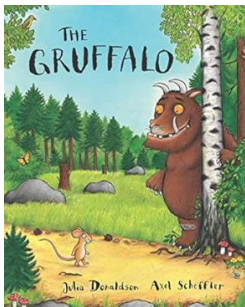
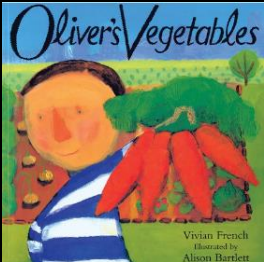
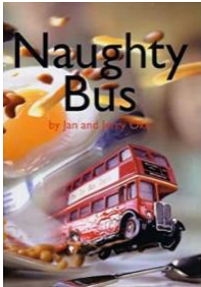
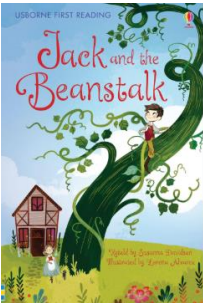


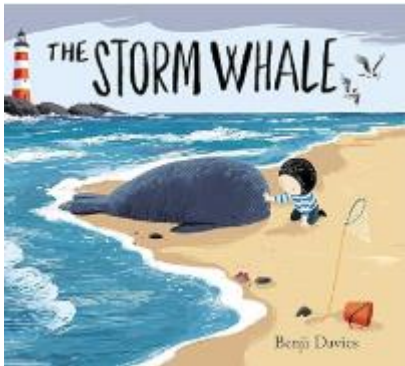
Year 1 – Literacy Curriculum Overview 2025-2026

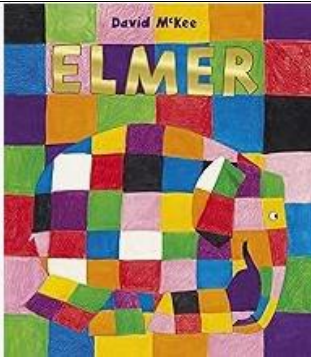
Topic	Intent Purpose I = Inform E=Entertain P=Persuade	Implementation Site of Application Skills in blue demonstrate opportunities for overlearning and retrieval of previously taught learning.	Impact The children will:	Key Text/ Stimulus Poetry Resources to be used	Rockets Phonics Progression	Letter join handwriting
Autumn 1 Out and About (7 weeks 3 days)	To understand a narrative using Narrative approach To understand what a sentence is. To build on oracy skills through discussing my favourite Julia Donaldson book. Audience – Preschool – to read our favourite Julia Donaldson book.	 Factual – to write what the children like about living in Popley Narrative – To write simple sentences retelling the story of the Gruffalo Oracy statement - I can find things out by asking how and why questions. To begin to understand the role of a capital letter and full stop in a sentence. To understand I need to use the capital letter I when talking about myself and this is a pronoun. To understand that words can be used to write a sentence. “A group of words that make sense” To think about the spacing between the words in their sentence. To be able to read back what they’ve written with some support. To begin to understand and use the pronoun I in a short sentence. To begin to use the correct grapheme in their writing with some support. To begin to form my letters correctly To begin to understand the sizing of my letters and ensure the right formation is used. To sequence a narrative and to retell a story by writing short sentences. Discussing unknown vocabulary and adding it to tier vocabulary walls. Oracy – to discuss children’s favourite Julia Donaldson Book.	Children can understand how a sentence is formed. Children can understand the role of nouns, pronouns and verbs within their writing. Children can use adventurous language and understand it’s meaning. Children can understand the Narrative approach questions and apply this to planning/ discussing a narrative. Use British Value of Democracy and Merton Value of Respect to vote and choose their favourite Julia Donaldson book.	The Gruffalo by Julia Donaldson Word mats (nouns from the Gruffalo story) Widget to support sentence structure and to reduce cognitive load. Visual prompts	Week 1 Introduce /igh/ as i, i-e. Blending and segmenting practice. Common exception words practice: some, one, said. Week 2 Introduce /igh/ as ie, y Blending and segmenting practice. Common exception words practice: come, do, so Week 3 Introduce /oa/ as o-e, ow Blending and segmenting practice. Common exception words practice: were, when. Week 4 Introduce /igh/ as oe, o. Blending and segmenting practice. Common exception words practice: have, there. Week 5 Introduce /ee/ as y, ey Blending and segmenting practice. Common exception words practice: out, like Week 6 Consolidate I, i-e, ie, y, o-e, ow, oe, o, y, ey Blending and segmenting practice.	Week 1 - 2 Handwriting warm up exercises. Getting hands ready Writing ready position Pencil grip rhyme Week 3-4 Introduction of letter families Long ladder letters I, l, t, u, y Curly caterpillar letters a, c, f, e, s, and g Week 5-6 Introduction of letter families One-armed robot letters b, h, k, m, p and r Zig zag letters v, w, x and z

