

# Year 1 English Overview

## Spoken Language (Years 1-6)

Pupils should be taught to:

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| <ul style="list-style-type: none"> <li>▪ listen and respond appropriately to adults and their peers</li> <li>▪ ask relevant questions to extend their understanding and knowledge</li> <li>▪ use relevant strategies to build their vocabulary</li> <li>▪ articulate and justify answers, arguments and opinions</li> <li>▪ give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings</li> <li>▪ maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments</li> </ul> | <ul style="list-style-type: none"> <li>▪ use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas</li> <li>▪ speak audibly and fluently with an increasing command of Standard English</li> <li>▪ participate in discussions, presentations, performances, role play, improvisations and debates</li> <li>▪ gain, maintain and monitor the interest of the listener(s)</li> <li>▪ consider and evaluate different viewpoints, attending to and building on the contributions of others</li> <li>▪ select and use appropriate registers for effective communication.</li> </ul> |
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### Reading - Word Recognition

### Reading - Comprehension

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| <ul style="list-style-type: none"> <li>▪ apply phonic knowledge and skills as the route to decode words</li> </ul>  | <p><b>Develop pleasure in reading, motivation to read, vocabulary and understanding by:</b></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> </ul> |
| <ul style="list-style-type: none"> <li>▪ respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes</li> </ul> | <ul style="list-style-type: none"> <li>▪ being encouraged to link what they read or hear read to their own experiences</li> </ul>  |
| <ul style="list-style-type: none"> <li>▪ read accurately by blending sounds in unfamiliar words containing GPCs that have been taught</li> </ul>  | <ul style="list-style-type: none"> <li>▪ becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics</li> </ul>  |
| <ul style="list-style-type: none"> <li>▪ read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word</li> </ul>  | <ul style="list-style-type: none"> <li>▪ recognising and joining in with predictable phrases</li> </ul>  |
| <ul style="list-style-type: none"> <li>▪ read words containing taught GPCs and -s, -es, -ing, -ed, -er and -est endings</li> </ul>  | <ul style="list-style-type: none"> <li>▪ learning to appreciate rhymes and poems, and to recite some by heart</li> </ul>   |
| <ul style="list-style-type: none"> <li>▪ read other words of more than one syllable that contain taught GPCs</li> </ul>   | <ul style="list-style-type: none"> <li>▪ discussing word meanings, linking new meanings to those already known</li> </ul>  |
| <ul style="list-style-type: none"> <li>▪ read words with contractions [for example, I'm, I'll, we'll], and understand that the apostrophe represents the omitted letter(s)</li> </ul>                                       | <p><b>Understand both the books they can already read accurately and fluently and those they listen to by:</b></p> <ul style="list-style-type: none"> <li>▪ drawing on what they already know or on background information and vocabulary provided by the teacher</li> </ul>               |
| <ul style="list-style-type: none"> <li>▪ 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</li> </ul>           | <ul style="list-style-type: none"> <li>▪ checking that the text makes sense to them as they read and correcting inaccurate reading</li> </ul>  |
| <ul style="list-style-type: none"> <li>▪ re-read these books to build up their fluency and confidence in word reading.</li> </ul>   | <ul style="list-style-type: none"> <li>▪ discussing the significance of the title and events</li> <li>▪ making inferences on the basis of what is being said and done</li> </ul>   |

Notes:

- 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		Writing - Vocabulary, Grammar and Punctuation	
Spelling (see <a href="#">English Appendix 1</a> ) Pupils should be taught to:		Pupils should be taught to:	
<b>Spell:</b> <ul style="list-style-type: none"> <li>words containing each of the 40+ phonemes already taught</li> </ul>		Develop their understanding of the concepts set out in <a href="#">English Appendix 2</a> by: <ul style="list-style-type: none"> <li>leaving spaces between words</li> </ul>	
<ul style="list-style-type: none"> <li>common exception word</li> </ul>		<ul style="list-style-type: none"> <li>joining words and joining clauses using and</li> </ul>	
<ul style="list-style-type: none"> <li>the days of the week</li> </ul>		<ul style="list-style-type: none"> <li>beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark</li> </ul>	
<b>Name the letters of the alphabet:</b> <ul style="list-style-type: none"> <li>naming the letters of the alphabet in order</li> </ul>		<ul style="list-style-type: none"> <li>using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'</li> </ul>	
<ul style="list-style-type: none"> <li>using letter names to distinguish between alternative spellings of the same sound</li> </ul>		<ul style="list-style-type: none"> <li>learning the grammar for year 1 in English Appendix 2</li> </ul>	
<b>Add prefixes and suffixes:</b> <ul style="list-style-type: none"> <li>using the spelling rule for adding -s or -es as the plural marker for nouns and the third person singular marker for verbs</li> </ul>		<ul style="list-style-type: none"> <li>use the grammatical terminology in English Appendix 2 in discussing their writing.</li> </ul>	
<ul style="list-style-type: none"> <li>using the prefix un-</li> </ul>		Notes:	
<ul style="list-style-type: none"> <li>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> </ul>			
<ul style="list-style-type: none"> <li>apply simple spelling rules and guidance, as listed in <a href="#">English Appendix 1</a></li> </ul>			
<ul style="list-style-type: none"> <li>write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far.</li> </ul>			
Writing - Handwriting		Writing - Composition	
Pupils should be taught to:		Pupils should be taught to:	
<ul style="list-style-type: none"> <li>sit correctly at a table, holding a pencil comfortably and correctly</li> </ul>		Write sentences by: <ul style="list-style-type: none"> <li>saying out loud what they are going to write about</li> </ul>	
<ul style="list-style-type: none"> <li>begin to form lower-case letters in the correct direction, starting and finishing in the right place</li> </ul>		<ul style="list-style-type: none"> <li>composing a sentence orally before writing it</li> </ul>	
<ul style="list-style-type: none"> <li>form capital letters</li> </ul>		<ul style="list-style-type: none"> <li>sequencing sentences to form short narratives</li> </ul>	
<ul style="list-style-type: none"> <li>form digits 0-9</li> </ul>		<ul style="list-style-type: none"> <li>re-reading what they have written to check that it makes sense</li> </ul>	
<ul style="list-style-type: none"> <li>understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and to practise these.</li> </ul>		<ul style="list-style-type: none"> <li>discuss what they have written with the teacher or other pupils</li> </ul>	
		<ul style="list-style-type: none"> <li>read aloud their writing clearly enough to be heard by their peers and the teacher.</li> </ul>	