



## YEAR 1 2016-2017: English

### Spoken Language

Pupils should 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

Pupils should 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.

### Writing – Transcription

Pupils should be taught to:

Spelling (see [English Appendix 1](#))

- 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 [English Appendix 1](#)
- write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far.

### Handwriting and presentation

Pupils should 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.



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Suggested Writing Focus					
<b>Autumn1</b> Labels Instructions Lists Stories in familiar settings	<b>Autumn 2</b> Captions Lists Recipes	<b>Spring 1</b> Non-chronological reports Glossaries Nonsense and humorous poems	<b>Spring 2</b> Stories with imaginary settings Traditional tales	<b>Summer 1</b> Non-chronological reports Stories set in familiar settings Glossaries Recounts	<b>Summer 2</b> Labels Recount Stories that mimic significant authors
Suggested authors and texts					
<b>Autumn1</b> Jolly Postman-Ahlbergs A bear called Paddington Michael Bond The Milly Molly Mandy Storybook-JL Brisley	<b>Autumn 2</b> The first book of nature Nicola Davies	<b>Spring 1</b> The Lighthouse Keeper's Lunch-Ronda and David Armitage	<b>Spring 2</b> The Princess and the pea miniature-Lauren Child Wolf won't bite-Emily Gravett The true story of the three little pigs-Jon Scieszka	<b>Summer 1</b> One cool cat-S.Corbett Introducing Limelight Larry-Leigh Hodgkinson Welcome to Bugville-Paul Howard The Enormous Crocodile-R Dhal Penguin-P Dunbar Ribbit Rabbit-Candice Ryan The Story of Babar-Jean de Brunhoff The Sheep Pig-Dick King Smith	<b>Summer 2</b> Calvin Can't Fly-Jennifer Berne



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APPENDIX 1 - Spelling Year 1			
<p>The sounds /f/, /l/, /s/, /z/ and /k/ spelt ff, ll, ss, zz and ck off, well, miss.</p> <p>The /g/ sound spelt n before k bank, think, honk, sunk</p> <p>Division of words into syllables pocket, rabbit, carrot, thunder, sunset</p> <p>-tch catch, fetch, kitchen, notch, hutch</p> <p>The /v/ sound at the end of words have, live, give</p> <p>Adding s and es to words (plural of nouns and the third person singular of verbs) cats, dogs, spends, rocks, thanks, catches</p> <p>Adding the endings -ing, -ed and -er to verbs where no change is needed to the root word hunting, hunted, hunter, buzzing, buzzed, buzzer,</p> <p>Adding -er and -est to adjectives where no change is needed to the root word grander, grandest, fresher, freshest, quicker, quickest</p> <p>ai rain, wait, train, paid, afraid      oi oil, join, coin, point, soil</p> <p>oy day, play, say, way, stay      oy boy, toy, enjoy, annoy</p> <p>a-e made, came, same, take, safe      e-e these, theme, complete</p>	<p>i-e five, ride, like, time, side      o-e home, those, woke, hope, hole</p> <p>u-e June, rule, rude, use, tube, tune      ar car, start, park, arm, garden</p> <p>ee see, tree, green, meet, week</p> <p>a (/i:/) sea, dream, meat, each, read (present tense)</p> <p>ea (/e/) head, bread, meant, instead, read (past tense)</p> <p>er (/ɜ:/) (stressed sound): her, term, verb, person</p> <p>er (/ə/)(unstressed <i>schwa</i> sound): better, under, summer, winter, sister</p> <p>ir girl, bird, shirt, first, third</p> <p>ur turn, hurt, church, burst, Thursday</p> <p>oo (/u:/) food, pool, moon, zoo, soon</p> <p>oo (/u/) book, took, foot, wood, good</p>	<p>oa boat, coat, road, coach, goal</p> <p>oe toe, goes</p> <p>ou out, about, mouth, around, sound</p> <p>ow (/aʊ/) now, how, brown, down, town</p> <p>ow (/əʊ/) own,</p> <p>blow, snow,</p> <p>grow, show</p> <p>ue blue, clue, true, rescue, Tuesday</p> <p>ew new, few, grew, flew, drew, threw</p> <p>ie (/aɪ/) lie, tie, pie, cried, tried, dried</p> <p>ie (/i:/) chief, field, thief</p> <p>igh high, night, light, bright, right</p> <p>or for, short, born, horse, morning</p> <p>ore more, score, before, wore, shore</p> <p>aw saw, draw, yawn, crawl</p>	<p>au author, August, dinosaur, astronaut</p> <p>air air, fair, pair, hair, chair</p> <p>ear dear, hear, beard, near, year</p> <p>ear (/ɛə/) bear, pear, wear</p> <p>are (/ɛə/) bare, dare, care, share, scared</p> <p>Words ending -y (/i:/ or /ɪ/) very, happy, funny, party, family</p> <p>New consonant spellings</p> <p>ph dolphin, alphabet, phonics, elephant</p> <p>wh when, where, which, wheel, while</p> <p style="text-align: right;">Using k for the /k/ sound Kent, sketch, kit, skin, frisky</p> <p style="text-align: right;">Adding the prefix -un unhappy, undo, unload, unfair, unlock</p> <p style="text-align: right;">Compound words football, playground, farmyard, bedroom,</p> <p style="text-align: right;">blackberry</p> <p style="text-align: right;">Common exception words</p>
<h3>Reading - Comprehension</h3> <p>Pupils should be taught to:</p>	<h3>Writing - Composition</h3> <p>Pupils should be taught to:</p>	<h3>Vocabulary, grammar and punctuation</h3> <p>Pupils should be taught to:</p>	
<p>develop pleasure in reading, motivation to read, vocabulary and understanding by:</p> <ul style="list-style-type: none"> <li>▪ listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently</li> <li>▪ being encouraged to link what they read or hear read to their own experiences</li> <li>▪ becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics</li> <li>▪ recognising and joining in with predictable phrases</li> <li>▪ learning to appreciate rhymes and poems, and to recite some by heart</li> <li>▪ discussing word meanings, linking new meanings to those already known</li> </ul>	<p>write sentences by:</p> <ul style="list-style-type: none"> <li>• saying out loud what they are going to write about</li> <li>• composing a sentence orally before writing it</li> <li>• sequencing sentences to form short narratives</li> <li>• re-reading what they have written to check that it makes sense</li>   <li>• discuss what they have written with the teacher or other pupils</li>   <li>• read aloud their writing clearly enough to be heard by their peers and the teacher.</li> </ul>	<p>develop their understanding of the concepts set out in <a href="#">English Appendix 2</a> by:</p> <ul style="list-style-type: none"> <li>• leaving spaces between words</li> <li>• joining words and joining clauses using and</li> <li>• beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark</li> <li>• using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'</li> <li>• learning the grammar for year 1 in English Appendix 2</li> </ul> <p>use the grammatical terminology in English Appendix 2 in discussing their writing.</p> <p style="text-align: right;"><b>Appendix 2 - Grammar Year 1</b></p>	



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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.

- 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*]
- How **words** can combine to make **sentences**
- Joining **words** and joining **clauses** using *and*
- Sequencing **sentences** to form short narratives
- 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*