



**Abbey Mead Primary Academy**  
**Year 1 Book Led Curriculum 2023-24**

Topic	Main books	Writing Outcomes	Grammar Focus
All about me  <b>Autumn 1</b>	Traditional tales  <b>Rapunzel by Chloe Perkins</b>  <b>Ghanaian Goldilocks by Dr Tamara Pizzoli</b>	Captions, labels, lists, retelling  <b>Short outcome: Wanted Poster</b>  <b>Main Writing outcome: Instructional writing</b>  Oracy: Recalling adjectives and descriptive language/phrases	Writing sentences using finger spaces, capital letters and full stops.  Using numbers to write a list.  Connectives of sequence (first, second, last, next, then)  Adding adjectives to sentences e.g. he has a red ball.
	Kipper's Diary	<b>Main Writing Outcome: Narrative:</b> Diary writing  Oracy: Recalling sentences and phrases	Capital letters for names, proper nouns and days of the week.  Writing in different 'person' e.g. I am happy, you are happy, he is happy.  Joining ideas with 'and'.
Toys  <b>Autumn 2</b>	Stanley's Stick by Neal Layton	<b>Shorter outcome:</b> Character description  <b>Main writing outcome:</b> Retelling story with alternative ending  Oracy: Recalling sentences and phrases	Using 'ed' for past tense. Use of verbs Capital letters for names, proper nouns and days of the week. Noun phrases – adjective + noun or adjective + adjective + noun. Adding adjectives to sentences e.g. he has a red ball.
Weather  <b>Spring 1</b>	The Snowman by Raymond Briggs	Letter writing  Oracy: Recalling sentences and phrases	Writing in 1 <sup>st</sup> person. Use of question marks. Use of present and future tense Consolidation of all taught grammar

		<p>Poem</p> <p><b>GD: Written outcome</b></p> <p><b>Scaffolded piece where children focus on one skill that was taught in the week</b></p>	<p>invent impossible ideas, e.g. magical wishes</p> <p>Observe details of first-hand experiences using the senses.</p> <p>List words and phrases or use a repeating pattern or line.</p> <p>Consolidation of all taught grammar</p>
<p>Animals</p> <p>Spring 2</p>	<p>In the Forest by Anouck Boisrobert</p>	<p>Writing an opinion</p> <p>Oracy: Recalling sentences and phrases</p>	<p>Write a word/phrase or sentence with an exclamation mark.</p> <p>Use of present tense.</p> <p>Consolidation of all taught grammar</p>
	<p>Range of animal books</p>	<p>Riddles</p> <p>Oracy: Recalling sentences and phrases</p>	<p>Specific nouns</p> <p>Present tense</p> <p>Write a sentence in simple present continuous tense (“to be” + “-ing”)</p>
<p>Transport and travel</p> <p>Summer 1</p>	<p>When Titus took the train by Anne Cottringer</p>	<p>Alternative story ending</p> <p>Oracy: Recalling sentences and phrases</p>	<p>Adding the prefix ‘un’</p> <p>Adding suffix ‘ed’ to turn into past tense</p> <p>Narrative language</p>
<p>Growing, plants and trees</p> <p>Summer 2</p>	<p>The Tiny Seed by Eric Carle</p>	<p><b>Main outcome: (Science) Instructional writing</b></p> <p><b>Short outcome: Re-tell</b></p> <p>Oracy: Recalling sentences and phrases</p>	<p>Connectives of sequence (first, second, last, next, then)</p> <p>Narrative language</p> <p>Consolidation of all taught grammar</p> <p>Using suffix “s” and “es”</p>

	<b>National Curriculum Statutory Requirements YEAR 1 Word Reading</b>
<b>RW1</b>	Apply phonic knowledge and skill as the route to decode words
<b>RW2</b>	Respond speedily with the correct sound to graphemes for all 40+ phonemes, including, where applicable alternative sounds for graphemes
<b>RW3</b>	Read accurately by blending sounds in unfamiliar words containing GPCs that have been taught
<b>RW4</b>	Read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word
<b>RW5</b>	Read words containing taught GPCs and –s, -es, -ing, - ed, -er, and –est endings
<b>RW6</b>	Read other words of more than one syllable that contain taught GPCs
<b>RW7</b>	Read words with contractions and understand that the apostrophe represents the omitted letter(s)
<b>RW8</b>	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

