English Curriculum – Year 1

Spoken Language

KS1

Pupils should be taught to:

- Sift information and focus on important points.
- Seek clarification when a message is not clear.
- Understand instructions with more than one point.
- Use subject specific vocabulary to explain and describe.
- Suggest words or phrases appropriate to the topic being discussed.
- Identify homophones.
- Speak in a way that is clear and easy to understand.
- Demonstrate good phonic knowledge by clearing pronouncing sounds within words.
- Identify syllables within words.
- Ensure stories have a setting, plot and a sequence of events.
- Recount experiences with interesting detail.
- Predict events in a story.
- Take turns to talk, listening carefully to the contributions of others.
- Vary language between formal and informal according to the situation.
- Add humour to a discussion or debate, where appropriate.

Phonics

Children work in ability groups according to the current RWI group they are in. Children working within Year 1 expectations should be in Yellow group by the end of the Year 1 and should meet the expected standard in the Phonic Screening Check. Children who are below ARE receive daily Phonics Tuition.

Reading – Word Reading

Pupils should be taught to:

- apply phonic knowledge and skills as the route to decode words
- respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes
- read accurately by blending sounds in unfamiliar words containing GPCs that have been taught
- read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word
- read words containing taught GPCs and –s, –es, –ing, –ed, –er and –est endings
- read other words of more than one syllable that contain taught GPCs
- read words with contractions [for example, I'm, I'll, we'll], and understand that the apostrophe represents the omitted letter(s)
- 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
- re-read these books to build up their fluency and confidence in word reading.

Reading – Comprehension

Pupils should be taught to:

Develop pleasure in reading, motivation to read, vocabulary and understanding by:

- 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
- 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
- learning to appreciate rhymes and poems, and to recite some by heart
- 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:
- 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
- discussing the significance of the title and events
- making inferences on the basis of what is being said and done
- predicting what might happen on the basis of what has been read so far
- 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.

Vocabulary, Grammar and Punctuation

Text Structure	Sentence Structure	Punctuation	Terminology for Pupils
Sequencing sentences to form short narratives	How words can combine to make sentences Joining word and joining clauses using and	Separation of words with spaces Beginning to punctuate sentences using capital letters, full stops, question marks and exclamation marks Capital letters for names of people, places, days of the week and for the personal pronoun I	word, sentence, letter, capital letter, full stop, punctuation, singular, plural, question mark, exclamation mark

Composition (Planning, Writing and Editing)

Year 1

Planning

- write sentences by:
  a. saying out loud what they are going to write about
  b. composing a sentence orally before writing it
  c. sequencing sentences to form short narratives
  d. re-reading what they have written to check it makes sense
- discuss what they have written with the teacher or other pupils
- read aloud their writing clearly enough to be heard by their peers and the teacher

Draft and Write

- consider what they are going to write before beginning by:
  a. planning or saying out loud what they are going to write about
  b. writing down ideas and/or key words, including new vocabulary they have learnt from their reading, wider experiences and conversations about language
  c. encapsulating what they want to say, sentence by sentence

Evaluate and Edit

a. discuss what they have written with the teacher or other pupils
b. read aloud their writing clearly enough to be heard by their peers and the teacher

make simple additions, revisions and corrections to their own writing by

c. evaluating their writing with the teacher and other pupils
d. re-reading to check their writing makes sense and that verbs to indicate time (tense) are used correctly and consistently, including verbs in the continuous form

Writing – Transcription (Spelling)

Pupils should be taught to:

➢ spell:
- words containing each of the 40+ phonemes already taught
- common exception words
- the days of the week

➢ name the letters of the alphabet:
- naming the letters of the alphabet in order
- using letter names to distinguish between alternative spellings of the same sound

➢ add prefixes and suffixes:
- 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 [for example, helping, helped, helper, eating, quicker, quickest]

➢ apply simple spelling rules and guidance, as listed in English Appendix 1

➢ write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far.

Writing – Handwriting

Pupils should be taught to:

- 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' (i.e. letters that are formed in similar ways) and to practise these.