

ENGLISH YEAR 1

SPOKEN LANGUAGE

Pupils will 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.

READING – WORD RECOGNITION

Pupils will 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 will 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.

WRITING – TRANSCRIPTION

SPELLING

Pupils will 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 *Spelling Year 1*
- ❖ write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far.

WRITING – TRANSCRIPTION

HANDWRITING

Pupils will 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.

WRITING - COMPOSITION

Pupils will be taught to:

- ❖ 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 the teacher or other pupils
- ❖ read aloud their writing clearly enough to be heard by their peers and the teacher.

WRITING – VOCABULARY, GRAMMAR & PUNCTUATION

Pupils will be taught to:

- ❖ develop their understanding of the concepts set out in *Vocabulary, Grammar and Punctuation* by:
 - leaving spaces between words
 - joining words and joining clauses using and
 - 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’
 - learning the grammar for year 1 in English Appendix 2
- ❖ use the grammatical terminology in English Appendix 2 in discussing their writing.