

Spoken Language (Years 1-6)

1. Listen and respond appropriately to adults and their peers
2. Ask relevant questions to extend their understanding and knowledge
3. Use relevant strategies to build their vocabulary
4. Articulate and justify answers, arguments and opinions
5. Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings.
6. Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments
7. Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas
8. Speak audibly and fluently with an increasing command of Standard English
9. Participate in discussions, presentations, performances, role-play/improvisations and debates
10. Gain, maintain and monitor the interest of the listener(s)
11. Consider and evaluate different viewpoints, attending to and building on the contributions of others
12. Select and use appropriate registers for effective communication

Reading

1. Apply phonic knowledge and skills as the route to decode words
2. Respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes
3. Read accurately by blending sounds in unfamiliar words containing GPCs that have been taught
4. Read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word
5. Read words containing taught GPCs and -s, -es, -ing, -ed, -er and -est endings
6. Read other words of more than one syllable that contain taught GPCs
7. Read words with contractions, and understand that the apostrophe represents the omitted letter(s)
8. Read books aloud, accurately that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words
9. Reread these books to build up their fluency and confidence in word

Comprehension

1. Develop pleasure in reading, motivation to read, vocabulary and understanding by:
 - 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
 - ii. being encouraged to link what they read or hear read to their own experiences
 - iii. becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics
 - iv. recognising and joining in with predictable phrases
 - v. learning to appreciate rhymes and poems, and to recite some by heart
 - vi. discussing word meanings, linking new meanings to those already known
2. Understand both the books they can already read accurately and fluently and those they listen to by:
 - i. drawing on what they already know or on background information and vocabulary provided by the teacher
 - ii. checking that the text makes sense to them as they read and correcting inaccurate reading
 - iii. discussing the significance of the title and events
 - iv. making inferences on the basis of what is being said and done
 - v. predicting what might happen on the basis of what has been read so far
3. Participate in discussion about what is read to them, taking turns and listening to what others say
4. Explain clearly their understanding of what is read to them

Handwriting and Presentation

1. Sit correctly at a table, holding a pencil comfortably and correctly
2. Begin to form lower-case letters in the correct direction, starting and finishing in the right place
3. Form capital letters
4. Form digits 0-9
5. Understand which letters belong to which handwriting 'families' (ie. Letters that are formed in similar ways) and to practise these

Composition

1. Write sentences by:
 - i. saying out loud what they are going to write about
 - ii. composing a sentence orally before writing it
 - iii. sequencing sentences to form short narratives
 - iv. re-reading what they have written to check that it makes sense
2. Discuss what they have written with the teacher or other pupils
3. Read their writing aloud clearly enough to be heard by their peers and the teacher.

Vocabulary, Grammar & Punctuation

1. Develop their understanding of the concepts set out in English Appendix 2 by:
 - i. leaving spaces between words
 - ii. joining words and joining clauses using "and"
 - iii. beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark
 - iv. using a capital letter for names of people, places, the days of the week, and the personal pronoun I
 - v. learning the grammar for Year 1 in English Appendix 2
2. Use the grammatical terminology in English Appendix 2 in discussing their writing and reading

APPENDIX 2: Year 1: Detail of content to be introduced (statutory requirement)

Word	Regular plural noun suffixes <i>-s</i> or <i>-es</i> [for example, <i>dog, dogs; wish, wishes</i>], 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. <i>helping, helped, helper</i>) How the prefix <i>un-</i> changes the meaning of verbs and adjectives [negation, for example, <i>unkind, or undoing: untie the boat</i>]
Sentence	How words can combine to make sentences Joining words and joining clauses using <i>and</i>
Text	Sequencing sentences to form short narratives
Punctuation	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>I</i>

Text Structure

Consolidate Foundation list +
Introduce:
Fiction:
Planning Tools: Story map / story mountain
Plan opening around character(s), setting, time of day and type of weather
Understanding - beginning /middle /end to a story
Understanding - 5 parts to a story:
Opening *Once upon a time...*
Build-up *One day...*
Problem / Dilemma *Suddenly.../ Unfortunately...*
Resolution *Fortunately...*
Ending *Finally,....*

Non-fiction:
Planning tools: text map / washing line
Heading
Introduction Opening factual statement
Middle section(s) Simple factual sentences around a *them*
 Bullet points for instructions
 Labelled diagrams
Ending
 Concluding sentence

Sentence Construction

Consolidate Foundation list +
Introduce:
Types of sentences:
 Statements/Questions/Exclamations

Simple Connectives:
and, or, but, so, because, so that, then, that, while, when, where
Also as openers: *While... When...Where...*
'-ly' openers: *Fortunately,...Unfortunately, Sadly...*
Simple sentences e.g.
I went to the park.
The castle is haunted.
Embellished simple sentences using adjectives e.g.
The giant had an enormous beard.
Red squirrels enjoy eating delicious nuts.