					Common exception words practice: little, what	
Autumn 2 Once Upon a Time (7 weeks)	To retell a story using their own words. To write a sequence of sentences using required punctuation. To develop vocabulary in writing a simple narrative. Audience –	 Narrative – to retell the story of Oliver’s Vegetables using the days of the week. Oracy statement - I can speak clearly in presentations, performances and role plays when I have just got a bit to say. To begin using the correct grapheme with increasing confidence using graphemes taught so far. To begin to understand the role of a capital letter and full stop in a sentence. To understand that words can be used to write a sentence. “A group of words that make sense” To think about the spacing between the words in their sentence. To be able to read back what they’ve written with some support. Discussing unknown vocabulary and adding it to tier vocabulary walls. To sequence a narrative and to write short, simple sentences. To continue to write sentences with a capital letter and full stop (when required) and required spacing with some independence. To know that a proper noun requires a capital letter and to use this in writing. To begin sentences with a proper noun or the pronoun I To understand the conjunction and joins two ideas and to begin to use this in sentences. To have opportunities to write simple dictated sentences to build ideas. To understand that the days of the week and months need a capital letter and to use this in writing.	Have growing confidence selecting the correct grapheme in their writing. Be more secure in using capital letters, full stops and question marks in their writing. Use adventurous language in their writing and can discuss its meaning. Talk about a narrative and sequence the events in the correct order. Plan what they want to write verbally. Have an awareness of their audience	Traditional tales (Jack in the Beanstalk, Goldilocks and the Three Bears, Little Red Riding Hood) Word mats (topic vocabulary) Widget sentence stems to support sentence structure and to reduce cognitive load. Visual prompts Simple dictated sentences. Substitution mats to support sentence structure and to reduce cognitive load.	Week 7 Introduce /y+oo/ as u Blending and segmenting practice. Introduce short /oo/ as u Blending and segmenting practice. Common exception words practice: oh, their Week 8 Introduce /y+oo/ as u–e Blending and segmenting practice. Introduce long /oo/ as u–e Blending and segmenting practice. Common exception words practice: people Week 9 Introduce /y+oo/ as ue Blending and segmenting practice. Introduce long /oo/ as ue Blending and segmenting practice. Common exception words practice: Mr, Mrs Week 10 Introduce /y+oo/ as ew Blending and segmenting practice. Introduce long /oo/ as ew Blending and segmenting practice. Common exception words practice: looked, called Week 11 Introduce /ur/ as er Blending and segmenting practice. Introduce long /ur/ as ir	Week 1-2 Introduction of Capital letters (Recap AUT 1) Capital letters ABCDE Week 3-4 Capital letters FGHIJ Week 5-6 Capital letters KLMNO

					Blending and segmenting practice. Common exception words practice: asked, could Week 12 Introduce /ou/ as ou Blending and segmenting practice. Introduce /oi/ as oy Blending and segmenting practice. Common exception words practice: water, where	
Spring 1 We're on The Move (6 weeks)	Intent To provide information from their trip to Brooklands. To understand and use adjectives in my sentences. To understand and sequence the Creation story. Audience – To prepare questions for Y1 trip to Brooklands	 Narrative – To retell the story of the Naughty bus using adventurous language. Information – To form questions ready for school trip to Brooklands Museum. Oracy statement – I can ask a class visitor questions I have already thought of. To use the correct grapheme in their writing with increasing confidence. Discussing unknown vocabulary and adding it to tier vocabulary walls To continue to write sentences with a capital letter and full stop (when required) and required spacing. To know that a Proper noun requires a capital letter and to use this in writing. To understand a ? comes at the end of a question. To understand what words, we might use in a question. To write simple dictated sentences To understand the word verb and it's meaning (a doing word) To begin to understand the suffix -ing and to use this in a root word which doesn't change (jumping) To begin sentences with a proper noun or the pronoun I To begin to join two ideas with the conjunction and.	Children have growing confidence selecting the correct grapheme in their writing and begin to understand why. Children are more secure in using capital letters, taught punctuation and spacing in their writing. Children use adventurous language in their writing and can discuss it's meaning. Children can understand the conjunction and using it correctly in their writing to join two ideas. Children can talk about a narrative and sequence the events in the correct order. Children can plan what they want to write verbally	The Naughty Bus by Jan Oke Little People Big Dreams Amelia Earhart Word mat (nouns) Widget Adjectives and nouns to sort/ match Narrative approach question words. Widget to support sentence structure and to reduce cognitive load.	Week 13 Introduce /or/ as au Blending and segmenting practice. Introduce /or/ as aw Blending and segmenting practice. Common exception words practice: who, again Week 14 Introduce ou as /oa/ and long /oo/, and oul as short /oo/ Blending and segmenting practice. Introduce /ar/ as a and al Blending and segmenting practice. Common exception word practice: thought, through Week 15 Introduce /ur/ as ear and or Blending and segmenting practice. Introduce /eer/ as eer and ere Blending and segmenting practice. Common exception word practice: many, laughed Week 16 Introduce /air/ as are, ear and ere Blending and segmenting practice. Introduce /or/ as al	Week 1-2 PQRS and T Week 3-4 UVWXY and Z Week 5-6 Introduction printed letters Printed letters abcd and e

