



Sand Hutton and Warthill Federated Church of England (VC) Primary Schools

ENGLISH

YEAR 1

Spoken Language	Reading – word reading
Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas.	Build on work from the Early Years Foundation Stage. Can sound and blend unfamiliar printed words quickly and accurately using the phonic knowledge and skills that they have already learnt.
Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments	Develop the skill of blending the sounds into words for reading and establish the habit of applying this skill whenever they encounter new words.
Use relevant strategies to build their vocabulary.	Hear, share and discuss a wide range of high-quality books to develop a love of reading and broaden their vocabulary.
Articulate and justify answers, arguments and opinions.	Apply phonic knowledge and skills as the route to decode words.
Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments. Ask relevant questions to extend their understanding and knowledge.	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 words without overt sounding and blending after a few encounters.)
Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings.	Read accurately by blending sounds in unfamiliar words containing GPCs that have been taught.
Listen and respond appropriately to adults and their peers.	Read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word.
Speak audibly and fluently with an increasing command of Standard English.	Read words containing taught GPCs and –s, –es, –ing, –ed, –er and –est endings.
Participate in discussions, presentations, performances, role play, improvisations and debates.	Read other words of more than one syllable that contain taught GPCs.
Gain, maintain and monitor the interest of the listener(s).	Read words with contractions [for example, I'm, I'll, we'll], and understand that the apostrophe represents the omitted letter(s).
Consider and evaluate different viewpoints, attending to and building on the contributions of others.	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.
Select and use appropriate registers for effective communication.	As soon as they can read words comprising the year 1 GPCs accurately and speedily, they should move on to the year 2 programme of study for word reading.
Development across the whole curriculum – cognitively, socially and linguistically.	Reading – comprehension
Continual development of pupils' confidence and competence in spoken language and listening skills across subjects.	Listen to and discuss a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently.
Capacity to explain their understanding of books and other reading, and to prepare their ideas before they write.	Link what they read or hear read to their own experiences.
Adopt, create and sustain a range of roles, responding appropriately to others in role.	Become very familiar with key stories, fairy stories and traditional tales, retell them and consider their particular characteristics.

Use discussion to probe and remedy their misconceptions.	Recognise and join in with predictable phrases.		
Understand and use the conventions for discussion and debate.	Learn to appreciate rhymes and poems, and to recite some by heart.		
Participate in and gain knowledge, skills and understanding associated with the artistic practice of drama.	Discuss word meanings, linking new meanings to those already known.		
Make their thinking clear to themselves as well as to others.	Draw on what they already know or on background information and vocabulary provided by the teacher.		
	Check that the text makes sense to them as they read and correct inaccurate reading.		
Improvise, devise and script drama for one another and a range of audiences, as well as to rehearse, refine, share and respond thoughtfully to drama and theatre performances.	Discuss the significance of the title and events.		
	Make inferences on the basis of what is being said and done.		
	Predict 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 – composition	Handwriting	
Spell: <ul style="list-style-type: none"> words containing each of the 40+ phonemes already taught common exception words the days of the week. 	Learn how to organise their ideas in writing.	Develop the physical skill needed for handwriting.	
		Discuss what they have written with the teacher or other pupils.	Begin to form lower-case letters in the correct direction, starting and finishing in the right place.
Add prefixes and suffixes: <ul style="list-style-type: none"> 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]. 	Write sentences by: <ul style="list-style-type: none"> saying out loud what they are going to write about composing a sentence orally before writing it sequencing sentences to form short narratives re-reading what they have written to check that it makes sense. 	Form capital letters.	
			Form digits 0-9.
			Sit correctly at a table, holding a pencil comfortably and correctly.
Name the letters of the alphabet: <ul style="list-style-type: none"> naming the letters of the alphabet in order using letter names to distinguish between alternative spellings of the same sound. 	Read aloud their writing clearly enough to be heard by their peers and the teacher.	Understand which letters belong to which handwriting ‘families’ (i.e. letters that are formed in similar ways) and to practise these.	
Write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far.	Writing – vocabulary, grammar and punctuation		
Apply simple spelling rules and guidance, as listed in English Appendix 1 .	Use the grammatical terminology in English Appendix 2 in discussing their writing.		
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: <ul style="list-style-type: none"> 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. 	Develop their understanding of the concepts set out in English Appendix 2 by: <ul style="list-style-type: none"> leaving spaces between words joining words and joining clauses using and beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark using a capital letter for names of people, places, the days of the week, and the personal pronoun ‘I’ learning the grammar for year 1 in English Appendix 2. 		

	Spoken Language	Reading – word reading	Reading – comprehension	Writing – transcription (Spelling)	Writing – composition	Handwriting	Overall and comments:
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