

Literacy Taught in Year One

During the Autumn Term in Year One your child will be taught the following :-

Phonological awareness, phonics and spelling

1. to practise and secure the ability to **rhyme**, and to relate this to spelling patterns through:
 - exploring and playing with rhyming patterns;
 - generating rhyming strings, e.g. *fat, hat, pat*;
2. to practise and secure alphabetic letter knowledge and alphabetic order;
3. to practise and secure the ability to hear initial and final **phonemes** in CVC words, e.g. *fit, mat, pan*;
4. to **discriminate** and **segment** all three phonemes in CVC words;
5. to **blend** phonemes to read CVC words in rhyming and non-rhyming sets;
6. to represent in writing the three phonemes in CVC words, spelling them first in rhyming sets, then in non-rhyming sets;

Word recognition, graphic knowledge and spelling

7. for guided reading, to read on sight high frequency words specific to graded books matched to the abilities of reading groups;
8. to read on sight other familiar words, e.g. children's names, equipment labels, classroom captions;
9. to read on sight approximately **30 high frequency words identified for Y1 and Y2** located in the Resource Area;
10. to recognise the critical features of words, e.g. length, common spelling patterns and words within words;
11. to spell common irregular words from the **list of high frequency words**;

Vocabulary extension

12. new words from reading and shared experiences, and to make collections of personal interest or significant words and words linked to particular topics;

Handwriting

13. to develop a comfortable and efficient pencil grip;
14. to form lower case letters correctly in a script that will be easy to join later.

During the Spring Term in Year One your child will be taught the following :-

Phonics, spelling and vocabulary

Phonological awareness, phonics and spelling

1. to secure identification, spelling and reading of initial, final and medial letter sounds in simple words;
2. to investigate, read and spell words ending in *ff, ll, ss, ck, ng*;
3. to **discriminate**, read and spell words with initial consonant clusters, e.g. *bl, cr, tr, str* -

Summary of specific phonics and spelling work:

- to discriminate, read and spell words with final consonant clusters, e.g. *nd, lp, st*;
- to identify separate **phonemes** within words containing clusters in speech and writing;
- to **blend** phonemes in words with clusters for reading;
- to **segment** clusters into phonemes for spelling;

Word recognition, graphic knowledge and spelling

4. for **guided reading** to read on sight high frequency words specific to graded reading books matched to the abilities of reading groups;
5. to read on sight other familiar words, e.g. children's names, equipment labels, classroom captions;
6. to read on sight approximately **30 more high frequency words**;
7. to recognise the critical features of words, e.g. length, common spelling patterns and words within words;
8. to investigate and learn spellings of words with 's' for plurals;
9. to spell common irregular words from the **list of high frequency words**;

Vocabulary extension

10. new words from reading and shared experiences and to make collections of personal interest or significant words and words linked to particular topics;

Handwriting

11. to practise handwriting in conjunction with spelling and independent writing, ensuring correct letter orientation, formation and proportion, in a style that makes the letters easy to join later.

During the Summer Term in Year One your child will be taught the following :-

Phonological awareness, phonics and spelling

1. the common spelling patterns for each of the long vowel **phonemes**: *ee ai ie oa oo* (long as in moon) from the **summary of specific phonics and spelling work**:
 - to identify phonemes in speech and writing;
 - to **blend** phonemes for reading;
 - to **segment** words into phonemes for spelling;

Word recognition, graphic knowledge and spelling

2. to read on sight high frequency words specific to graded books matched to the abilities of reading groups;
3. to read on sight other familiar words;
4. to read on sight approximately 30 more **high frequency words**;
5. to recognise words by common spelling patterns;
6. to investigate and learn spellings of verbs with 'ed' (past tense), 'ing' (present tense) endings;
7. to spell common irregular words from the **list of high frequency words**;

Vocabulary extension

8. new words from reading and shared experiences, and to make collections of personal interest or significant words and words linked to particular topics;
9. the terms '**vowel**' and '**consonant**';

Handwriting

10. to practise handwriting in conjunction with spelling (above) and independent writing, ensuring correct letter orientation, formation and proportion, in a style that makes the letters easy to join later.