					Common exception word practice: because, any Week 17 Introduce /or/ as our Blending and segmenting practice. Introduce /or/ as ore Blending and segmenting practice. Common exception word practice: eyes, friends Week 18 Introduce /or/ as oor Blending and segmenting practice. Introduce /or/ as augh Common exception word practice: once, please	
Spring 2 Fire! Fire! (4 weeks 4 days)	London Museum To understand democracy through voting in the Picture Book awards. To explain their reasons for a favourite book. To write and perform simple poetry To sequence and spell the days of the week.	 Narrative – To retell the story of Jack and the beanstalk Oracy Statement - To use the correct grapheme in their writing with increasing confidence. Discussing unknown vocabulary and adding it to tier vocabulary walls. To continue to write sentences with a capital letter and full stop (when required) and required spacing with some independence. To know that a Proper noun requires a capital letter and to use this in writing. To begin sentences with a proper noun or the pronoun I To begin to join two ideas with the conjunction and. To have opportunities to write simple dictated sentences to build ideas. To understand the past tense -ed and to begin to use this in my writing. To understand what a plural is by adding s	Perform poetry with some expression. Use correct tenses when describing events of the past. Begin to improve stamina in their writing and can write simple sentences independently Sequence events with confidence. Use plurals verbally and in their writing. Can correctly spell and sequence the days of the week.	The GFOL – Liz Goggarty Avoid being in the GFOL Crackle Spit – Marie Thom The Very Hungry Caterpillar – Eric Cahle History topic box to stimulate discussion. Narrative approach question words. Word mat (nouns) Widget Adjectives and nouns to sort/ match Narrative approach question words.	Week 19 Introduce /s/ as c Blending and segmenting practice. Introduce /j/ as g Blending and segmenting practice. Common exception word practice: oh, their Week 20 Introduce /e/ as ea Blending and segmenting practice. Introduce /s/ as se Blending and segmenting practice. Common exception word practice: people Week 21 Introduce /s/ as ce Blending and segmenting practice. Introduce /k/ as ch Blending and segmenting practice. Common exception word practice: Mr, Mrs Week 22 Introduce /sh/ as ch	Week 1-2 Printed letters f,g,h,l,and j Week 3-4 Printed letters k,l,m,n and o

		Opportunities to build oracy skills through discussion Key Question – Was Jack right to go into the Giant’s home?		Widget to support sentence structure and to reduce cognitive load.	Blending and segmenting practice. Introduce /j/ as dge Blending and segmenting practice. Common exception word practice: looked, called Week 23 Introduce /j/ as ge Blending and segmenting practice. Introduce /uh/ as o Blending and segmenting practice. Common exception word practice: asked, could Week 24 Consolidate: c, g, ea, se, ce, ch, ch, dge, ge, o Blending and segmenting practice. Common exception word practice: water, where Week 25 Introduce /ul/ as le Blending and segmenting practice. Introduce ed as /t/ and /d/ Blending and segmenting practice. Common exception word practice: oh, their	
Summer 1 Seasides (7 weeks)	Family and Friends To understand a narrative through verbally retelling the story. To change an element of the story and write an adapted version. To inform others about themselves.	 Narrative – To change the character of Noy or the animal that is found on the beach.	Children are confident in talking about a text and it’s features. Children grow in confidence and enjoy writing. Writing is decodable and children feel more confident is choosing the correct graphemes.	The Storm Whale The Rhythm of Life – Michael Rosen CLPE Word mats (topic vocabulary) Widget sentence prompts	Week 26 Introduce /m/ as mb Blending and segmenting practice. Introduce /n/ as kn Blending and segmenting practice. Common exception word practice: people Week 27 Introduce /n/ as gn Blending and segmenting practice Introduce /r/ as wr Blending and segmenting practice.	Week 1-2 Printed letters p,q,r,s and t Printed letters u,v,w,xy and z Week3-4 Numbers 0123456789 Week 5-6 Punctuation marks and maths symbols

