



Year 1 English Overview

• 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.



Spelling	Statutory Requirements from Appendix 1	Vowel Digraphs and Trigraphs			
<p>Pupils should be taught to spell:</p> <ul style="list-style-type: none"> 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: 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. 	<ul style="list-style-type: none"> 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 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 	ai,	oa	ir	ea (/ɛ/)
		ay	oe	oi	er (/ɜ:/)
		oy	ou	uroo (/u:/)	er (/ə/)
		a–e	ow (/aʊ/)	oo (/ʊ/)	are (/ɛə/)
		e–e	ow (/əʊ/)	ore	or
		i–e	ue	aw	ea (/i:/)
		o–e	ew	au	ear (/ɛə/)
		u–e	ie (/aɪ/)	air	igh
		ar	ie (/i:/)	ear	ee

Writing - Handwriting	Writing - Composition
<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> <ul style="list-style-type: none"> write sentences by: 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 discuss what they have written with the teacher or other pupils read aloud their writing clearly enough to be heard by their peers and the teacher.

Writing – Vocabulary, Grammar and Punctuation

Pupils should be taught to:

- develop their understanding of the concepts set out in [English Appendix 2](#) by:
- 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
- use the grammatical terminology in English Appendix 2 in discussing their writing.

Vocabulary, Grammar and Punctuation Statutory Requirements from Appendix 2

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, or 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

NB: To ensure coverage of new NC programme of study for Y1, teachers should highlight and date each objective, as and when it is covered. Please note, this outlines the statutory core knowledge that has to be taught in Y1. Please add to this and enhance it to avoid superficial joining of the dots coverage. Remember purpose & vision – think big & beyond!



Year 1 EoY Expectations for Writing

Broken down into possible termly targets - to show possible order of coverage

I can name the letters of the alphabet in order.	I can write a simple sentence when my teacher dictates it.	I am beginning to use exclamation marks.
I can say out loud what I am going to write about.	I can spell the days of the week correctly.	I am beginning to use question marks.
I can create writing from my own ideas.	I can add 's' and 'es' to the end of words.	I can sequence and write sentences in the correct order.
I can say my sentence before writing it.	I can form capital letters correctly.	I can write simple sentences on my own.
I understand what a sentence is.	I can form digits 0 to 9 correctly.	I use a capital letter when I write I.
I can write CVC words in a sentence.	I am beginning to use full stops at the end of sentences independently.	I can use capital letters for days of the week.
I sometimes use capital letters at the beginning of sentences with help.	I am beginning to use capital letters at the beginning of sentences independently.	I can use capital letters for names of people and places.
I sometimes use full stops at the end of sentences with help.	I can add the prefix 'un' to the beginning of words	I can re-read my work to check it makes sense.
I leave spaces between my words.	I can write words with split digraphs correctly.	I can put sentences together using <i>and</i> .
I can use my phonics to sound out and write simple words.	I can use adjectives in my writing.	I can add the suffix 'est' to the end of words.
I can discuss my writing with my friends or teachers.	I can divide words into syllables.	I can write and use alternative pronunciations in my writing.
I can add 'ing' to the ends of words.		I start and finish my lower case letters in the correct place.
I can sit correctly at my table, when writing.		
I can hold my pencil correctly.		
I can write words with sh, ch, th, ng correctly.		

NB: To be on track to meet EoY expectations in writing, Y1 pupils should meet the termly targets above. Pupils need to prove that they can consistently meet all of these targets and that the skills are imbedded into long term memory. The targets can be used to ensure coverage of the NC and can also be taught in any order. They can be stuck into pupil's books but must be adapted by each school to meet the needs of each class. These are the bare essentials only and should not hinder accelerated progress. You need to go beyond the bare minimum.