

Reading

Pupils in Year 1 should be taught to:

Word reading:

- 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 books aloud, accurately, that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words
- reread these books to build up their fluency and confidence in word 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 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

Writing

Pupils in Year 1 should be taught to:

Spelling:

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

Composition:

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

Vocabulary, Grammar and Punctuation (set out in table below)

- leave spaces between words
- join words and clauses using ‘and’
- begin to punctuate using capital letter and a full stop, question mark or exclamation mark
- use a capital letter for names of people, places, the days of the week, and the personal pronoun ‘I’
- learn the grammar for year 1
- use grammar terminology in discussing their writing

English: Vocabulary, grammar and punctuation

Year 1: Detail of content to be introduced (statutory requirement)	
Word	Regular plural noun suffixes –s or –es [for example, dog, dogs; wish, wishes], including the effects of these suffixes on the meaning of the noun Suffixes that can be added to verbs where no change is needed in the spelling of root words (e.g. helping, helped, helper) How the prefix un– changes the meaning of verbs and adjectives [negation, for example, unkind, or undoing: untie the boat]
Sentence	How words can combine to make sentences Joining words and joining clauses using and
Text	Sequencing sentences to form short narratives
Punctuation	Separation of words with spaces Introduction to capital letters, full stops, question marks and exclamation marks to demarcate sentences Capital letters for names and for the personal pronoun I
Terminology for pupils	letter, capital letter word, singular, plural sentence punctuation, full stop, question mark, exclamation mark

Term 1

 <p>The Three Little Pigs – <i>Mara Alparin</i> Rationale – traditional tales and link with houses and homes</p>	 <p>Hansel and Gretel – <i>Josephine Collins</i> Rationale – traditional tales and link with houses and homes</p>	 <p>Goldilocks and the Three Bears – <i>Mara Alparin</i> Rationale – traditional tales and link with houses and homes</p>	 <p>Dogger – <i>Shirley Hughes</i> Rationale – link with toys</p>	 <p>The Great Pet Sale – <i>Mick Inkpen</i> Rationale – link with Science theme of animals</p>	 <p>Kipper's Toybox – <i>Mick Inkpen</i> Rationale – link with toys</p>
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<p>Reading</p>	<ul style="list-style-type: none"> Read aloud accurately Make connections between texts Use role play to identify with the characters and make inferences on the basis of what is being both said and done Identify factual texts e.g. "This tells you about animals/houses" Discuss word meanings, linking new meanings to those already known Check that the text makes sense as they read e.g. self-correction 	<ul style="list-style-type: none"> Draw on what they already know teacher e.g. "He must be going on holiday – he's packing his case." Comment on obvious features of language e.g. significant words and phrases. Read aloud accurately. Read common exception words (note spelling and sound mismatch) Discuss word meanings, linking new meanings to those already known. Begin to understand how written language can be structured in order e.g. to present facts in non-fiction Respond speedily with the correct sound to graphemes. Read words containing taught GPCs and –s, -es, -ing, -ed, -er and –est endings
<p>Writing</p>	<ul style="list-style-type: none"> Traditional Tales - Retelling of the stories, using some traditional story language (from listening and reading) Recount - Recount of visit to Sunderland, with use of time vocabulary. To write sentences to match pictures, or sequences of pictures, illustrating an event Poetry – Acrostic poem using TOY SHOP as the start – write a description of the toys you can buy 	<ul style="list-style-type: none"> Well-loved Tales - Tell a story about a central character Instructions - Write instructions linked to toys in the classroom Poetry - An acrostic poem using TOY SHOP as the start – write a description of the toys you can buy
<p>Grammar & Punctuation</p>	<ul style="list-style-type: none"> Separation of words with spaces Capital letter at start of a sentence Full stop at the end of a sentence Identification of nouns Identification of verbs Identification of adjectives 	<ul style="list-style-type: none"> Use of exclamation mark Use of the coordinating conjunction 'and' to extend sentences Use of question mark Formation of regular plural nouns using suffix -s Identification of nouns Capital letters for names Capital letters for the pronoun I
<p>Spelling & Vocabulary</p>	<p>Follow Letters and Sounds Phonics Programme</p> <ul style="list-style-type: none"> Read and spell High Frequency Words Practise phonics sounds 	<p>Follow Letters and Sounds Phonics Programme</p> <ul style="list-style-type: none"> Read and spell High Frequency Words Practise phonics sounds Find new words for known vocabulary

