

# Year 1 English Programme of Study

Reading: word reading	Reading: comprehension	Writing: transcription Spelling	Writing: transcription Handwriting	Writing: composition	Spelling, Grammar & Punctuation	Spoken language
<p>Pupils should be taught to:</p> <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>I'm, I'll, we'll</i>, 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>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>develop pleasure in reading, motivation to read, and understanding by: <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> </li> <li>understand both the books they can already read accurately and fluently and those they listen to by: <ul style="list-style-type: none"> <li>drawing on what they already know or on background information and vocabulary provided by the teacher.</li> </ul> </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> <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>(see Appendix 1)</p> <p>Pupils should be taught to:</p> <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 <ul style="list-style-type: none"> <li>name the letters of the alphabet:</li> <li>naming the letters of the alphabet in order</li> </ul> </li> <li>using letter names to distinguish between alternative spellings of the same sound</li> <li>add prefixes and suffixes:</li> <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 <i>un–</i></li> <li>using <i>–ing, –ed, –er</i> and <i>–est</i> where no change is needed in the spelling of root words (e.g. <i>helping, helped, helper, eating, quicker, quickest</i>)</li> </ul> </li> <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><b>Revision of Reception work</b> The boundary between revision of work covered in Reception and the introduction of new work may vary according to the programme used, but basic revision should include:</p> <ul style="list-style-type: none"> <li>all grapheme-phoneme correspondences which have been taught</li> <li>the process of segmenting spoken words into sounds before choosing graphemes to represent the sounds</li> <li>words with adjacent consonants;</li> <li>rules and guidelines which have been taught</li> <li>vowel digraphs which have been taught</li> </ul> <p>The sounds /f/, /l/, /s/, /z/ and /k/ spelt ff, ll, ss, zz and ck The /ŋ/ sound spelt n before k Division of words into syllables -tch The /v/ sound at the end of words Adding s and es to words (plural of nouns and the third person singular of verbs) Adding the endings –ing, –ed and –er to verbs where no change is needed to the root word Adding –er and –est to adjectives where no change is needed to the root word Vowel digraphs and trigraphs</p>	<p>Pupils should be taught to:</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>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>write sentences by:</li> <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>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>develop their understanding of the concepts set out in Appendix 2 by: <ul 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 of word structure in Appendix 2</li> <li>use the grammatical terminology in Appendix 2 in discussing their writing.</li> </ul> </li> </ul> <p>Regular <b>plural noun suffixes</b> –s or –es (e.g. <i>dog, dogs; wish, wishes</i>) <b>Suffixes</b> that can be added to <b>verbs</b> (e.g. <i>helping, helped, helper</i>) How the <b>prefix un–</b> changes the meaning of <b>verbs</b> and <b>adjectives</b> (negation, e.g. <i>unkind, or undoing, e.g. untie the boat</i>) How <b>words</b> can combine to make <b>sentences</b> Sequencing <b>sentences</b> to form short narratives Capital letters for names and for the personal <b>pronoun I</b></p> <p>Terminology for pupils: word, sentence, letter, capital letter, full stop, punctuation, singular, plural, question mark, exclamation mark</p>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>listen to and discuss a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently</li> <li>be encouraged to link what they read or hear read to their own experiences</li> <li>discuss the significance of the title and events</li> <li>explain clearly their understanding of what is read to them.</li> </ul>

		<p>ai oi ay oy a-e e-e i-e o-e u-e ar ee ea (/i:/) ea (/ɛ/) er (/ɜ:/) er (/ə/)</p> <p>ir ur oo oo</p> <p>oa</p> <p>ou</p> <p>ow (/aʊ/) ow (/aʊ/) ue ew</p> <p>Words ending -y (/i:/ or /ɪ/ depending on accent) New consonant spellings ph and wh Using k for the /k/ sound Adding the prefix -un Compound words Common exception words</p>				
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