	<b>National Curriculum Statutory Requirements YEAR 1 Reading Comprehension</b>
	Develop pleasure in reading, motivation to read, vocabulary and understanding by:
<b>RC1</b>	Listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently
<b>RC2</b>	Being encouraged to link what they read or hear read to their own experiences
<b>RC3</b>	Becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics
<b>RC4</b>	Recognising and joining in with predictable phrases
<b>RC5</b>	Learning to appreciate rhymes and poems and reciting some by heart
<b>RC6</b>	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:
<b>RC7</b>	Drawing on what they already know or on background information and vocabulary provided by the teacher
<b>RC8</b>	Checking that the text makes sense to them as they read and correcting inaccurate reading
<b>RC9</b>	Discussing the significance of the title and events
<b>RC10</b>	Making inferences on the basis of what is being said and done
<b>RC11</b>	Predicting what might happen on the basis of what has been read so far
<b>RC12</b>	Participate in discussion about what is read to them, taking turns and listening to what others say
<b>RC13</b>	Explain clearly their understanding of what is read to them

	<b>National Curriculum Statutory Requirements YEAR 1 Writing Composition</b>
	Pupils should be taught to write sentences by:
<b>WC1</b>	Saying out loud what they are going to write about
<b>WC2</b>	Composing a sentence orally before writing it
<b>WC3</b>	Sequencing sentences to form short narratives
<b>WC4</b>	Re-reading what they have written to check that it makes sense
<b>WC5</b>	Discuss what they have written with the teacher or other pupils
<b>WC6</b>	Read aloud their writing clearly enough to be heard by their peers and the teacher

	<b>National Curriculum Statutory Requirements</b> <b>YEAR 1</b> <b>Speaking and listening</b>
<b>SL1</b>	Listen and respond appropriately to adults and their peers
<b>SL2</b>	Ask relevant questions to extend their understanding and knowledge
<b>SL3</b>	Use relevant strategies to build their vocabulary
<b>SL4</b>	Articulate and justify answers, arguments and opinions
<b>SL5</b>	Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings
<b>SL6</b>	Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments
<b>SL7</b>	Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas

	<b>YEAR 1</b> <b>Grammar, Vocabulary and Punctuation</b>
<b>Word</b>	<ul style="list-style-type: none"> <li>• Regular plural noun suffixes –s or –es</li> <li>• Suffixes that can be added to verbs, where no change is needed to the spelling of root words (e.g. helping, helped, helps)</li> <li>• How the prefix un- changes the meaning of verbs and adjectives</li> </ul>
<b>Sentence</b>	<ul style="list-style-type: none"> <li>• How words can combine to make sentences</li> <li>• Joining words and joining clause using <i>and</i></li> </ul>
<b>Text</b>	<ul style="list-style-type: none"> <li>• Sequencing sentences to form short narratives</li> </ul>
<b>Punctuation</b>	<ul style="list-style-type: none"> <li>• Leave spaces between words</li> <li>• Begin to punctuate sentences using a capital letter and full stop, question mark or exclamation mark</li> <li>• Using capital letters for names of people, places, the days of the week and the personal pronoun ‘I’</li> </ul>
<b>Terminology for pupils</b>	letter, capital letter, word, singular, plural, sentence, punctuation, full stop, question mark, exclamation mark

## Year 1 Spellings

### Autumn 1

Week 1 The sounds /f/ and /s/, spelt 'ff' and 'ss'	Week 2 The sounds /l/ and /k/, /z/ spelt 'll', 'zz' and 'ck'	Week 3 Adding the endings -ing, -ed and -er to verbs where no change is needed to the root word	Week 4 The sound spelt n before g 'ng'  The sound spelt n before k 'nk'	Week 5 The sound /ch/ spelt 'ch'  The sound /ch/ spelt -'tch'	Week 6 The sound v  The /v/ sound at the end of words spelt with 've'
off	well	hunting	bank	chip	van
puff	pull*	hunted	think	chick	vet
sniff	full*	hunter	honk	catch	visit
miss	wall	buzzing	sunk	fetch	have
hiss	buzz	buzzed	wink	kitchen	live
less	fizz	buzzer	bunk	notch	give
if	back	jumping	sing	hutch	love*
us	stick	jumped	string	rich	glove
bus	flick	jumper	hang	much	above
yes	pal	cracker	long	such	nerve

