



Every Child, Every Chance, Every Day

## Yearly Overview for English – Year 1

Pacer of Termly Texts, Blocks, Links and Suggested Outcomes						
	Autumn		Spring		Summer	
<b>Curriculum topics (History, Geography, Science)</b>	<ul style="list-style-type: none"> <li>Carnival of the animals</li> <li>Animals including humans (transition term from REC)</li> <li>Ongoing – Seasonal change</li> </ul>	<ul style="list-style-type: none"> <li>Carnival of the animals</li> <li>Animals including humans</li> <li>Black History Month</li> <li>Ongoing – Seasonal change</li> </ul>	<ul style="list-style-type: none"> <li>Babies and Play – Toys, We are Britain</li> <li>Everyday materials</li> <li>Ongoing – Seasonal change</li> </ul>	<ul style="list-style-type: none"> <li>Houses and homes</li> <li>Plants(1)</li> <li>Ongoing – Seasonal change</li> </ul>	<ul style="list-style-type: none"> <li>Food and farming</li> <li>Ongoing – Seasonal change</li> </ul>	<ul style="list-style-type: none"> <li>Food and farming</li> <li>Plants (2)</li> <li>Ongoing – Seasonal change</li> </ul>
<b>Narrative</b>	<p>Stories with predictable and patterned language</p> <p>Animal themed Bible stories (science link)</p>	<p>Stories with predictable and patterned language</p> <p>Christmas/Winter seasonal stories</p> <p>The Christmas Story – KS1 nativity</p>	<p>Stories with familiar settings/contemporary fiction</p>	<p>Stories with familiar settings/contemporary fiction</p>	<p>Traditional tales (topic link)</p> <p>Book week – whole school narrative study (various)</p>	<p>Author study – Quentin Blake</p>
<b>Non-fiction</b>	<p>Captions and labels - animals (science link)</p>	<p>Captions and labels – fossils (topic link)</p>	<p>Instructions (topic link)</p>	<p>Recounts - of experiences</p> <p>Instructions - Cress Diaries (science link)</p>	<p>Information books (topic link)</p>	<p>Explanation (topic link)</p>
<b>Poetry</b>	<p>Vocabulary building: Poems with an animal theme (science link)</p>	<p>Vocabulary building: Poems with a senses theme (science link)</p>	<p>Structure study: Humorous Poems/tongue twisters</p> <p>Whole school poetry recital</p>	<p>Structure study: Poems with rhyming couplets (topic link)</p>	<p>Structure study: List poems (topic link)</p>	<p>Poet study – Kit Wright (Focus - The Magic Box)</p>
<b>Core texts</b>	<p>The Three Little Pigs</p> <p>The Gingerbread Man</p> <p>The Little Red Hen (Repetitive Language)</p> <p>'Harvey Slumfenburger's Christmas Present' by John Burningham.</p> <p>The Snail and the Whale</p> <p>The Cat Sat on the Mat</p> <p>Bible stories - Noah's Ark, Daniel and the Lion, Jonah and the Whale</p>	<p>Stone Girl, Bone Girl (topic)</p> <p>Stick Man (Christmas/Science link seasons)</p> <p>The Snowman (Christmas)</p>	<p>Aaaarrgghh, Spider!</p> <p>Traction Man is Here (plus others in the series)</p> <p>Anthony Browne e.g. My Mum, My Dad</p>	<p>Beegu</p> <p>Home Poems compiled by John Foster (Tony Mitten poems)</p> <p>The Works (poetry)</p>	<p>The Story Tree</p> <p>The Enormous Turnip</p> <p>Jack and the Beanstalk</p> <p>The Little Red Hen</p> <p>No Dinner (Buri and the Marrow)</p> <p>The Works (poetry)</p>	<p>Mr Magnolia</p> <p>Mrs Armitage</p> <p>Clown</p> <p>Patrick</p>

