Year 1 – Programme of Study - English

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| 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 for all 40+ phonemes, including, 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. Working on Letters and Sounds Phase 5 (see phonic trackers) | Writing – transcriptionPupils should be taught to: 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 (p.50-54) write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far.  |
| Reading Comprehension – Pupils should be taught to:  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 very 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 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 | Handwriting Pupils should be taught to:  sit correctly at a table, holding a pencil comfortably and correctly (rec) begin to form lower-case letters in the correct direction, starting and finishing in the right place (rec) using in and out strokes form capital letters  form digits 0-9  understand which letters belong to which handwriting ‘families’ and to practise these.  |
| Writing CompositionPupils should be taught to: 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 |
| Vocabulary, grammar and punctuationPupils should be taught to:  use regular plural noun suffixes –s or –es and know the effects of these suffixes on the meaning of the noun. know that suffixes can be added to verbs where no change is needed in the spelling of root words. how the prefix un- changes the meaning if verbs and adjectives leaving spaces between words  joining words and joining clauses using and  how words can combine to make sentences. sequencing sentences to form short narratives 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’  Know the terminology: letter, capital letter, word, singular, plural, sentence, punctuation, full-stop, question mark, exclamation mark |