

# Year 1

## READING

READING - WORD READING	READING - COMPREHENSION
<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, e.g. 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>	<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></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> <p>□ Participate in discussion about what is read to them, taking turns and listening to what others say</p> <p>□ Explain clearly their understanding of what is read to them.</p>

# Year 1

## WRITING

TRANSCRIPTION	COMPOSITION	VOCABULARY, GRAMMAR AND PUNCTUATION
<p data-bbox="427 387 553 411" style="text-align: center;"><b><u>SPELLING</u></b></p> <p data-bbox="188 448 259 472">Spell:</p> <ul data-bbox="188 480 739 600" 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> <p data-bbox="188 635 595 659">Name the letters of the alphabet:</p> <ul data-bbox="188 667 730 754" 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> <p data-bbox="188 790 499 813">Add prefixes and suffixes:</p> <ul data-bbox="188 821 790 1066" style="list-style-type: none"><li>□ using the spelling rule for adding <i>-s</i> or <i>-es</i> as the plural marker for nouns and the third person singular marker for verbs</li><li>□ using the prefix <i>un-</i></li><li>□ using <i>-ing</i>, <i>-ed</i>, <i>-er</i> and <i>-est</i> where no change is needed in the spelling of root words (e.g. <i>helping</i>, <i>helped</i>, <i>helper</i>, <i>eating</i>, <i>quicker</i>, <i>quickest</i>)</li></ul> <ul data-bbox="188 1101 754 1254" style="list-style-type: none"><li>□ Apply simple spelling rules and guidelines, as listed in Appendix 1.</li><li>□ Write from memory simple sentences dictated by the teacher that include words taught so far.</li></ul>	<p data-bbox="815 387 1055 411">Write sentences by:</p> <ul data-bbox="815 419 1393 786" 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> <li>□ Discuss what they have written with the teacher or other pupils</li> <li>□ Read aloud their writing clearly enough to be heard by their peers and the teacher.</li></ul>	<p data-bbox="1442 387 2024 443">Develop their understanding of the concepts set out in Appendix 2 by:</p> <ul data-bbox="1442 451 2033 850" style="list-style-type: none"><li>□ leaving spaces between words</li><li>□ joining words and joining sentences 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 in column 1 in year 1 in Appendix 2</li> <li>□ Use the grammatical terminology in Appendix 2 in discussing their writing.</li></ul>

# Year 1

<p style="text-align: center;"><b><u>HANDWRITING</u></b></p> <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> <li>▫ understand which letters belong to which handwriting ‘families’ (i.e. letters that are formed in similar ways) and to practise these.</li> </ul>		
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The table below shows some of the texts that children will be using as part of their English and Creative Curriculum lessons.

Year Group	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
1	Once there were Giants! Martin Waddell  Now that I am 6  Arthur Howard  Write lists  Letter writng-replies to the palace  Letter to Hamleys	Mrs Lathers Laundry  Allan Ahlberg& Andre Amstutz  Write recounts of own week/  Write narrative diaries  Spell days of week	MeerKat Mail  Emily Gravett	Where the Wild things are  Maurice Sendak  Walking through the Jungle  Julia Lacome  World Book Week - Poetry focus	Harry and his Bucketful of Dinosaurs  Whybrow & Long  Tom and the Island of Dinosaurs  Ian Beck	Rainbow Fish  Marcus Pfister