<p><b>Suggested written outcome</b></p>	<p><u>Narrative:</u> Write what a character says using letter sounds. Write repeated phrases. Pattern and Rhyme. Stories with animal characters e.g. The Snail and the Whale. Retell known stories containing animal characters. Write a description of one of the pictures. Write postcards from characters to other characters/imaginary family. Newspaper report. <u>Non-fiction:</u> Captions and labels for animal research. Captions for animal art work. Captions and labels for illustrations in one of the core texts. <u>Poetry:</u> Alliteration phrases for favourite animals. Write own poems about animals.</p>	<p><u>Narrative:</u> Story retelling of Stick Man Description of seasons Labelling Speech bubbles for characters Alternative ending Story after ending <u>Non-fiction:</u> Stone Girl, Bone Girl – role play fossilisation process. NHM website. Retelling the story. Children to label fossils and bones. Explanation of process. <u>Poetry:</u> Rhyming couplets. Poems about the senses (see Hamilton Spring)</p>	<p><u>Narrative:</u> Stories linked to homes/homelessness e.g. Aaaarrgghh, Spider! : Write in the role of the spider ‘A day in my life’. Write a story based on a homeless insect. Descriptions of familiar settings in the story. Traction man is here – linked to toy topic. Setting descriptions, adjectives for materials (science link) Similes – e.g. My Mum, My Dad <u>Non-fiction:</u> Write instructions for favourite games/toys. <u>Poetry:</u> Read a range of poems that make the children laugh. Write down preferences for poems and explain why. Write tongue twisters based on a preferred poem. Prepare for whole school recital.</p>	<p><u>Narrative:</u> Stories linked to homes/homelessness e.g. Describe Beegu’s home planet. Write a letter home describing new home – familiar setting. Write a story from Beegu’s point of view. <u>Non-fiction:</u> Recount a school trip or school experience (e.g. cooking) in the first person using time sequencing words. Write instructions for planting a seed (Spring 2). Cress diaries. <u>Poetry:</u> Write rhyming poems linked to any area of topic. Tony Mitten poems e.g. toys, homes, school etc</p>	<p><u>Narrative:</u> The Story Tree – The Little Red Hen, Buri and the Marrow, The Magic Porridge Pot, Monkey See, Monkey Do Jack and the Beanstalk (science – plant link) Character descriptions. Wanted poster for giant. Retell a traditional tale. No Dinner/Buri and the Marrow (food link/traditional tale from India) Sequencing, writing in role. Highlighting character traits in the text. Write a letter to the old woman from the grand-daughter. Write an alternative story changing animals. Alternative story endings. <u>Non-fiction :</u> Make small information books linked to science. Write a simple report about a science experiment or investigation. Make picture dictionaries. Dictionary work – order, finding definitions of new words – science vocabulary. <u>Poetry:</u> Read and write list poems linked to topic food.</p>	<p><u>Narrative</u> <u>Author study:</u> Retell an author’s story. Write in role as a character. Write a letter to the author, including questions. Write a letter to Mr Magnolia. Asking questions. Re-write the story for clown using captions and speech bubbles. <u>Non-fiction:</u> Explanation. Draw pictures to explain a process in farming and food topic – cooking activity. Then write supporting sentences to explain. Information posters on food and farming. <u>Poetry:</u> Read, illustrate and re-write poems by a famous poet. The Magic Box – describe the box, make up descriptive phrases for imagined ideas to go in the box – think literal and figurative.</p>
<p><b>Extended writing focus</b></p>	<p>1. Whole school assessment piece at the beginning of each term – The Magic Door, The Lost key 2. Posters for the school environment to advertise an event 3. Cooking week instructions 4. Coding instructions (computing) 5. Church productions – script writing 6. Play scripts for assemblies</p>	<p>8. Blogs for the website 9. Songs for assembly 10. Radio scripts 11. School council – wish lists, explanation of ideas, persuasive letters 12. Virtual tours 13. Letters to MPs - citizenship 14. Sports day recounts</p>	<p>15. Author visits – letters, re-tell stories etc 16. Letters to visitors – thank you letters, to request things 17. Science week explanations 18. RE prayers 19. Interviews with staff/visitors 20. Nativity story 21. Invitations to class assemblies/open afternoons</p>	<p>22. Write in the style of... 23. Comparative writing in history and geography 24. Easter/Christmas story news report or retell the story 25. Christmas links – letters to Father Christmas, Christmas recipes, instructions for decorations 26. Job descriptions – St Mark’s Saviours, Year 6 monitors 27. Letters for Kentish Town partnership days</p>	<p>30. School trip recounts 31. Opportunities for ‘free’ writing – children to choose genre/text type 32. Boxing Clever stories 33. Story openings 34. Story endings 35. Show not tell 36. Science/Topic/RE/PSHE linked pieces 37. English unit linked pieces</p>	

