Logo

Description automatically generated

**SSPP Year 1 Overview**

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Topic** | | | | | | | | |
| **Autumn**  **Me and My World** | | | | **Spring**  **Kings, Queens and Castles** | | | **Summer**  **Seaside** | |
| **Narrative**  Story Retell  Recount  Setting Description  Letter | **Non Fiction**  Labels and captions  Non-Chronological Report | | | **Winter**  **Poetry (2 weeks)**  Learn and retell  Shape Poetry | **Narrative**  Traditional Tales  Stories  Innovations  Letters | **Non Fiction**  Instructions | **Narrative**  Story Retell  Character Description  Letter  Recount | **Non fiction**  Information Leaflet |
| Suggested Texts for Writing and Reading skills  These are limited recommendations. Any high-quality text, that fits with the aims of the unit, can be planned from. | | | | | | | | |
| Autumn: Term:  **Image result for here's a little poem a very first book of poetry**  **Spring Term:**  A picture containing text  Description automatically generated      **Summer Term:** | | | | | | | | |
| **Skills and Knowledge Year 1 Reading** | | | | | | | | |
| **Range of reading** | | * apply phonic knowledge to decode words * speedily read all 40+ letters/groups for 40+ phonemes * read accurately by blending taught GPC * read common exception words * read common suffixes (-s, -es, -ing, -ed, etc.) * read multisyllable words containing taught GPCs * read contractions and understanding use of apostrophe •read aloud phonically-decodable texts | | | | | | |
| **Decoding** | | * listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently * being encouraged to link what they read or hear read to their own experiences | | | | | | |
| **Familiarity with texts** | | * 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 | | | | | | |
| **Poetry** | | * \*learning to appreciate rhymes and poems, and to recite some by heart | | | | | | |
| **Word means** | | * \*discussing word meanings, linking new meanings to those already known | | | | | | |
| **Understanding** | | * drawing on what they already know or on background information and vocabulary provided by the teacher * \*checking that the text makes sense to them as they read and correcting inaccurate reading | | | | | | |
| **Inference** | | * discussing the significance of the title and events * \*making inferences on the basis of what is being said and done | | | | | | |
| **prediction** | | * \*predicting what might happen on the basis of what has been read so far | | | | | | |
| **Discussing reading** | | * \*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 | | | | | | |
| **Skills and Knowledge Year 1 Writing** | | | | | | | | |
| **Phonic &**  **Whole word**  **spelling** | | | • words containing each of the 40+ phonemes taught  • common exception words  • the days of the week  • name the letters of the alphabet in order using letter names to distinguish between alternative spellings of the same sound | | | | | |
| **Other word**  **building**  **spelling** | | | • using the spelling rule for adding –s or –es as the plural marker for nouns and the third person singular marker for verbs using the prefix un–  • using –ing, –ed, –er and –est where no change is needed in the spelling of root words  • apply simple spelling rules and guidance from Appendix 1 | | | | | |
| **Transcription** | | | • write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far. | | | | | |
| **Handwriting** | | | • 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’ and to practise these | | | | | |
| **Planning**  **Writing** | | | • saying out loud what they are going to write about  • composing a sentence orally before writing it | | | | | |
| **Drafting Writing** | | | • sequencing sentences to form short narratives • re-reading what they have written to check that it makes sense | | | | | |
| **Editing Writing** | | | • discuss what they have written with the teacher or other pupils | | | | | |
| **Performing**  **Writing** | | | • read their writing aloud clearly enough to be heard by their peers and the teacher. | | | | | |
| **Vocabulary** | | | • leaving spaces between words  • joining words and joining clauses using "and" | | | | | |
| **Grammar** | | | • regular plural noun suffixes (-s, -es)  • verb suffixes where root word is unchanged (-ing, -ed, -er)  • un- prefix to change meaning of adjectives/adverbs  • to combine words to make sentences, including using and Sequencing sentences to form short narratives  • separation of words with spaces  • sentence demarcation (. ! ?)  • capital letters for names and pronoun 'I') | | | | | |
| **Punctuation** | | | • beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark  • using a capital letter for names of people, places, the days of the week, and the personal pronoun ‘I’ | | | | | |
| **Grammatical**  **Terminology** | | | letter, capital letter, word, singular, plural , sentence punctuation, full stop, question mark, exclamation mark | | | | | |

**Spoken language**

Pupils should be taught to:

* listen and respond appropriately to adults and their peers
* ask relevant questions to extend their understanding and knowledge
* use relevant strategies to build their vocabulary
* articulate and justify answers, arguments and opinions
* give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings
* maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments
* use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas
* speak audibly and fluently with an increasing command of Standard English
* participate in discussions, presentations, performances, role play/improvisations and debates
* gain, maintain and monitor the interest of the listener(s)
* consider and evaluate different viewpoints, attending to and building on the contributions of others
* select and use appropriate registers for effective communication