

# YEAR 1 Curriculum 2014: English 'at a glance' checklist

Spoken Language			
Pupils should be taught to: <ul style="list-style-type: none"> <li>listen and respond appropriately to adults and their peers</li> <li>ask relevant questions to extend their understanding and knowledge</li> <li>use relevant strategies to build their vocabulary</li> <li>articulate and justify answers, arguments and opinions</li> <li>give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings</li> <li>maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments</li> </ul>		<ul style="list-style-type: none"> <li>use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas</li> <li>speak audibly and fluently with an increasing command of Standard English</li> <li>participate in discussions, presentations, performances, role play, improvisations and debates</li> <li>gain, maintain and monitor the interest of the listener(s)</li> <li>consider and evaluate different viewpoints, attending to and building on the contributions of others</li> <li>select and use appropriate registers for effective communication.</li> </ul>	
Reading – Word reading		Writing - Transcription	
Pupils should be taught to: <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 [for example, 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>		Pupils should be taught to: <p>Spelling (see <a href="#">English Appendix 1</a>)</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</li> </ul> </li> <li>name the letters of the alphabet:                             <ul 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> </li> <li>add prefixes and suffixes:                             <ul style="list-style-type: none"> <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 un–</li> <li>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]</li> </ul> </li> <li>apply simple spelling rules and guidance, as listed in <a href="#">English Appendix 1</a></li> </ul> write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far.	
Handwriting and presentation		Pupils should be taught to: <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> </ul> 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 (/e/) 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 (/u/) 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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<b>Reading - Comprehension</b> <small>Pupils should be taught to:</small>	<b>Writing - Composition</b> <small>Pupils should be taught to:</small>	<b>Vocabulary, grammar and punctuation</b> <small>Pupils should be taught to:</small>
<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> <li>▪ discussing word meanings, linking new meanings to those already known</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> <ul style="list-style-type: none"> <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>write sentences by:</p> <ul 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> </ul> <ul style="list-style-type: none"> <li>• discuss what they have written with the teacher or other pupils</li> </ul> <ul style="list-style-type: none"> <li>• read aloud their writing clearly enough to be heard by their peers and the teacher.</li> </ul>	<p>develop their understanding of the concepts set out in <u>English Appendix 2</u> by:</p> <ul style="list-style-type: none"> <li>• leaving spaces between words</li> <li>• joining words and joining clauses using and</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 for year 1 in English Appendix 2</li> </ul> <p>use the grammatical terminology in English Appendix 2 in discussing their writing.</p> <p><b>Appendix 2 – Grammar Year 1</b></p> <ul style="list-style-type: none"> <li>• Regular <b>plural noun suffixes</b> –s or –es [for example, <i>dog, dogs; wish, wishes</i>], including the effects of these suffixes on the meaning of the noun</li> <li>• <b>Suffixes</b> that can be added to <b>verbs</b> where no change is needed in the spelling of root words (e.g. <i>helping, helped, helper</i>)</li> <li>• How the <b>prefix un-</b> changes the meaning of <b>verbs</b> and <b>adjectives</b> [negation, for example, <i>unkind, or undoing: untie the boat</i>]</li> <li>• How <b>words</b> can combine to make <b>sentences</b></li> <li>• Joining <b>words</b> and joining <b>clauses</b> using <i>and</i></li> <li>• Sequencing <b>sentences</b> to form short narratives</li> <li>• Separation of <b>words</b> with spaces</li> <li>• Introduction to capital letters, full stops, question marks and exclamation marks to demarcate <b>sentences</b></li> <li>• Capital letters for names and for the personal <b>pronoun I</b></li> </ul> <p><b>Terminology for pupils</b></p> <p><i>letter, capital letter</i>  <i>word, singular, plural</i>  <i>sentence punctuation, full stop, question mark, exclamation mark</i></p>