



Year 1 Literacy Implementation

These statements are used to assess the impact our teaching intention and the progress of children during their learning journey.

Year	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Books	The Tiger Who Came to Tea The Lighthouse Keeper's Lunch Whatever Next Not a Stick Old Bear Jack and the Baked Bean Stalk Oliver's Vegetables	Goldilocks The Three Little Pigs Hansel and Gretel Cinderella Ninja Red Riding Hood	Flip-Flap Animals Penguin Small The Lonely Giraffe	Book Reviews The Jolly Postman Descriptive writing The Lonely Robot (clip) Information texts Instruction texts	Examples of information text Beginning, middle, end Narrative Instructions Jack and the Baked Bean Stalk	Christopher's Caterpillars Frog is Frog Farm rhymes
Throughout these texts, children will learn to:	<ul style="list-style-type: none"> - write simple sentences which include capital letters and full stops. - use adjectives to describe characters and settings. - ask and answer questions through hot seating tasks. - sequence events in order and recount familiar stories. - use verbs accurately in sentences and develop range of verbs used. - begin to use connectives to extend sentences. - begin to use a story board to plan and write a simple adventure story. - begin to use simple past tense verbs when recounting events. - begin to spell common exception words for the relevant year group accurately. 	<ul style="list-style-type: none"> - Understand the role of the setting in a story and describe setting using expanded noun phrases. - use 'word bursts' to describe what can be seen, heard, smelt and tasted in a familiar setting. - Use acting tasks to become familiar with events and character's feelings within familiar stories. - Recognise the beginning, middle and end of familiar stories and retell in order. - Begin to recognise speech in stories and the relevant punctuation. - recognise and use the features of an invitation. - predict events and compare a traditional fairy tale with a twisted fairy tale. - identify and word burst rhyming words. 	<ul style="list-style-type: none"> - use correctly formed and, in Y2, joined handwriting. - Identify rhyming words. - recognise the structure of a rhyming couplet and write. - use subordinating and coordinating connectives to extend sentences. - write in full sentences that contain a subject and a verb and, in Y2, use questions and exclamation sentences. - recount stories including main events in own writing. - describe animals, characters and settings using adjectives and expanded noun phrases. - use a range of verbs to describe animal movement. - write texts in the present and past tense. - develop accurate spelling of common exception words for the relevant year group. 	<ul style="list-style-type: none"> - recognise and use the key features of a book review, letter, description, narrative, information and instruction text. - Write in full sentences and, in Y2, use question, exclamation and commands sentences with relevant punctuation. - Develop range of descriptive language used when describing using senses. - Plan, develop and write a story based on a given story prompt. - Begin to add suffixes to spell longer words. - develop understanding of spelling rules for past tense verbs. 	<ul style="list-style-type: none"> - conduct research and plan information to create a fact page. - write an information page including relevant features (heading, subheadings, information in extended sentences, pictures, captions, 'Did you know?' facts etc). - plan and write a story including a beginning, middle and end. - choose past or present tense verbs accurately in their writing. - write instructions including the relevant features (heading, 'what you need' list, numbered points, time connectives, imperative verbs). - in Y2, use suffix words to add more detail to descriptions. - In Y2, begin to spell words with contracted forms (contractions I'm, don't etc) - recognise first person and begin to use in writing. 	<ul style="list-style-type: none"> - conduct research and plan information to create a fact page. - write an information page including relevant features. - write questions and punctuate with question marks. - use first person pronouns. - use adverbs to describe movement. - use powerful verbs to describe movement. - use subordinating and coordinating connectives to extend sentences. - Use a range of sentence openers including time connective phrases. - develop vocabulary and choose interesting adjectives when describing. - plan and write a letter including relevant features. - spell all common exception words for the relevant year group accurately.
Reading Throughout these texts, children will learn to:	<ul style="list-style-type: none"> - introduce familiar children's authors - develop fluency through repetitive reading as class. - identify familiar words within texts. - segment and blend to decode unknown words. 	<ul style="list-style-type: none"> - read familiar stories aloud. - read books matched to phonics knowledge aloud. - develop fluency through regular repetition of reading familiar stories. - begin to use expression. - read high frequency words. 	<ul style="list-style-type: none"> - make predictions about characters and events. - read for information. - use phonics knowledge to read rhyming words and to add own words to create rhyming groups. 	<ul style="list-style-type: none"> - read for information and find information within a text. - develop accurate reading of words with two or more syllables. - read books matched to phonic knowledge clearly and without undue hesitation. 	<ul style="list-style-type: none"> - make predictions and inferences based on the cover of a book and events. - develop fluency through regular repetition of story. - read words with common suffixes. - read contractions 	<ul style="list-style-type: none"> - read for information and find information within a text. - make inferences about character's feelings and events. - In Y2, read most words quickly and accurately without overt sounding and blending.