

Year 1 English Overview

Red=HIAS additional guidance Green=Phase 1 Purple=Phase 2 Orange=Phase 3

Spoken Language (Years 1-6)

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 Recognition

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.

Reading - Comprehension

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, linking new meanings 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.**

Writing - Transcription	Writing - Handwriting	Writing - Vocabulary, Grammar and Punctuation	Writing - Composition
<p>Spelling (see English Appendix 1)</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> ▪ 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:-comes across all phases ▪ 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-ongoing 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> ▪ 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. 	<p>Pupils should be taught to:</p> <p>develop their understanding of the concepts set out in English Appendix 2 by:</p> <p>leaving spaces between words</p> <p>joining words and joining clauses using and</p> <p>beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark</p> <p>using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'</p> <p>learning the grammar for year 1 in English Appendix 2</p> <p>use the grammatical terminology in English Appendix 2 in discussing their writing-ongoing</p> <p>Phase 1</p> <p>Prepositions up, down, in, into, out, to, onto, under, inside, outside, above</p> <p>Use determiners the, a, an, my your, his, her</p> <p>Orally devise alliteration ...a cool cat... ...a sneaky snake...</p> <p>Phase 2</p> <p>Similes ...as big as an elephant</p>	<p>Pupils should be taught to:</p> <p>write sentences by: saying out loud what they are going to write about (HIAS additional guidance- Pupil is usually able to decide on a topic for writing and say what they will write about Some awareness of purpose with basic ideas and content usually linked to the task, e.g. a formulaic opening/ending for a story, a phrase or sentence of information to label a picture, simple commands to give instructions Some appropriate (mostly simple) word choice helps to convey information and ideas, e.g. story or topic related vocabulary)</p> <p>composing a sentence orally before writing it (Recognise sentence boundaries in spoken sentences Uses simple words, phrases and clauses in sentence-like structures to communicate meaning May include simple sentences working towards straight forward subject/verb agreement Some awareness of where to place capital letters and full stops)</p> <p>Composing a sentence orally before writing it</p>

		<p>Write a sentence that includes an adjective</p> <p>Use connectives of sequence first, second, then</p> <p>first person (I and we), second person (you) and third person (he, she)</p> <p>Use a regular simple-past-tense verb in a sentence He walked to school.</p> <p>Phase 3</p> <p>Move from generic to specific nouns 'dog' to 'terrier'</p> <p>Subject-verb agreement with 'to do, 'to be' and 'to have'</p>	<p>(Some ideas/events linked by connecting vocabulary Pupils sometimes use question marks as alternatives to full stop)</p> <p>Composing a sentence orally before writing it (Pupils demonstrate simple and compound sentences reliably Pupils sometimes use exclamation marks as alternatives to full stop)</p> <p>▪ sequencing sentences to form short narratives (a simple opening or closing phrase (often formulaic) may be used)</p> <p>Sequencing sentences to form short narratives (Some awareness that ideas/events may be put into an appropriate order, e.g. use of simple time related words, numbers, ordering of pictures/captions)</p> <p>re-reading what they have written to check that it makes sense</p> <p>discuss what they have written with the teacher or other pupils</p> <p>read aloud their writing clearly enough to be heard by their peers and the teacher-ongoing</p>
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Spelling - work for year 1 (Revision of reception work)

Statutory requirements

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:

- all letters of the alphabet and the sounds which they most commonly represent
- consonant digraphs which have been taught and the sounds which they represent
- vowel digraphs which have been taught and the sounds which they represent
- the process of segmenting spoken words into sounds before choosing graphemes to represent the sounds
- words with adjacent consonants
- guidance and rules which have been taught

Statutory requirements

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

Rules and guidance (non-statutory)

The /f/, /l/, /s/, /z/ and /k/ sounds are usually spelt as **ff**, **ll**, **ss**, **zz** and **ck** if they come straight after a single vowel letter in short words. **Exceptions:** if, pal, us, bus, yes.

Each syllable is like a 'beat' in the spoken word. Words of more than one syllable often have an unstressed syllable in which the vowel sound is unclear.

Example words (non-statutory)

off, well, miss, buzz, back

bank, think, honk, sunk

pocket, rabbit, carrot, thunder, sunset

Statutory requirements

-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

Rules and guidance (non-statutory)

The /tʃ/ sound is usually spelt as **tch** if it comes straight after a single vowel letter. **Exceptions:** rich, which, much, such.

English words hardly ever end with the letter **v**, so if a word ends with a /v/ sound, the letter **e** usually needs to be added after the 'v'.

If the ending sounds like /s/ or /z/, it is spelt as **-s**. If the ending sounds like /ɪz/ and forms an extra syllable or 'beat' in the word, it is spelt as **-es**.

-ing and **-er** always add an extra syllable to the word and **-ed** sometimes does. The past tense of some verbs may sound as if it ends in /ɪd/ (extra syllable), /d/ or /t/ (no extra syllable), but all these endings are spelt **-ed**. If the verb ends in two consonant letters (the same or different), the ending is simply added on.

As with verbs (see above), if the adjective ends in two consonant letters (the same or different), the ending is simply added on.

