea (ee) • ea (e) • er (stressed sound) • er (unstressed sound) • ir • ur • oo (with oo sound) • oo (with u sound) • oa • oe • ou • ow (ou), ow (o), ue, ew 	<ul style="list-style-type: none"> • ie (I sound) • ie (ee sound) • igh • or • ore • aw • au • air • ear • ear (er sound) • are (er sound)

WRITING COMPOSITION	HANDWRITING
<p><u>Write sentences by:</u></p> <ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • Sit correctly at a table, holding a pencil comfortably and correctly • Form lower case letters in the correct direction, starting and finishing at the right place • Form capital letters • Form digits 0-9 • Understand which letters belong to which handwriting 'families' (ie. letters that are formed in similar ways) and practise these
READING COMPREHENSION (see also word reading)	OTHER ORACY (see whole school objectives)
<ul style="list-style-type: none"> • Drawing on what they already know or on background information 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 • Participate in discussion about what is read to them, taking turns and listening to what others say • Explain clearly their understanding of what is read to them 	<p><u>Develop pleasure in reading, motivation to read, vocabulary and understanding by:</u></p> <ul style="list-style-type: none"> • listening to and discussing a wide range of poems, stories and non-fiction beyond those they can read independently • being encouraged to link what they read or hear 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 <ul style="list-style-type: none"> • Read aloud their writing clearly enough to be heard by their peers and the teacher
RANGE	TEXTS
<ul style="list-style-type: none"> • listening to and discussing a wide range of poems, stories and non-fiction beyond those they can read independently • being encouraged to link what they read or hear 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 	<p>Major Glad Major Dizzy Rapunzel Hermelin Where the Wild Things Are The Secret of Black Rock The Last Wolf</p>