	7. News items for the newsletter				28. Persuasive letters to Steve Mr Henry e.g. a school trip etc 29. Sports events – recounts, news reports e.g. football team, sports day	
<b>Read aloud book list</b>	Stories by Julia Donaldson (E.g. Gruffalo plus core texts) Fantastic Mr Fox	Ebb and Flo and the Baby Seal Hungry Hen The Very Lazy Ladybird The Very Hungry Caterpillar The Snowman (Christmas week) One Snowy Night – Nick Butterworth	A poem a day – preparation for poetry recital	The Large Family series Man on the Moon Where the Wild Things Are	Traditional tales - alternative versions.	Quentin Blake stories Kit Wright poems
<b>Suggested spoken outcomes</b>	Story telling circle Oral retell of stories Retell through drama Memorise repetitive refrains Role play area – animals Vocabulary development games Class assembly	Listening to story CDs Role play Hot-seating Singing Christmas nativity performance Vocabulary development games	Following oral instructions Poetry recital and performance Intonation in voice Presentation of favourite toys Vocabulary development games Class assembly	Orally recounting experiences Role play Discussion of favourite books Vocabulary development games	Oral retelling of tales Whittington Park garden classroom to retell Jack and the Beanstalk Vocabulary development games Class assembly	Whole class performance of Mr Magnolia Vocabulary development games Discussions to give opinions Whole school assembly to share author/poet study
<b>STATUTORY REQUIREMENTS BY TERM - objectives should and will be covered at many other times within and across units but must be taught at least in the terms specified.</b>						
<b>Spoken Language Statutory Requirements</b>	<ul style="list-style-type: none"> <li>listen and respond appropriately to adults and their peers</li> </ul>	<ul style="list-style-type: none"> <li>use relevant strategies to build their vocabulary</li> <li>articulate and justify answers, arguments and opinions</li> </ul>	<ul style="list-style-type: none"> <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>select and use appropriate registers for effective communication</li> </ul>	<ul style="list-style-type: none"> <li>use relevant strategies to build their vocabulary</li> <li>give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings</li> </ul>	<ul style="list-style-type: none"> <li>maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments</li> <li>use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas</li> <li>use relevant strategies to build their vocabulary</li> </ul>	<ul style="list-style-type: none"> <li>ask relevant questions to extend their understanding and knowledge</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> </ul>
<b>Reading statutory requirements - Word Reading Comprehension</b>	<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,</li> </ul>	<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> </ul>	<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,</li> </ul>	<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> </ul>	<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,</li> </ul>	<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</li> </ul>