		Inform – To write an invite informing others about an art gallery. Oracy Statement – I can listen carefully when I am in a group. To use the correct grapheme in their writing with increasing confidence. Discussing unknown vocabulary and adding it to tier vocabulary walls. To continue to use adjectives when required in writing. To continue to write sentences with a capital letter and full stop (when required) and required spacing with increasing independence. To join two ideas with the conjunction and with some independence. To improve my vocabulary by using the suffixes taught. To use a question mark with growing confidence. To begin to read my work back and to check it makes sense with some support. To talk about suffixes and root words with growing confidence. To talk about the features of fiction/ factual writing with some independence. To be confident in using resources around the classroom to help learning.		Widget Substitution mats Simple dictated sentences Narrative approach question words.	Common exception word practice: Mr, Mrs Week 28 Introduce /ch/ as tch Blending and segmenting practice. Introduce /zh/ as s, si and ge Blending and segmenting practice. Common exception word practice: looked, called Week 29 Consolidate: le, ed, mb, kn Blending and segmenting practice. Common exception word practice: asked, could Week 30 Consolidate: gn, wr, tch, s, si, ge Blending and segmenting practice. Common exception word practice: water, where Week 31 Introduce /ch+u/ as ture Introduce /i/ as y Blending and segmenting practice Common exception word practice: who, again	
Summer 2 Amazing Animals (6 weeks 3 days)	Marwell Zoo To write factual sentences about animals describing key features. To use language in the past tense to describe an event.	 Information - To write a simple, informative sentences about an animal Inform – To tell their new teacher about themselves. Narrative – To write a simple narrative about Elmer	Begin to improve stamina in their writing and can write simple sentences independently Discuss and use plurals in their writing Read their work back and talk about their word choice. Use adventurous language and discuss its meaning.	Elmer – David McKee Fiction and Non-Fiction books about Animals Word mats (topic vocabulary) Widget sentences Widget Substitution mats	Week 32 Introduce /s/ as sc Blending and segmenting practice. Introduce /s/ as st Blending and segmenting practice. Common exception word practice: thought, though Week 33 Introduce /o/ as (w)a Blending and segmenting practice. Introduce /sh/ as ti Blending and segmenting practice.	Week 1-2 Handwriting CEW Weeks 3-6 Additional handwriting practice.

		Oracy Statement – I can make sentences about what is happening now, what has happened and what will happen. To have growing confidence in selecting the correct grapheme in their writing. To continue to think about the spacing between their words. To sequence a narrative and to write short sentences. To continue to use punctuation and grammar taught so far with increasing confidence. Discussing unknown vocabulary and adding it to tier vocabulary walls To use the conjunction and in sentences with growing confidence. To understand the past tense -ed and to begin to use this in my writing. To understand what a plural is by adding s/ -es To join ideas using the conjunction and To understand a ? comes at the end of a question. To understand what words, we might use in a question To begin to use the suffix -est and understand what it does to the root word (fastest, slowest, biggest) To begin to understand the features of fiction/ factual writing.	Have growing confidence in selecting the correct grapheme in their writing. Be more secure in using capital letters, full stops and question marks in their writing. Talk about a narrative and sequence the event's in correct order. Children are confident and ready to move to Year 2	Simple dictated sentences Pictures to sequence	Common exception word practice: many, laughed Week 34 Introduce /sh/ as ci Blending and segmenting practice y Introduce /sh/ as ss Blending and segmenting practice Common exception word practice: because, any Week 35 Consolidate: ture, y, sc, st Blending and segmenting practice Common exception word practice: eyes. friends Week 36 Consolidate: (w)a, ti, ci, ssi Blending and segmenting practice Common exception word practice: once, please	
Mental Wellbeing	Through the exploration of key texts and reading across the wider curriculum, children will be exposed to a range of characters, experiences, behaviours and emotions. As a result of high-quality discussions accessed through the reading curriculum children will: - Know mental wellbeing is a normal part of daily life, in the same way as physical health. - Know there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations. - Know how to recognise and talk about emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings.					

Tier vocabulary used throughout

Children to be encouraged to ask the meaning of words and to add these to word walls in classrooms. These words are to be referred back to and modelled by the teacher when speaking and writing. When children are familiar with the meanings and understand, words to be taken down with children. Tier vocabulary words to be fluid and always changing.

Opportunities for speaking and composing of sentences.

Teachers to model counting of words in sentences and encouraging children to repeat this back prior to writing.

Spelling

Y1 and Y2 Children to be encouraged to think of best fit when it comes to their spelling. Which phoneme can they hear when they say the word and to have a go before writing. Class teachers to model using sound buttons and to ask the children which grapheme they think is the best one to use.