Compound sentences using connectives (coordinating conjunctions) *and/or/ but/so* e.g.
The children played on the swings and slid down the slide.
Spiders can be small or they can be large.
Charlie hid but Sally found him.
It was raining so they put on their coats.

Complex sentences:
Use of 'who' (relative clause)
 e.g. *Once upon a time there was a little old woman who lived in a forest.*
There are many children who like to eat ice cream.

'Run' - Repetition for rhythm e.g.
He walked and he walked and he walked.

Repetition for description
 e.g. *a lean cat, a mean cat*
a green dragon, a fiery dragon

Literature Spine

Stories:

Care of Henry (Anne Fine)
 The Gigantic Turnip (Aleksei Tolstoy)
 The Three Little Pigs
 The True Story of the Three Little Pigs (Jon Scieszka and Lane Smith)
 The Owl Who Was Afraid of the Dark (Jill Tomlinson)
 Farmer Duck (Martin Waddell)
 Handa's Surprise (Eileen Browne)
 The Cat in the Hat (Dr Seuss)
 Pumpkin Soup (Helen Cooper)
 Flat Stanley (Jeff Brown)
 Deer Greenpeace (Simon James)
 The Twits (Roald Dahl)
 The Little Mole Who Knew it was None of His Business (Werner Holzwarth & Wolf Erlbruch)

Poems:

Statutory Genres

1. Fiction - narrative

Spelling

1. Spell:
 - i. words containing each of the 40+ phonemes already taught
 - ii. common exception words
 - iii. the days of the week
2.
 - i. name the letters of the alphabet: naming the letters of the alphabet in order
 - ii. using letter names to distinguish between alternative spellings of the same sound
3. Add prefixes and suffixes:
 - i. using the spelling rule for adding -s or -es as the plural marker for nouns and the third person singular marker for verbs
 - ii. using the prefix un-
 - iii. using -ing, -ed, -er and -est where no change is needed in the spelling of root words
4. Apply simple spelling rules and guidance, as listed in English Appendix 1
5. Write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far.
6. Write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far.

Year One English Overview

Word Structure/Language

Consolidate Foundation list +

Introduce:
Prepositions:
inside, outside, towards, across, under

Determiners:
the a my your an this that his her their some all lots of many more those these

Adjectives to describe e.g. *The old house...*

Alliteration e.g. *dangerous dragon*

Similes using *as...as...* e.g. *as tall as a house*

Precise, clear language to give information e.g.
First, switch on the red button.
Next, wait for the green light to flash...

Regular plural noun suffixes *-s* or *-es*
 (e.g. *dog, dogs; wish, wishes*)

Suffixes that can be added to verbs (e.g. *helping, helped, helper*)

How the prefix un- changes the meaning of verbs and adjectives
 (negation, e.g. *unkind, or undoing, e.g. untie the boat*)

Terminology (underlined in italics is statutory for New Curriculum)

Consolidate Foundation list +

Letter
Capital Letter
Word
Sentence
Full Stop

Introduce:
Punctuation
Question mark
Exclamation mark

Speech bubble
 Bullet points
Singular/ plural
 Adjective
 Verbs
 Connective
 Alliteration
 Simile - 'as'

Punctuation

Consolidate Reception list +

Introduce:
Capital Letters:
Capital letter for names
Capital letter for the personal pronoun I
Full stops
Question marks
Exclamation marks
 Speech bubble
 Bullet points

Spelling – work for year 1

Revision of reception work

Statutory requirements
The boundary between revision of work covered in Reception and the introduction of new work may vary according to the programme used, but basic revision should include:
<ul style="list-style-type: none"> all 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

Statutory requirements	Rules and guidance (non-statutory)	Example words (non-statutory)
The sounds /f/, /l/, /s/, /z/ and /k/ spell ff, ll, ss, zz and ck	The /f/, /l/, /s/, /z/ and /k/ sounds are usually spell as ff, ll, ss, zz and ck if they come straight after a single vowel letter in short words. Exceptions: if, pal, us, bus, yes.	off, well, miss, buzz, back
The /tj/ sound spell n before k		bank, think, honk, sunk
Division of words into syllables	Each syllable is like a 'beat' in the spoken word. Words of more than one syllable often have an unstressed syllable in which the vowel sound is unclear.	pocket, rabbit, carrot, thunder, sunset

Vowel digraphs and trigraphs

Some may already be known, depending on the programmes used in Reception, but some will be new