	<p>alternative sounds for graphemes</p> <ul style="list-style-type: none"> <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>• 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>• participate in discussion about what is read to them, taking turns and listening to what others say</li> <li>• recognising and joining in with predictable phrases</li> </ul>	<ul style="list-style-type: none"> <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 books aloud, accurately, that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words</li> <li>• reread these books to build up their fluency and confidence in word reading</li> <li>• recognising and joining in with predictable phrases</li> <li>• discussing the significance of the title and events</li> <li>• explain clearly their understanding of what is read to them</li> </ul>	<p>alternative sounds for graphemes</p> <ul style="list-style-type: none"> <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 with contractions [for example, I'm, I'll, we'll], and understand that the apostrophe represents the omitted letter(s)</li> <li>• being encouraged to link what they read or hear to their own experiences</li> <li>• learning to appreciate rhymes and poems, and to recite some by heart</li> <li>• drawing on what they already know or on background information and vocabulary provided by the teacher</li> </ul>	<ul style="list-style-type: none"> <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 other words of more than one syllable that contain taught GPCs</li> <li>• read books aloud, accurately, that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words</li> <li>• reread these books to build up their fluency and confidence in word reading</li> <li>• making inferences on the basis of what is being said and done</li> </ul>	<p>alternative sounds for graphemes</p> <ul style="list-style-type: none"> <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>• becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics</li> <li>• discussing word meanings, linking new meanings to those already known</li> <li>• checking that the text makes sense to them as they read, and correcting inaccurate reading</li> </ul>	<p>40+ phonemes, including, where applicable, alternative sounds for graphemes</p> <ul style="list-style-type: none"> <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 books aloud, accurately, that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words</li> <li>• reread these books to build up their fluency and confidence in word reading</li> </ul>
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						<ul style="list-style-type: none"> <li>predicting what might happen on the basis of what has been read so far</li> </ul>
<p><b>Writing statutory requirements -</b></p> <p><b>Handwriting Composition Vocabulary, Grammar and Punctuation (see spelling for transcription)</b></p>	<ul style="list-style-type: none"> <li>sit correctly at a table, holding a pencil comfortably and correctly</li> <li>form digits 0-9</li> <li>saying out loud what they are going to write about</li> <li>composing a sentence orally before writing it</li> <li>leaving spaces between words</li> <li>combining words to make sentences</li> </ul>	<ul style="list-style-type: none"> <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>sequencing sentences to form short narratives</li> <li>using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'</li> </ul>	<ul style="list-style-type: none"> <li>understand which letters belong to which handwriting 'families' (ie letters that are formed in similar ways) and to practise these</li> <li>re-reading what they have written to check that it makes sense</li> <li>beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark</li> </ul>	<ul style="list-style-type: none"> <li>understand which letters belong to which handwriting 'families' (ie letters that are formed in similar ways) and to practise these</li> <li>discuss what they have written with the teacher or other pupils</li> <li>joining words and joining clauses using 'and'</li> </ul>	<ul style="list-style-type: none"> <li>understand which letters belong to which handwriting 'families' (ie letters that are formed in similar ways) and to practise these</li> <li>read their writing aloud, clearly enough to be heard by their peers and the teacher</li> <li>beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark</li> </ul>	<ul style="list-style-type: none"> <li>understand which letters belong to which handwriting 'families' (ie letters that are formed in similar ways) and to practise these</li> <li>read their writing aloud, clearly enough to be heard by their peers and the teacher</li> <li>beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark</li> </ul>
<p><b>Spelling statutory requirements (including transcription)</b></p>	<p>Revision of:</p> <ul style="list-style-type: none"> <li>all letters of the alphabet and the sounds which they most commonly represent</li> <li>consonant digraphs which have been taught and the sounds which they represent</li> <li>vowel digraphs which have been taught and the sounds which they represent</li> </ul>	<ul style="list-style-type: none"> <li>The sounds /f/, /l/, /s/, /z/ and /k/ spelt ff, ll, ss, zz and ck</li> <li>The /ŋ/ sound spelt n before k</li> <li>Using k for the /k/ sound</li> <li>The /v/ sound at the end of words</li> <li>the days of the week</li> </ul>	<ul style="list-style-type: none"> <li>-tch ending</li> <li>Adding s and es to words (plural of nouns and the third person singular of verbs) plural noun suffixes</li> <li>Days of the week</li> <li>using the spelling rule for adding -s or -es as the plural marker for nouns and the third person</li> </ul>	<ul style="list-style-type: none"> <li>New consonant sounds wh and ph words</li> <li>Adding the prefix un- to adjectives and verbs</li> <li>common exception words</li> <li>Vowel digraphs and digraph spellings taught during letters and sounds</li> </ul>	<ul style="list-style-type: none"> <li>Adding the endings -ing, -ed and -er to verbs where no change is needed to the root word</li> <li>Adding -er and -est to adjectives where no change is needed to the root word</li> <li>using -ing, -ed, -er and -est where</li> </ul>	<ul style="list-style-type: none"> <li>Words ending with y</li> <li>Compound words</li> <li>Vowel digraphs and digraph spellings taught during letters and sounds</li> </ul>

	<ul style="list-style-type: none"> <li>the process of segmenting spoken words into sounds before choosing graphemes to represent the sounds</li> <li>words with adjacent consonant</li> <li>words containing each of the 40+ phonemes already taught</li> <li>Vowel digraphs and digraph spellings taught during letters and sounds</li> </ul>	<ul style="list-style-type: none"> <li>Vowel digraphs and digraph spellings taught during letters and sounds</li> <li>write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far.</li> </ul>	<ul style="list-style-type: none"> <li>singular marker for verbs</li> <li>Vowel digraphs and digraph spellings taught during letters and sounds</li> <li>write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far.</li> </ul>	<ul style="list-style-type: none"> <li>write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far.</li> </ul>	<p>no change is needed in the spelling of root words [for example, helping, helped, helper, eating, quicker, quickest]</p> <ul style="list-style-type: none"> <li>Vowel digraphs and digraph spellings taught during letters and sounds</li> <li>write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far.</li> </ul>	<ul style="list-style-type: none"> <li>write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far.</li> </ul>
<p>Ongoing - Common exception words (Tricky words) appropriate to Letters and Sounds phase.            Spellings linked to vowel digraphs and trigraphs linked to Letters and Sounds phase.            Division of words into syllables as a spelling strategy.</p> <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> <li>name the letters of the alphabet:</li> <li>naming the letters of the alphabet in order</li> <li>using letter names to distinguish between alternative spellings of the same sound</li> <li>add prefixes and suffixes:</li> <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> <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>						

Key Vocabulary, grammar and punctuation terminology to be specifically taught in **BLUE**

## Curriculum requirements for each area across Year 1

### Spoken Language

- 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

- 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.

