

Literacy	Term 1 Cycle 1	Term 2 Cycle 1	Term 3 Cycle 1	Term 1 Cycle 2	Term 2 Cycle 2	Term 3 Cycle 2
Year 1						
Reading – Word Reading						
<ul style="list-style-type: none"> apply phonic knowledge and skills as the route to decode words 						
<ul style="list-style-type: none"> respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes 						
<ul style="list-style-type: none"> read accurately by blending sounds in unfamiliar words containing GPCs that have been taught 						
<ul style="list-style-type: none"> read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word 						
<ul style="list-style-type: none"> read words containing taught GPCs and –s, –es, –ing, –ed, –er and –est endings 						
<ul style="list-style-type: none"> read other words of more than one syllable that contain taught GPCs 						
<ul style="list-style-type: none"> read words with contractions [for example, I'm, I'll, we'll], and understand that the apostrophe represents the omitted letter(s) 						
<ul style="list-style-type: none"> 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 						
<ul style="list-style-type: none"> re-read these books to build up their fluency and confidence in word reading. 						
Reading – Comprehension						
develop pleasure in reading, motivation to read, vocabulary and understanding by:						
<ul style="list-style-type: none"> listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently 						
<ul style="list-style-type: none"> being encouraged to link what they read or hear read to their own experiences 						
<ul style="list-style-type: none"> becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics 						

<ul style="list-style-type: none"> recognising and joining in with predictable phrases 						
<ul style="list-style-type: none"> learning to appreciate rhymes and poems, and to recite some by heart 						
<ul style="list-style-type: none"> discussing word meanings, linking new meanings to those already known 						
understand both the books they can already read accurately and fluently and those they listen to by:						
<ul style="list-style-type: none"> drawing on what they already know or on background information and vocabulary provided by the teacher 						
<ul style="list-style-type: none"> checking that the text makes sense to them as they read and correcting inaccurate reading 						
<ul style="list-style-type: none"> discussing the significance of the title and events 						
<ul style="list-style-type: none"> making inferences on the basis of what is being said and done 						
<ul style="list-style-type: none"> predicting what might happen on the basis of what has been read so far 						
<ul style="list-style-type: none"> participate in discussion about what is read to them, taking turns and listening to what others say 						
<ul style="list-style-type: none"> explain clearly their understanding of what is read to them. 						
Writing – Transcription						
<ul style="list-style-type: none"> Spell words containing each of the 40+ phonemes already taught 						
<ul style="list-style-type: none"> Spell common exception words 						
<ul style="list-style-type: none"> Spell the days of the week 						
name the letters of the alphabet:						
<ul style="list-style-type: none"> naming the letters of the alphabet in order 						
<ul style="list-style-type: none"> using letter names to distinguish between alternative spellings of the same sound 						
add prefixes and suffixes:						
<ul style="list-style-type: none"> using the spelling rule for adding –s or –es as the plural marker for nouns and the third person singular marker for verbs 						

<ul style="list-style-type: none"> using the prefix un- 						
<ul style="list-style-type: none"> using -ing, -ed, -er and -est where no change is needed in the spelling of root words [for example, helping, helped, helper, eating, quicker, quickest] 						
apply simple spelling rules and guidance, as listed in English Appendix 1						
write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far						
Writing – Handwriting						
<ul style="list-style-type: none"> sit correctly at a table, holding a pencil comfortably and correctly 						
<ul style="list-style-type: none"> begin to form lower-case letters in the correct direction, starting and finishing in the right place 						
<ul style="list-style-type: none"> form capital letters 						
<ul style="list-style-type: none"> 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.						
Writing – Composition						
write sentences by:						
<ul style="list-style-type: none"> saying out loud what they are going to write about 						
<ul style="list-style-type: none"> composing a sentence orally before writing it 						
<ul style="list-style-type: none"> sequencing sentences to form short narratives 						
<ul style="list-style-type: none"> re-reading what they have written to check that it makes sense 						
<ul style="list-style-type: none"> discuss what they have written with the teacher or other pupils 						
<ul style="list-style-type: none"> read aloud their writing clearly enough to be heard by their peers and the teacher. 						
Writing – Vocabulary, Grammar and Punctuation						
develop their understanding of the concepts set out in English Appendix 2 by:						
<ul style="list-style-type: none"> leaving spaces between words 						

<ul style="list-style-type: none">• joining words and joining clauses using and						
<ul style="list-style-type: none">• beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark						
<ul style="list-style-type: none">• using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'						
<ul style="list-style-type: none">• learning the grammar for year 1 in English Appendix 2						
<ul style="list-style-type: none">• use the grammatical terminology in English Appendix 2 in discussing their writing.						