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|  | **English – Year 1** |
| Reading – Word Reading | apply phonic knowledge and skills as the route to decode words |
| respond speedily with the correct sound to graphemes 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 words |
| read words containing taught GPCs and –s, -es, -ed, -er and –est endings |
| read other words of more than one syllable that contain taught GPCs |
| read words with contractions 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 | * **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 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 that 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 | * **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, *–*erand *–*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](#EnglishAppendix1Spelling) |
| 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 |
| Writing – 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 the teacher or other pupils |
| read aloud their writing clearly enough to be heard by their peers and the teacher |
| Writing – Vocabulary, Grammar and Punctuation | * **Develop their understanding of the concepts set out in** [**English Appendix 2**](#EnglishAppendix2Vocabulary) **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 for Year - letter, capital letter, word, singular, plural, sentence, punctuation, full stop, question mark, exclamation mark |

Programme of study and appendices can be found at: https://www.gov.uk/government/publications/national-curriculum-in-england-english-programmes-of-study/national-curriculum-in-england-english-programmes-of-study