

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

Spoken Language (Year 1 – Year 6)			
<p>Pupils should be taught to:</p> <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	
<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 [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>		<p>Pupils should be taught to:</p> <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> <p>write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far.</p>	
Handwriting and presentation		<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> </ul> <p>understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and to practise these.</p>	
APPENDIX 1 – Spelling Year 1			
<p>The sounds /f/, /l/, /s/, /z/ and /k/ spelt ff, ll, ss, zz and ck off, well, miss,</p> <p>The /ŋ/ sound spelt n before k bank, think, honk, sunk</p> <p>Division of words into syllables pocket, rabbit, carrot, thunder, sunset</p> <p>-tch catch, fetch, kitchen, notch, hutch</p> <p>The /v/ sound at the end of words have, live, give</p> <p>Adding s and es to words (plural of nouns and the third person singular of verbs) cats, dogs, spends, rocks, thanks, catches</p> <p>Adding the endings –ing, –ed and –er to verbs where no change is needed to the root word hunting, hunted, hunter, buzzing, buzzed, buzzer,</p> <p>Adding –er and –est to adjectives where no change is needed to the root word grander, grandest, fresher, freshest, quicker, quickest</p> <p>ai rain, wait, train, paid, afraid      oi oil, join, coin, point, soil</p> <p>ay day, play, say, way, stay      oy boy, toy, enjoy, annoy</p> <p>a-e made, came, same, take, safe      e-e these, theme, complete</p>	<p>i-e five, ride, like, time, side      o-e home, those, woke, hope, hole</p> <p>u-e June, rule, rude, use, tube, tune      ar car, start, park, arm, garden</p> <p>ee see, tree, green, meet, week</p> <p>a (/i:/) sea, dream, meat, each, read (present tense)</p> <p>ea (/e/) head, bread, meant, instead, read (past tense)</p> <p>er (/ɜ:/) (stressed sound): her, term, verb, person</p> <p>er (/ə/) (unstressed schwa sound): better, under, summer, winter, sister</p> <p>ir girl, bird, shirt, first, third</p> <p>ur turn, hurt, church, burst, Thursday</p> <p>oo (/u:/) food, pool, moon, zoo, soon</p> <p>oo (/u/) book, took, foot, wood, good</p>	<p>oa boat, coat, road, coach, goal</p> <p>oe toe, goes</p> <p>ou out, about, mouth, around, sound</p> <p>ow (/aʊ/) now, how, brown, down, town</p> <p>ow (/əʊ/) own,</p> <p>blow, snow,</p> <p>grow, show</p> <p>ue blue, clue, true, rescue, Tuesday</p> <p>ew new, few, grew, flew, drew, threw</p> <p>ie (/aɪ/) lie, tie, pie, chief, tried, dried</p> <p>ie (/i:/) chief, field, thief</p> <p>igh high, night, light, bright, right</p> <p>or for, short, born, horse, morning</p> <p>ore more, score, before, wore, shore</p> <p>aw saw, draw, yawn, crawl</p>	<p>au author, August, dinosaur, astronaut</p> <p>air air, fair, pair, hair, chair</p> <p>ear dear, hear, beard, near, year</p> <p>ear (/ɛə/) bear, pear, wear</p> <p>are (/ɛə/) bare, dare, care, share, scared</p> <p>Words ending –y (/i:/ or /ɪ/) very, happy, funny, party, family</p> <p>New consonant spellings</p> <p>ph dolphin, alphabet, phonics, elephant</p> <p>wh when, where, which, wheel, while</p> <p>Using k for the /k/ sound Kent, sketch, kit, skin, frisky</p> <p>Adding the prefix –un unhappy, undo, unload, unfair, unlock</p> <p>Compound words football, playground, farmyard, bedroom, blackberry</p> <p>Common exception words</p>

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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>• use the grammatical terminology in English Appendix 2 in discussing their writing.</li> </ul> <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></p> <p><i>word, singular, plural</i></p> <p><i>sentence punctuation, full stop, question mark, exclamation mark</i></p>