### Comprehension

develop positive attitudes to reading and understanding of what they read 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

#### Spelling (see English Appendix 1)

Pupils should be taught to:

- 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:
  - 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.

### Handwriting

Pupils should be taught to:

- 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.

### Composition

Pupils should be taught to:

- write sentences by:
  - saying out loud what they are going to write about
  - composing a sentence orally before writing it
  - combining words to make sentences
  - joining words and clauses using *and*
  - 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.

## Spelling, Punctuation & Grammar

### Terminology for pupils:

letter, capital letter

word, singular, plural

sentence

punctuation, full stop, question mark, exclamation mark

### **Grammar.** Develop their understanding of the concepts set out in English Appendix 2 by:

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  
learning the grammar for year 1 in English Appendix 2

use the grammatical terminology in English Appendix 2 in discussing their writing.

### **Punctuation.** Indicate grammatical and other features by:

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'

### Spelling (See Appendix 1 for teaching points)

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

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

<u>Example words (non-statutory)</u> off, well, miss, buzz, back	<u>Example words (non-statutory)</u> bank, think, honk, sunk	<u>Example words (non-statutory)</u> pocket, rabbit, carrot, thunder, sunset	<u>Example words (non-statutory)</u> catch, fetch, kitchen, notch, hutch	<u>Example words (non-statutory)</u> have, live, give	<u>Example words (non-statutory)</u> cats, dogs, spends, rocks, thanks, catches	<u>Example words</u> <b>–ing</b> and <b>–er</b> always add an extra syllable to the word and <b>–ed</b> sometimes does.  The past tense of some verbs may sound as if it ends in /id/ (extra syllable), /d/ or /t/ (no extra syllable), but all these endings are spelt <b>–ed</b> .  If the verb ends in two consonant letters (the same or different), the ending is simply added on.	<u>Example words (non-statutory)</u> As with verbs, if the adjective ends in two consonant letters (the same or different), the ending is simply added on.
<b>Vowel digraphs and trigraphs</b>		<u>Example words (non-statutory)</u>		<b>Vowel digraphs and trigraphs</b>		<u>Example words (non-statutory)</u>	
ai, oi		rain, wait, train, paid, afraid oil, join, coin, point, soil		oo (/u:/)		food, pool, moon, zoo, soon	
ay, oy		day, play, say, way, stay boy, toy, enjoy, annoy		oo (/ʊ/)		book, took, foot, wood, good	
a–e		made, came, same, take, safe		oa		boat, coat, road, coach, goal	
e–e		these, theme, complete		oe		toe, goes	
i–e		five, ride, like, time, side		ow (/aʊ/) ow (/əʊ/) ue ew		now, how, brown, down, town own, blow, snow, grow, show blue, clue, true, rescue, Tuesday new, few, grew, flew, drew, threw	
o–e		home, those, woke, hope, hole		ie (/aɪ/)		lie, tie, pie, cried, tried, dried	
u–e		June, rule, rude, use, tube, tune		ie (/i:/)		chief, field, thief	
ar		car, start, park, arm, garden		igh		high, night, light, bright, right	
ee		see, tree, green, meet, week		or		for, short, born, horse, morning	

ea (/i:/)	sea, dream, meat, each, read (present tense)	ore	more, score, before, wore, shore
ea (/ɛ/)	head, bread, meant, instead, read (past tense)	aw	saw, draw, yawn, crawl
er (/ɜ:/)	(stressed sound): her, term, verb, person	au	author, August, dinosaur, astronaut
er (/ə/)	(unstressed <i>schwa</i> sound): better, under, summer, winter, sister	air	air, fair, pair, hair, chair
ir	girl, bird, shirt, first, third	ear	dear, hear, beard, near, year
ur	turn, hurt, church, burst, Thursday	ear (/ɛə/)	bear, pear, wear
ou	out, about, mouth, around, sound	are (/ɛə/)	bare, dare, care, share, scared