Example words (non-statutory)

catch, fetch, kitchen, notch, hutch

have, live, give

cats, dogs, spends, rocks, thanks, catches

hunting, hunted, hunter, buzzing, buzzed, buzzer, jumping, jumped, jumper

grander, grandest, fresher, freshest, quicker, quickest

Vowel digraphs and trigraphs	Rules and guidance (non-statutory)	Example words (non-statutory)
ai, oi	The digraphs ai and oi are virtually never used at the end of English words.	rain, wait, train, paid, afraid, oil, join, coin, point, soil
ay, oy	ay and oy are used for those sounds at the end of words and at the end of syllables.	day, play, say, way, stay, 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	Both the /u:/ and /ju:/ ('oo' and 'yoo') sounds can be spelt as u-e .	June, rule, rude, use, tube, tune
ar		car, start, park, arm, garden
ee		see, tree, green, meet, week
ea (/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 <i>schwa</i> sound): better, under, summer, winter, sister
ir		girl, bird, shirt, first, third
ur		turn, hurt, church, burst, Thursday

Vowel digraphs and trigraphs	Rules and guidance (non-statutory)	Example words (non-statutory)
oo (/u:/)	Very few words end with the letters oo , although the few that do are often words that primary children in year 1 will encounter, for example, <i>zoo</i>	food, pool, moon, zoo, soon
oo (/ʊ/)		book, took, foot, wood, good
oa	The digraph oa is very rare at the end of an English word.	boat, coat, road, coach, goal
oe		toe, goes
ou	The only common English word ending in ou is <i>you</i> .	out, about, mouth, around, sound
ow (/aʊ/)	Both the /u:/ and /ju:/ ('oo' and 'yoo') sounds can be spelt as u-e , ue and ew .	now, how, brown, down, town
ow (/əʊ/)	If words end in the /oo/ sound, ue and ew are more common spellings than	own, blow, snow, grow, show

<i>Vowel digraphs and trigraphs</i>
ue
ew
ie (/aɪ/)
ie (/i: /)
igh
or
ore
aw
au
air
ear
ear (/ɛə /)
are (/ɛə /)

<i>Rules and guidance (non-statutory)</i>	<i>Example words (non-statutory)</i>
oo.	blue, clue, true, rescue, Tuesday new, few, grew, flew, drew, threw
	lie, tie, pie, cried, tried, dried
	chief, field, thief
	high, night, light, bright, right
	for, short, born, horse, morning
	more, score, before, wore, shore
	saw, draw, yawn, crawl
	author, August, dinosaur, astronaut
	air, fair, pair, hair, chair
	dear, hear, beard, near, year
	bear, pear, wear
	bare, dare, care, share, scared

<i>Statutory requirements</i>
Words ending -y (/i:/ or /ɪ/)
New consonant spellings ph and wh
Using k for the /k/ sound
Adding the prefix -un
Compound words
Common exception words

<i>Rules and guidance (non-statutory)</i>	<i>Example words (non-statutory)</i>
	very, happy, funny, party, family
The /f/ sound is not usually spelt as ph in short everyday words (e.g. <i>fat, fill, fun</i>).	dolphin, alphabet, phonics, elephant when, where, which, wheel, while
The /k/ sound is spelt as k rather than as c before e, i and y .	Kent, sketch, kit, skin, frisky
The prefix un- is added to the beginning of a word without any change to the spelling of the root word.	unhappy, undo, unload, unfair, unlock
Compound words are two words joined together. Each part of the longer word is spelt as it would be if it were on its own.	football, playground, farmyard, bedroom, blackberry
Pupils' attention should be drawn to the grapheme-phoneme correspondences that do and do not fit in with what has been taught so far.	the, a, do, to, today, of, said, says, are, were, was, is, his, has, I, you, your, they, be, he, me, she, we, no, go, so, by, my, here, there, where, love, come, some, one, once, ask, friend, school, put, push, pull, full, house, our - and/or others, according to the programme used

Year 1: Detail of content to be introduced (statutory requirement)

Word	Regular plural noun suffixes -s or -es [for example, <i>dog, dogs; wish, wishes</i>], 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. <i>helping, helped, helper</i>) How the prefix un- changes the meaning of verbs and adjectives [negation, for example, <i>unkind</i> , or <i>undoing: untie the boat</i>]
Sentence	How words can combine to make sentences Joining words and joining clauses using <i>and</i>
Text	Sequencing sentences to form short narratives
Punctuation	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

Year	GRAMMAR Objectives	Example	Terminology	Level of importance
1	Using full stops and capital letters to demarcate sentences	We sailed to the land where the wild things are.	Sentence Word Letter Capital letter Full stop	High
1	Use capital letters for proper names	My name is Rosie and I have a dog called Woof.	Name Capital letter	High
1	Using 'and' to join sentences	My name is Rosie and I have a dog called Woof.	Joining words	high
1	Using a question mark at the end of a sentence to indicate a question	Why did Max want to come home?	Question Question mark	
1	Using an exclamation mark at the end of a sentence to indicate an exclamation	There was a terrible mess!	Exclamation Exclamation mark	