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 – transcription  Pupils 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 Composition  Pupils 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 punctuation  Pupils 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 | |