### Autumn 2

Week 1 The digraphs 'ai' and 'oi' are hardly ever used at the end of English words.	Week 2 The digraphs 'ay' and 'oy' are used for those sounds at the end of words and at the end of syllables.	Week 3 The sound /oa/ spelt with the vowel digraphs 'oa', 'ow', 'oe' (oa is very rare at the end of a word)	Week 4 The sound /ee/ spelt 'e' and with the vowel digraph 'ee'	Week 5 The vowel digraph 'ea'	Week 6 The vowel digraph 'ie' making the /igh/ and / ee/ sounds
rain	play	goal	me*	sea	lie
wait	way	coach	she*	dream	tie
train	stay	own	we*	meat	pie
paid	today*	snow	be*	each	cried
afraid	says*	grow	he*	scream	tried
oil	boy	toe	see	read	dried
join	toy	goes	tree	head	chief
coin	enjoy	go*	green	bread	field
point	annoy	no*	meet	meant	thief
soil	royal	so*	week	instead	shield

## Spring 1

Week 1 The trigraph igh	Week 2 The vowel digraph 'ar'	Week 3 The vowel digraph 'er' (unstressed) 'er' (stressed)	Week 4 The vowel digraph 'ir', 'ur'	Week 5 Adding -er and -est to adjectives where no change is needed to the root word	Week 6 Days of the week/ Common Exception Words
right	car	better	girl	grander	Monday
bright	start	under	bird	grandest	Tuesday
light	park	summer	shirt	fresher	Wednesday
night	arm	winter	first	freshest	Thursday
fright	garden	sister	third	quicker	Friday
tight	artist	rubber	turn	quickest	Saturday
high	star	her	hurt	taller	Sunday
l*	are*	term	church	tallest	there*
by*	were*	verb	burst	slower	here*
my*	our*	person	burn	slowest	they*

## Spring 2

Week 1 The sound /k/ spelt with 'k' not 'c', before e, i and y	Week 2 The split vowel digraphs 'a-e' and 'e-e'	Week 3 The split vowel digraphs 'i-e' 'o-e'	Week 4 The /yoo/ and /oo/ sounds spelt with the split digraph 'u-e'	Week 5 The vowel digraph 'oo' – very few words have oo at the end	Week 6 The sounds /oo/ and /yoo/ spelt with 'ue' 'ew'
Kent	made	five	June	food	blue
sketch	came	ride	rule	pool	clue
kit	same	like	rude	moon	true
skin	take	time	flute	soon	rescue
frisky	safe	side	use	zoo	drew
skill	date	home	tube	book	new
risky	lake	those	tune	took	few
kettle	these	woke	huge	foot	grew
kilt	theme	hope	cute	wood	flew
king	complete	hole	cube	good	threw

## Summer 1

Week 1 The vowel digraphs 'ow' and 'ou'	Week 2 Words ending with the sound /e/ spelt with 'y'	Week 3 The vowel digraph 'or' and the vowel trigraph 'ore'	Week 4 The vowel digraphs 'aw' and 'au'	Week 5 The vowel trigraph 'air' and 'are'	Week 6 The vowel trigraph 'ear'
now	very	for	saw	air	dear
how	happy	short	draw	fair	hear
brown	funny	born	yawn	pair	beard
down	party	horse	crawl	hair	near
town	family	morning	claw	chair	year
out	dizzy	more	author	bare	clear
about	smelly	score	August	dare	fear
mouth	silly	before	dinosaur	care	bear
sound	jolly	wore	astronaut	share	wear
you*	sunny	shore	your*	scared	pear

## Summer 2

Week 1 New consonant spelling 'ph' and 'wh'	Week 2 Adding the prefix -un without any change to the spelling of the root word	Week 3 Adding s and es to words	Week 4 Compound words	Week 5 Read words with contractions (Word reading - English)	Week 6 Common Exception Words
dolphin	unhappy	cats	football	I'm	of*
alphabet	undo*	dogs	playground	I'll	said*
phonics	unload	spends	farmyard	we'll	was*
elephant	unfair	rocks	bedroom	she'll	has*
when	unlock	school*s	blackberry	you'll	come*
where*	unwrap	friend*s	lighthouse*	they'll	one*
which	unzip	thanks	some*times	we're	once*
wheel	untidy	catches	bathroom	you're	ask*
while	unwell	push*es	classroom	he's	your*
white	unkind	fetches	teatime	they're	is*