

English national curriculum planning: Year 1

During Year 1, teachers should continue to develop the fundamental information that pupils learnt through the EYFS, and expand pupils' knowledge of reading and writing.



Spoken language

NB: Spoken language is taught and developed from Years 1-6 and the following points should be addressed in an age-appropriate way for each year group.
Adapt each of the objectives below to be suitable for pupils in Year 1.

Objective – 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 reading

Objective – pupils will be taught to:

Apply phonic knowledge and skills as the route to decode words.

Respond quickly 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 grapheme-phoneme correspondence (GPCs) that have been taught.

Read common exception words, recognising unusual correspondences between spelling and sound and where these occur.

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 and recognise that the apostrophe represents the omitted letter(s).

Accurately read books aloud 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.

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 what 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 characteristics.
- Recognising and joining in with predictable phrases.
- Learning to appreciate rhymes and poems, reciting some by heart.

Discussing word meanings, linking new meanings with those already known.

Understand both the books that they can already read accurately and fluently and those that 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 based on what is being said and done.
Predicting what might happen based on what has been read so far.

Participate in discussion about what is read to them, taking turns and listening to others.

Clearly explain their understanding of what is read to them.

Writing

Transcription – spelling

Objective – pupils will be taught to:

Revise the work previously covered including:

- All the letters of the alphabet and the sounds which they most commonly represent.
- Consonant digraphs which have been taught and the sounds which they represent.
- Vowel digraphs which have been taught and the sounds which they represent.
- The process of segmenting spoken words into sounds before choosing graphemes to represent the sounds.
- Words with adjacent consonants.

Guidance and rules which have been taught.

Apply spelling rules, including the following:

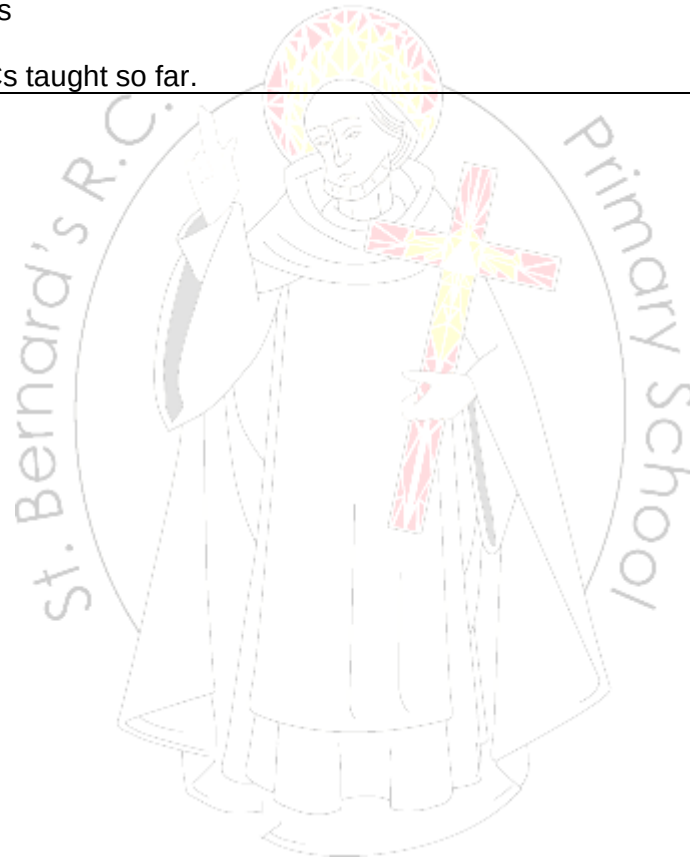
- The sounds /f/, /l/, /s/, /z/ and /k/ spelt ff, ll, ss, zz and ck
- The /ŋ/ sound spelt n before k
- The /v/ sound at the end of words (recognising that the letter e usually accompanies this, e.g. have)
- The sound /tʃ/ spelt -tch if it comes straight after a single vowel (with the exceptions: rich, which, much, such)
- Adding s and es to words (plural of nouns and the third person singular of verbs)
- Adding the endings –ing, –ed and –er to verbs where no change is needed to the root word
- Adding –er and –est to adjectives without changing the root word
- 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 without changing the spelling of root words, e.g. helper
- Words ending –y
- New consonant spellings ph and wh
- Using k for the /k/ sound

Use common exception words that do not fit the GPCs taught so far.

Recognise the following vowel digraphs:

- ai, oi (train)
- ay, oy (day, toy)
- a-e (made)
- e-e (these)
- i-e (five)
- o-e (home)
- u-e – both the /u:/ and /ju:/ (rude, June)
- ar (car)
- ee (see)
- ea (/i:/) (sea)
- ea (/ɜ:/) (head)
- er (/ə/) (under)
- ir (girl)
- ur (turn)
- oo (/u:/) (food)
- oo (/ʊ/) (book)
- oa (boat)
- oe (toe)
- ou (out)
- ow (/aʊ/) (now)
- ow (/əʊ/) (snow)
- ue (blue)



- ew (new)
- ie (/aɪ/) (tie)
- ie (/i:/) (chief)
- igh (night)
- or (for)
- ore (more)
- aw (saw)
- au (author)
- air (hair)
- ear (dear)
- ear (/ɛə/) (bear)
- are (/ɛə/) (bare)

Divide words into separate syllables.

Naming the letters of the alphabet in order.

Using letter names to distinguish between alternative spellings of the same sound

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

Spell the following:

- Words containing each of the 40+ phonemes already taught
 - Common exception words
- The days of the week

Transcription – 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 in which handwriting ‘families’ (i.e. letters that are formed similarly) and 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 it makes sense.

Discuss what they have written to check that it makes sense.

Read their writing aloud, clearly enough to be heard by peers and teachers.

Vocabulary, grammar and punctuation

Understand how to:

- Leave spaces between words.
 - Join words and clauses using 'and'.
 - Punctuate sentences using a capital letter and a full stop, question mark or exclamation mark.
 - Combine words to make sentences.
- Use capital letters for names of people, places, days of the week and the personal pronoun 'I'.

Understand how to use:

- Regular plural noun suffixes -s or -es, recognising the effect these suffixes have on the meaning of the noun.
 - Suffixes that can be added to verbs without changing the spelling of the root words.
- The prefix -un, recognising how it changes the meaning of verbs and adjectives.

Have a clear understanding of the following terminology and use it when discussing their reading and writing:

- Letter, capital letter
 - Word, singular, plural
 - Sentence
- Punctuation, full stop, question mark, exclamation mark