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| **Spoken Language** |
| Pupils should be taught to:* listen and respond appropriately to adults and their peers
* ask relevant questions to extend their understanding and knowledge
* use relevant strategies to build their vocabulary
* articulate and justify answers, arguments and opinions
* give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings
* maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments
 | * use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas
* speak audibly and fluently with an increasing command of Standard English
* participate in discussions, presentations, performances, role play, improvisations and debates
* gain, maintain and monitor the interest of the listener(s)
* consider and evaluate different viewpoints, attending to and building on the contributions of others
* select and use appropriate registers for effective communication.
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| **Reading – Word reading**Pupils should be taught to: | **Writing - Transcription**Pupils should be taught to: | **Handwriting and presentation**Pupils should be taught to: |
| * apply phonic knowledge and skills as the route to decode words
* respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, 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.
 | Spelling (see English Appendix 1)* 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 write from memory simple sentences dictated by the teacher that include words

using the GPCs and common exception words taught so far. | * sit correctly at a table, holding a pencil comfortably and correctly
* begin to form lower-case letters in the correct direction, starting and finishing in the right place
* form capital letters
* form digits 0-9

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** |
| **The sounds /f/, /l/, /s/, /z/ and /k/ spelt ff, ll, ss, zz and ck** off, well, miss,**The /ŋ/ sound spelt n before k** bank, think, honk, sunk**Division of words into syllables** pocket, rabbit, carrot, thunder, sunset**-tch** catch, fetch, kitchen, notch, hutch**The /v/ sound at the end of words** have, live, give**Adding s and es to words (plural of nouns and the third person singular of verbs)** cats, dogs, spends, rocks, thanks, catches**Adding the endings –ing, –ed and –er to verbs where no change is needed to the root word** hunting, hunted, hunter, buzzing, buzzed, buzzer,**Adding –er and –est to adjectives where no change is needed to the root word** grander, grandest, fresher, freshest, quicker, quickest**ai** rain, wait, train, paid, afraid **oi** oil, join, coin, point, soil**ay** day, play, say, way, stay **oy** boy, toy, enjoy, annoy**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** June, rule, rude, use, tube, tune **ar** car, start, park, arm, garden**ee** see, tree, green, meet, week**a (/i:/)** sea, dream, meat, each, read (present tense) **ea (/ɛ/)** 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 **oo (/u:/)** food, pool, moon, zoo, soon **oo** (/ʊ/) book, took, foot, wood, good | **oa** boat, coat, road, coach, goal**oe** toe, goes**ou** out, about, mouth, around, sound **ow (/aʊ/)** now, how, brown, down, town **ow (/əʊ/)** own,blow, snow,grow, show**ue** blue, clue, true, rescue, Tuesday**ew** new, few, grew, flew, drew, threw **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**aw** saw, draw, yawn, crawl | **au** author, August, dinosaur, astronaut**air** air, fair, pair, hair, chair**ear** dear, hear, beard, near, year**ear (/**ɛə**/)** bear, pear, wear**are (/**ɛə**/)** bare, dare, care, share, scared**Words ending –y (/i:/ or /ɪ/)** very, happy, funny, party, family**New consonant spellings****ph** dolphin, alphabet, phonics, elephant**wh** when, where, which, wheel, while**Using k for the /k/ sound** Kent, sketch, kit, skin, frisky**Adding the prefix –un** unhappy, undo, unload, unfair, unlock**Compound words** football, playground, farmyard, bedroom, blackberry**Common exception words** |



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| **Reading Comprehension**Pupils should be taught to; | **Writing Comprehension**Pupils should be taught to; | **Vocabulary, grammar and punctuation** 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 and linking new meaning s 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.
 | 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.Narrative Planning* Listen to stories and texts that use features for writing.
* Think about intended audience and the purpose of story e.g to scare, amuse, teach a moral so plans are shaped to purpose.
* Make plans and props based on shared narrative.
* Recognise use of story language e.g Once upon a time, later that day, happily ever after.

Narrative Writing* Tell and retell stories orally using props and plans for assistance e.g story maps, puppets, pictures , through drama activities.
* Think, say and write sentences to tell story or narrative in their own words.- first person, third person & past tense.
* Events are sequenced to create texts that make sense.
* The main participants are human or animal.
* Simple narratives use typical characters, settings or events whether imagined or real.
* Story language may be used to create purposeful sounding writing.

  | develop their understanding of the concepts set out in EnglishAppendix 2 by:* leaving spaces between words
* joining words and joining clauses using and 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’

learning the grammar for year 1 in English Appendix 2Appendix 2 – Grammar Year 1* Regular plural noun suffixes –s or –es [for example, dog,

dogs; wish, wishes], including the effects of these suffixeson 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. helping, helped,helper)* How the prefix un– changes the meaning of verbs and

adjectives [negation, for example, unkind, or undoing:untie the boat]* How words can combine to make sentences
* Joining words and joining clauses using and

Sequencing sentences to form short narratives* 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

Terminology for pupilsletter, capital letterword, singular, pluralsentence punctuation, full stop, question mark, exclamation mark |

Curriculum map taken from English National Curriculum and Progression in Narrative from National Strategies.