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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. | | |
| **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 English  Appendix 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 2  Appendix 2 – Grammar Year 1   * Regular plural noun suffixes –s or –es [for example, dog,   dogs; wish, wishes], 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. 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 pupils  letter, capital letter  word, singular, plural  sentence punctuation, full stop, question mark, exclamation mark |

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