English Curriculum Overview - Year 1

Term 2

 <p>The Train Ride – June Crebbin Rationale – link with transport</p>	 <p>Mrs Armitage on Wheels – Quentin Blake Rationale – link with transport</p>	 <p>My Gumpy's Outing – John Burningham Rationale – link with transport</p>	 <p>The Rainbow Fish – Marcus Pfister Rationale – link with All at Sea</p>	 <p>Sally and the Limpet – Simon James Rationale – link with All at Sea</p>	 <p>Dave and the Tooth Fairy – Verna Wilkins Rationale – link with PSHE and personal experiences of losing teeth</p>
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<p>Reading</p>	<ul style="list-style-type: none"> Recognise and join in with predictable phrases, exploring the effects of patterns of language and repeated words and phrases Try out the language they have listened to e.g. through role play, retelling stories Check that the text makes sense as they read e.g. with self-correction Identify factual texts e.g. "This tells you about animals/houses" Read words with contractions e.g. I'm, I'll, we'll and understand that the apostrophe represents the omitted letter(s) Read other words with more than one syllable that contain taught GPCs 	<ul style="list-style-type: none"> To make inferences on the basis of what is being said and done To discuss word meanings, linking new meanings to those already known e.g. "Enormous means big." To try out the language they have listened to e.g. through role play, retelling stories. To read common exception words To comment on obvious features of language e.g. rhymes and refrains, significant words and phrases
<p>Writing</p>	<ul style="list-style-type: none"> Books by Well-known Authors - Own version of the story with some changes. To innovate on patterns from a familiar story using known story language. Non-chronological report - A report about different vehicles we have been learning about. Describe something or someone, developing description to prompts and questions. 	<ul style="list-style-type: none"> Contemporary Picture Books - Own version of a familiar story and re-count events in sequence. Recount - Write a simple first-person recount about visit to Roker, incorporating at least three chronological events in order, with consistent past tense. Layered poem - A layered poem about the seaside.
<p>Grammar & Punctuation</p>	<ul style="list-style-type: none"> Use of the conjunction 'and' to extend sentences Add the prefix un- to alter meaning Use of the conjunction 'because' to extend sentences Form regular plural nouns using suffix -s Form regular plural nouns using suffix -es Identify verbs 	<ul style="list-style-type: none"> Add the prefix un- to alter meaning (linked to story – unhappy, unkind etc.) Use of the coordinating conjunction 'but' to extend sentences Use of question marks Capital letters for names Capital letters for personal pronoun I Use of adjectives
<p>Spelling & Vocabulary</p>	<p style="text-align: center;">Follow Letters and Sounds Phonics Programme</p> <ul style="list-style-type: none"> Read and spell High Frequency Words Practise phonics sounds Use new vocabulary from cross-curricular learning 	<p style="text-align: center;">Follow Letters and Sounds Phonics Programme</p> <ul style="list-style-type: none"> Read and spell High Frequency Words Practise phonics sounds Use vocabulary to describe

Term 3

 <p>Jack and the Beanstalk – various versions Mara Alparin Rationale – traditional tales and link with Science topic of Plants</p>	 <p>Jack and the Beanstalk – various versions Vera Southgate Rationale – traditional tales and link with Science topic of Plants</p>	 <p>Jack and the Beanstalk – various versions Richard Walker Rationale – traditional tales and link with Science topic of Plants</p>	 <p>Handa's Surprise – Eileen Browne Rationale – Stories from around the world (Kenya) and link to plants and DT topic of Fruit Salad</p>	 <p>The Runaway Chapati – Susan Price Rationale – Stories from around the world (Asia) Linked to Gingerbread Man</p>	 <p>Chicken Licken – June Crebbin Rationale – Stories from around the world (South Africa). Recap of DT topic of moving pictures</p>
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<p>Reading</p>	<ul style="list-style-type: none"> Identify main points of a story Recognise and join in with predictable phrases, exploring the effects of patterns of language and repeated words and phrases Identify and discuss simple points from familiar texts Begin to understand how written language can be structured in order e.g. to present facts in non-fiction Discuss the significance of simple text features e.g. title, events etc. 	<ul style="list-style-type: none"> To discuss how written language can be structured, in order to build surprise in narratives Try out the language they have listened to through retelling stories Read age-appropriate books at 90% accuracy level without overt sounding out To discuss word meanings To read common exception words To comment on obvious features of language e.g. rhymes and refrains, significant words and phrases
<p>Writing</p>	<ul style="list-style-type: none"> Classic Tales - Complete story with a beginning, middle and an end. To use patterns and language from familiar stories. Instructions - Write a simple set of instructions on planting a bean, including a numbered list, title and a simple list of equipment. 	<ul style="list-style-type: none"> Stories from Around the World - Re-telling of the story. To include characterisation, i.e. a good and a bad character. Non-chronological report - A report about a UK capital city. Assemble info about a subject from their own experience, writing sentences to describe different aspects of the subject. Rhyming Poetry - A rhyming poem about plants.
<p>Grammar & Punctuation</p>	<ul style="list-style-type: none"> Use of exclamation marks Use of the coordinating conjunction 'so' to extend sentences Adding suffixes to verbs to alter meaning: -ed and -ing Adding suffixes to verbs to alter meaning: -er 	<ul style="list-style-type: none"> Use the conjunctions 'and', 'because', 'so' and 'but' to extend sentences Adding suffixes to verbs to alter meaning: -ed Adding suffixes to verbs to alter meaning: -ing Adding suffixes to verbs to alter meaning: -er Use of the coordinating conjunction 'but' to extend sentences Use of the coordinating conjunction 'so' to extend sentences
<p>Spelling & Vocabulary</p>	<p><i>Follow Letters and Sounds Phonics Programme</i></p> <ul style="list-style-type: none"> Read and spell High Frequency Words Practise phonics sounds Use new vocabulary and patterned phrases from their reading 	<p><i>Follow Letters and Sounds Phonics Programme</i></p> <ul style="list-style-type: none"> Read and spell High Frequency Words Practise phonics sounds Use vocabulary collected from cross curricular learning