

## Year 1 English Curriculum

### Reading

By the end of Year 1 a child should be able to:

<u>Word Reading (National Curriculum)</u>	<u>Comprehension ( National Curriculum)</u>	<u>Phonics Scheme Letters and Sounds/National Curriculum</u>					
<p>Apply phonic knowledge and skills as the route to decode words.</p> <p>Respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes.</p> <p>Read accurately by blending sounds in unfamiliar words containing GPCs that have been taught.</p> <p>Read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word.</p> <p>Read words containing taught GPCs and -s, -es, -ing, -ed, -er and -est endings.</p> <p>Read other words of more than one syllable that contain taught GPCs.</p> <p>Read words with contractions [for example, I'm, I'll, we'll], and understand that the apostrophe represents the omitted letter(s).</p> <p>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.</p> <p>Re-read these books to build up their fluency and confidence in word reading.</p>	<p>Develop pleasure in reading, motivation to read, vocabulary and understanding by:</p> <p>i. listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently</p> <p>ii. being encouraged to link what they read or hear read to their own experiences</p> <p>iii. becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics</p> <p>iv. recognising and joining in with predictable phrases</p> <p>v. learning to appreciate rhymes and poems, and to recite some by heart</p> <p>vi. discussing word meanings, linking new meanings to those already known.</p> <p>Understand both the books they can already read accurately and fluently and those they listen to by:</p> <p>i. drawing on what they already know or on background information and vocabulary provided by the teacher</p> <p>ii. checking that the text makes sense to them as they read and correcting inaccurate reading</p> <p>iii. discussing the significance of the title and events</p> <p>iv. making inferences on the basis of what is being said and done</p> <p>v. predicting what might happen on the basis of what has been read so far.</p> <p>Participate in discussion about what is read to them, taking turns and listening to what others say</p> <p>Explain clearly their understanding of what is read to them.</p>	<p>We follow the Letters and Sounds programme for phonics and expect children to have achieved Phase 5 by the end of Year 1.</p>			<p>Double letters, 'ff', 'll', 'ss', 'zz'</p> <p>Digraph 'ck'</p> <p>Vowel digraphs 'ai' and 'oi'</p> <p>Vowel digraph 'ee'</p> <p>Vowel digraph 'oa'</p> <p>Vowel digraph 'oo' (long sound)</p> <p>Vowel digraph 'ar'</p> <p>Digraph 'ow'</p> <p>Digraph 'er'</p> <p>Digraph 'or'</p> <p>Vowel digraph 'ur'</p> <p>The 'v' sound at the end of words</p> <p>Vowel digraph 'ay' and 'oy'</p> <p>Digraph 'ew'</p> <p>Vowel digraph 'ue'</p>	<p>Vowel trigraph 'air'</p> <p>Vowel trigraph 'igh'</p> <p>Vowel Trigraph 'ear'</p> <p>The 'nk' pattern</p> <p>Vowel digraph 'ou'</p> <p>Vowel digraph 'ir'</p> <p>Vowel digraph 'aw'</p> <p>Vowel digraph 'au'</p> <p>Vowel digraph 'oe'</p> <p>Digraph 'ow'</p> <p>Vowel digraph 'ie'</p> <p>Vowel digraph 'ea'</p> <p>Vowel digraph 'ea'</p> <p>Vowel digraph 'oo'</p> <p>Split digraph 'a-e'</p> <p>Split digraph 'e-e'</p> <p>Split digraph 'i-e'</p> <p>Split digraph 'o-e'</p> <p>Split digraph 'u-e'</p> <p>Grapheme 'ph'</p> <p>Grapheme 'wh'</p> <p>Words ending in 'y'</p>	<p>Letter string 'ore'</p> <p>Letter string 'are'</p> <p>Letter string 'tch'</p> <p>Adding 's' and 'es' to words</p> <p>Adding 'ing' to a root word</p> <p>Adding 'ed' to a verb where no change is needed to the root word.</p> <p>Adding 'er' and 'est' to adjectives where no change is needed to the root word.</p> <p>Adding 'er' to a verb where no change is needed to the root word.</p> <p>Adding the prefix 'un'</p> <p>Using 'k' for the 'k' sound</p> <p>Compound words</p>

## Writing

**By the end of Year 1 a child should be able to:**

Handwriting	Composition	Transcription	Vocabulary, grammar and punctuation	Spelling
<p>Sit correctly at a table, holding a pencil comfortably and correctly.</p> <p>Begin to form lower-case letters in the correct direction, starting and finishing in the right place.</p> <p>Form capital letters.</p> <p>Form digits 0-9.</p> <p>Understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and to practise these.</p>	<p>Write sentences by:</p> <ol style="list-style-type: none"> <li>i. saying out loud what they are going to write about</li> <li>ii. composing a sentence orally before writing it</li> <li>iii. sequencing sentences to form short narratives</li> <li>iv. re-reading what they have written to check that it makes sense.</li> </ol> <p>Discuss what they have written with the teacher or other pupils.</p> <p>Read aloud their writing clearly enough to be heard by their peers and the teacher.</p>	<p>Spell:</p> <ol style="list-style-type: none"> <li>i. words containing each of the 40+ phonemes already taught</li> <li>ii. common exception words</li> <li>iii. the days of the week.</li> </ol> <p>Name the letters of the alphabet:</p> <ol style="list-style-type: none"> <li>i. naming the letters of the alphabet in order</li> <li>ii. using letter names to distinguish between alternative spellings of the same sound.</li> </ol> <p>Add prefixes and suffixes:</p> <ol style="list-style-type: none"> <li>i. using the spelling rule for adding -s or -es as the plural marker for nouns and the third person singular marker for verbs</li> <li>ii. using the prefix un-</li> <li>iii. 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].</li> </ol> <p>Apply simple spelling rules and guidance, as listed in <a href="#">English Appendix 1</a>.</p> <p>Write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far.</p>	<p>Develop their understanding of the concepts set out in <a href="#">English Appendix 2</a> by:</p> <ol style="list-style-type: none"> <li>i. leaving spaces between words</li> <li>ii. joining words and joining clauses using and</li> <li>iii. beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark</li> <li>iv. using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'</li> <li>v. learning the grammar for year 1 in English Appendix 2.</li> </ol> <p>Use the grammatical terminology in English Appendix 2 in discussing their writing.</p>	<p>Children should be able to spell these phonetically regular words:</p> <p>and, big, with, went, her, now, back, came, if, an, in, for, can, not, out, when, from, got, help, asked, it, dad, up, then, about, see, him, day, of, too, at, but, had, mum, like, look, get, made, saw, on, that, this, them, down, will, just, take, time, make - and/or others, according to the programme used.</p> <p>Children should be able to spell these exception words:</p> <p>the, a, do, to, today, of, said, says, are, were, was, is, his, has, I, you, your, they, be, he, me, she, we, no, go, so, by, my, here, there, where, love, come, some, one, once, ask, friend, school, put, push, pull, full, house, our, have, what, once, as, looked, where, all - and/or others, according to the programme used.</p>