

## YEAR 1 Curriculum 2014: English 'at a glance' checklist

Spoken Language			
Pupils should be taught to: <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>	
Reading – Word reading		Writing - Transcription	
Pupils should be taught to: <ul style="list-style-type: none"> <li>apply phonic knowledge and skills as the route to decode words</li> <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> <li>read accurately by blending sounds in unfamiliar words containing GPCs that have been taught</li> <li>read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word</li> <li>read words containing taught GPCs and –s, –es, –ing, –ed, –er and –est endings</li> <li>read other words of more than one syllable that contain taught GPCs</li> <li>read words with contractions [for example, I'm, I'll, we'll], and understand that the apostrophe represents the omitted letter(s)</li> <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> <li>re-read these books to build up their fluency and confidence in word reading.</li> </ul>		Pupils should be taught to: <ul style="list-style-type: none"> <li>Spelling (see <a href="#">English Appendix 1</a>)               <ul style="list-style-type: none"> <li>spell:                   <ul style="list-style-type: none"> <li>words containing each of the 40+ phonemes already taught</li> <li>common exception words</li> <li>the days of the week</li> </ul> </li> <li>name the letters of the alphabet:                   <ul style="list-style-type: none"> <li>naming the letters of the alphabet in order</li> <li>using letter names to distinguish between alternative spellings of the same sound</li> </ul> </li> <li>add prefixes and suffixes:                   <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> <li>using the prefix un–</li> <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> </li> </ul> </li> <li>apply simple spelling rules and guidance, as listed in <a href="#">English Appendix 1</a></li> <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>	
Handwriting and presentation		Pupils should be taught to: <ul style="list-style-type: none"> <li>sit correctly at a table, holding a pencil comfortably and correctly</li> <li>begin to form lower-case letters in the correct direction, starting and finishing in the right place</li> <li>form capital letters</li> <li>form digits 0-9</li> </ul> understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and to practise these.	
APPENDIX 1 – Spelling Year 1			
<b>The sounds /f/, /l/, /s/, /z/ and /k/ spelt ff, ll, ss, zz and ck</b> off, well, miss, <b>The /n/ sound spelt n before k</b> bank, think, honk, sunk <b>Division of words into syllables</b> pocket, rabbit, carrot, thunder, sunset <b>-tch</b> catch, fetch, kitchen, notch, hutch <b>The /v/ sound at the end of words</b> have, live, give <b>Adding s and es to words (plural of nouns and the third person singular of verbs)</b> cats, dogs, spends, rocks, thanks, catches <b>Adding the endings –ing, –ed and –er to verbs where no change is needed to the root word</b> hunting, hunted, hunter, buzzing, buzzed, buzzer, <b>Adding –er and –est to adjectives where no change is needed to the root word</b> grander, grandest, fresher, freshest, quicker, quickest <b>ai</b> rain, wait, train, paid, afraid <b>oi</b> oil, join, coin, point, soil <b>ay</b> day, play, say, way, stay <b>oy</b> boy, toy, enjoy, annoy <b>a-e</b> made, came, same, take, safe <b>e-e</b> these, theme, complete	<b>i-e</b> five, ride, like, time, side <b>o-e</b> home, those, woke, hope, hole <b>u-e</b> June, rule, rude, use, tube, tune <b>ar</b> car, start, park, arm, garden <b>ee</b> see, tree, green, meet, week <b>a (i:/)</b> sea, dream, meat, each, read (present tense) <b>ea (i:/)</b> head, bread, meant, instead, read (past tense) <b>er (/ɜ:/)</b> (stressed sound): her, term, verb, person <b>er (/ə/)</b> (unstressed <i>schwa</i> sound): better, under, summer, winter, sister <b>ir</b> girl, bird, shirt, first, third <b>ur</b> turn, hurt, church, burst, Thursday <b>oo (/u:/)</b> food, pool, moon, zoo, soon <b>oo (/u/)</b> book, took, foot, wood, good	<b>oa</b> boat, coat, road, coach, goal <b>oe</b> toe, goes <b>ou</b> out, about, mouth, around, sound <b>ow (/aʊ/)</b> now, how, brown, down, town <b>ow (/əʊ/)</b> own, blow, snow, grow, show <b>ue</b> blue, clue, true, rescue, Tuesday <b>ew</b> new, few, grew, flew, drew, threw <b>ie (/aɪ/)</b> lie, tie, pie, cried, tried, dried <b>ie (/i:/)</b> chief, field, thief <b>igh</b> high, night, light, bright, right <b>or</b> for, short, born, horse, morning <b>ore</b> more, score, before, wore, shore <b>aw</b> saw, draw, yawn, crawl	<b>au</b> author, August, dinosaur, astronaut <b>air</b> air, fair, pair, hair, chair <b>ear</b> dear, hear, beard, near, year <b>ear (/ɛə/)</b> bear, pear, wear <b>are (/ɛə/)</b> bare, dare, care, share, scared <b>Words ending –y (/i:/ or /ɪ/)</b> very, happy, funny, party, family <b>New consonant spellings</b> <b>ph</b> dolphin, alphabet, phonics, elephant <b>wh</b> when, where, which, wheel, while <b>Using k for the /k/ sound</b> Kent, sketch, kit, skin, frisky <b>Adding the prefix –un</b> unhappy, undo, unload, unfair, unlock <b>Compound words</b> football, playground, farmyard, bedroom, blackberry <b>Common exception words</b>

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<b>Reading - Comprehension</b> Pupils should be taught to:	<b>Writing - Composition</b> Pupils should be taught to:	<b>Vocabulary, grammar and punctuation</b> Pupils should be taught to:
<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>understand both the books they can already read accurately and fluently and those they listen to by:</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> <li>▪ checking that the text makes sense to them as they read and correcting inaccurate reading</li> <li>▪ discussing the significance of the title and events</li> <li>▪ making inferences on the basis of what is being said and done</li> <li>▪ predicting what might happen on the basis of what has been read so far</li> </ul> <ul style="list-style-type: none"> <li>▪ participate in discussion about what is read to them, taking turns and listening to what others say</li> <li>▪ explain clearly their understanding of what is read to them.</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> </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>	<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 <i>and</i></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><b>Appendix 2 – Grammar Year 1</b></p> <ul style="list-style-type: none"> <li>• Regular <b>plural noun suffixes</b> –s or –es [for example, <i>dog, dogs; wish, wishes</i>], including the effects of these suffixes on the meaning of the noun</li> <li>• <b>Suffixes</b> that can be added to <b>verbs</b> where no change is needed in the spelling of root words (e.g. <i>helping, helped, helper</i>)</li> <li>• How the <b>prefix un-</b> changes the meaning of <b>verbs</b> and <b>adjectives</b> [negation, for example, <i>unkind, or undoing: untie the boat</i>]</li> <li>• How <b>words</b> can combine to make <b>sentences</b></li> <li>• Joining <b>words</b> and joining <b>clauses</b> using <i>and</i></li> <li>• Sequencing <b>sentences</b> to form short narratives</li> <li>• Separation of <b>words</b> with spaces</li> <li>• Introduction to capital letters, full stops, question marks and exclamation marks to demarcate <b>sentences</b></li> <li>• Capital letters for names and for the personal <b>pronoun I</b></li> </ul> <p><b>Terminology for pupils</b></p> <p><i>letter, capital letter</i>  <i>word, singular, plural</i>  <i>sentence punctuation, full stop, question mark, exclamation mark</i></p>