

English Curriculum— Year 1 (Reading)



NR1: National Curriculum — Word Reading

Pupils should be taught to:

- a. apply phonic knowledge and skills as a route to decode words
- b. respond speedily, with the correct sound, to graphemes for all the 40+ phonemes including, where applicable, alternative sounds for graphemes
- c. read accurately by blending sounds in unfamiliar words containing GPC's that have been taught.
- d. read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word.
- e. read word containing taught GPCs and -s, -es, -ing, -ed, -er, and -est endings
- f. read other words of more than one syllable that contain GPCs
- g. read words with contractions [for example, I'm, I'll, we'll] and understand that the apostrophe represents the omitted letter(s)

NR2: National Curriculum — Comprehension

Pupils should be taught to:

a. develop pleasure in reading, motivation to read, vocabulary and understanding by:

1. listening to and discussing a wide range of poems, stories
2. being encouraged to link what they read or hear read to their own experiences
3. becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics
4. recognising and joining in with predictable phrases
5. learning to appreciate rhymes and poems and recite some by heart
6. discussing word meanings, linking new meanings to those already known

b. understand both the books they can already read accurately and fluently and those they listen to by:

1. drawing on what they already know or on background information and vocabulary provided by the teacher
2. checking that the text makes sense to them as they read and correcting inaccurate reading
3. discuss the significance of the title and events

SR1: School Curriculum - Word Reading

Pupils should be taught:

- a. to understand how word order affects meaning
- b. to decipher new words and confirm or check meaning
- c. work out the sense of a sentence by rereading or reading ahead

SR2: School Curriculum - Comprehension

Pupils should be taught:

- a. to focus on meaning derived from the text as a whole
- b. to begin to use the organisational features of non-fiction texts, including captions, illustrations, contents, index and chapters to find information
- c. to use reference material for different purposes
- d. to identify patterns of rhythm, rhyme and sounds in poems and their effects
- e. to respond imaginatively to what they read (e.g. using the characters from a story in drama, writing poems based on ones they have read, showing their understanding through art or music).
- f. To begin to use screen-based and book conventions to find information efficiently and safely.

English Curriculum—Year 1 (Writing – Transcription)



NW1: National Curriculum Writing Transcription — Spelling (see [English Appendix 1](#))

Pupils should be taught to:

a. spell:

1. words containing each of the 40+ phonemes already taught
2. common exception words
3. the days of the week

b. name the letters of the alphabet:

1. naming the letters of the alphabet in order
2. using letter names to distinguish between alternative spellings of the same sound

c. add prefixes and suffixes:

1. using the spelling rule for adding -s, or -es as the plural marker for nouns and the third person singular marker for verbs
2. using the prefix un-
3. 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]

SW1: School Curriculum - Spelling

Pupils should be taught to:

- a. say the letters of the alphabet and begin to use alphabetical order to find words in dictionaries and word banks.
- b. To spell the numbers one to ten

SW2: School Curriculum: Handwriting and Presentation

Pupils should be taught:

- a. to begin to gain fluency in keyboard use
- b. to put regular spaces between letters and words
- c. how to join letters
- d. the importance of clear and neat presentation in order to communicate their meaning effectively

NW2: National Curriculum Writing Transcription — Handwriting

Pupils should be taught to:

- a. sit correctly at a table, holding a pencil comfortably and correctly
- b. begin to form lower case letters in the correct direction, starting and finishing in the right place
- c. form capital letters
- d. form digits 0-9

English Curriculum—Year 1 (Writing: Composition & V.G.&P.)



NW3: National Curriculum Writing - Composition

Pupils should be taught to:

- a. Write sentences by:
 1. saying out loud what they are going to write about
 2. composing a sentence orally before writing it
 3. sequencing sentences to form short narratives
 4. re-reading what they have written to check that it makes sense
- b. discuss what they have written with the teacher or other pupils

SW3: School Curriculum Writing - Composition

Pupils should be taught:

- a. to use the texts they read as models for their own writing
- b. assemble and develop ideas on paper and screen
- c. to write extended texts with support
- d. To combine written text with illustration, moving image and sound
- e. To communicate with known audiences using ICT, where appropriate

NW4: National Curriculum Writing - Vocabulary, Grammar and Punctuation

Pupils should be taught to:

- a. develop their understanding of concepts set out in English Appendix 2 by:
 1. leaving spaces between words
 2. joining words and joining clauses using and
 3. beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark.
 4. using a capital letter for the names of people, places, the days of the week, and the personal pronoun 'I'
 5. learning the grammar for year 1 in English Appendix 2
- b. use the grammatical terminology in English Appendix 2 in discussing their writing.

SW4: School Curriculum - Vocabulary, Grammar and Punctuation

Pupils should be taught:

- a. How punctuation helps a reader understand what is written
- b. How word choice and order are crucial to meaning.
- c. To understand what the terms noun, verb, adverb and adjective and use these in sentences or identify them in written sentences

English Curriculum— Year 1

(Speaking & Listening and Drama)



NSL: National Curriculum Spoken Language—Across all year groups.

Pupils should be taught to:

- a. listen and respond appropriately to adults and their peers
- b. ask relevant questions to extend their understanding and knowledge
- c. use relevant strategies to build their vocabulary
- d. articulate and justify answers, arguments and opinions
- e. give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings
- f. maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments
- g. use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas
- h. speak audibly and fluently with an increasing command of Standard English
- i. participate in discussions, presentations, performances, role play, improvisations and debates
- j. gain, maintain and monitor the interest of the listener (s)
- k. consider and evaluate different viewpoints, attending to and building on the contributions of others
- l. select and use appropriate registers for effective communication.

SD1: School Curriculum—Drama

To participate in a wide range of drama activities, pupils should be taught to:

- a. create and sustain roles individually and when working with others
- b. use language and actions to explore and convey situations, characters and emotions
- c. comment constructively on drama they have watched or in which they have taken part.
- d. to use role play and imaginative play to engage and empathise with characters, situations and events from known stories and stories they create together.

Key Curriculum Skills:

- effective communication
- social skills: collaboration, empathy, art of negotiation, confidence, tolerance, co-operation, listening skills, compromise
- creativity & thinking skills: reflection, inquisitiveness
- problem solving: questioning, thinking critically, stamina, resilience, justifying opinion
- flexibility
- independence.

SSL1: School Curriculum - Speaking & Listening

Pupils should be taught:

- a. to make relevant comments
- b. to take turns in speaking
- c. to organise what they say, giving relevant details and using appropriate vocabulary to make main points clear to the listener
- d. to relate their contribution to what has gone before
- e. to identify and respond to sound patterns in language (e.g. alliteration, rhyme, word play)
- f. how speech varies in different circumstances
- g. to take account of different listeners
- h. to explore the imaginative use of language and the conventions of talk through role play
- i. to recognise how talk is enhanced by non-verbal communication, including gesture, eye-contact and by intonation and emphasis.
- j. To learn and recite familiar texts using pictures and symbols. Using talking texts