Vowel digraphs and trigraphs	Rules and guidance (non-statutory)	Example words (non-statutory)
ai, oi	The digraphs ai and oi are virtually never used at the end of English words.	rain, wait, train, paid, afraid oil, join, coin, point, soil
ay, oy	ay and oy are used for those sounds at the end of words and at the end of syllables.	day, play, say, way, stay boy, toy, enjoy, amoy
a-e		made, came, same, take, safe
e-e		these, theme, complete
i-e		five, ride, like, time, side
o-e		home, those, woke, hope, hole
u-e	Both the /u:/ and /ju:/ ('oo' and 'yoo') sounds can be spell as u-e.	June, rule, rude, use, tube, tune
ar		car, start, park, arm, garden
ee		see, tree, green, meet, week
ea (/i:/)		sea, dream, meat, each, read (present tense)
ea (/e/)		head, bread, meant, instead, read (past tense)
er (/ɜ:/)		(stressed sound): her, term, verb, person
er (/ə/)		(unstressed schwa sound): better, under, summer, winter, sister
ir		girl, bird, shirt, first, third
ur		turn, hurt, church, burst, Thursday

Statutory requirements	Rules and guidance (non-statutory)	Example words (non-statutory)
Words ending -y (/i:/ or /ɪ/)		very, happy, funny, party, family
New consonant spellings ph and wh	The /f/ sound is not usually spell as ph in short everyday words (e.g. fat, fit, fun).	dolphin, alphabet, phonics, elephant when, where, which, wheel, while
Using k for the /k/ sound	The /k/ sound is spell as k rather than as c before e, i and y.	karit, sketch, kit, skin, frisky
Adding the prefix -un	The prefix un- is added to the beginning of a word without any change to the spelling of the root word.	unhappy, undo, unroot, unfair, unlock
Compound words	Compound words are two words joined together. Each part of the longer word is spell as it would be if it were on its own.	football, playground, farmyard, bedroom, blackberry
Common exception words	Pupils' attention should be drawn to the grapheme-phoneme correspondences that do and do not fit in with what has been taught so far.	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 – and/or others, according to the programme used

Statutory requirements	Rules and guidance (non-statutory)	Example words (non-statutory)
-tch	The /tʃ/ sound is usually spell as tch if it comes straight after a single vowel letter. Exceptions: rich, which, much, such.	catch, fetch, kitchen, notch, hutch
The /v/ sound at the end of words	English words hardly ever end with the letter v, so if a word ends with a /v/ sound, the letter e usually needs to be added after the 'v'.	have, live, give
Adding s and es to words (plural of nouns and the third person singular of verbs)	If the ending sounds like /s/ or /z/, it is spell as -s. If the ending sounds like /ɪz/ and forms an extra syllable or 'beat' in the word, it is spell as -es.	cats, dogs, spends, rocks, thanks, catches
Adding the endings -ing, -ed and -er to verbs where no change is needed to the root word	-ing and -er always add an extra syllable to the word and -ed sometimes does. The past tense of some verbs may sound as if it ends in /ɪd/ (extra syllable), /ɪz/ or /ɪ/ (no extra syllable), but all these endings are spell -ed. If the verb ends in two consonant letters (the same or different), the ending is simply added on.	hunting, hunted, hunter, buzzing, buzzed, buzzer, jumping, jumped, jumper
Adding -er and -est to adjectives where no change is needed to the root word	As with verbs (see above), if the adjective ends in two consonant letters (the same or different), the ending is simply added on.	grander, grandest, fresher, freshest, quicker, quickest

Vowel digraphs and trigraphs	Rules and guidance (non-statutory)	Example words (non-statutory)
oo (/u:/)	Very few words end with the letters oo, although the few that do are often words that primary children in year 1 will encounter, for example, zoo.	food, pool, moon, zoo, soon
oo (/u:/)		book, took, foot, wood, good
oa	The digraph oa is very rare at the end of an English word.	boat, coat, road, coach, goal
oe		toe, goes
ou	The only common English word ending in ou is you.	out, about, mouth, around, sound
ow (/aʊ/)	Both the /a:/ and /ju:/ ('oo' and 'yoo') sounds can be spell as a-e, u-e and e-w. If words end in the /oo/ sound, u-e and e-w are more common spellings than oo.	now, how, brown, down, town, own, blow, snow, grow, show blue, clue, true, rescue, Tuesday new, few, grew, flew, drew, three
ie (/aɪ/)		lie, tie, pie, cried, tried, dried
ie (/i:/)		chief, field, thief
igh		high, night, light, bright, right
or		for, short, born, horse, morning
ore		more, score, before, wore, shore
ow		saw, draw, yawn, crawl
ou		author, August, dinosaur, astronaut
air		air, fair, pair, hair, chair
ear		dear, hear, beard, near, year
ear (/ɪə/)		bear, pear, wear
are (/ɛə/)		bare, dare, care, share, scared