

Word Reading - 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

Pupils should revise and consolidate the GPCs and the common exception words taught in Reception. 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. The number, order and choice of exception words taught will vary according to the phonics programme being used. Ensuring that pupils are aware of the GPCs they contain, however unusual these are, supports spelling later. Young readers encounter words that they have not seen before much more frequently than experienced readers do, and they may not know the meaning of some of these. Practice at reading such words by sounding and blending can provide opportunities not only for pupils to develop confidence in their decoding skills, but also for teachers to explain the meaning and thus develop pupils' vocabulary.

Reading Comprehension

Pupils should be taught to:

1. develop pleasure in reading, motivation to read, vocabulary and understanding by:
 - a. listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently
 - b. being encouraged to link what they read or hear read to their own experiences
 - c. becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics
 - d. recognising and joining in with predictable phrases
 - e. learning to appreciate rhymes and poems, and to recite some by heart
 - f. discussing word meanings, linking new meanings to those already known
2. understand both the books they can already read accurately and fluently and those they listen to by:
 - a. drawing on what they already know or on background information and vocabulary provided by the teacher
 - b. checking that the text makes sense to them as they read and correcting inaccurate reading
 - c. discussing the significance of the title and events
 - d. making inferences on the basis of what is being said and done
 - e. predicting what might happen on the basis of what has been read so far
3. participate in discussion about what is read to them, taking turns and listening to what others say
4. explain clearly their understanding of what is read to them

Writing: Composition

Pupils should be taught to:

- a. write sentences by:
- b. saying out loud what they are going to write about
- c. composing a sentence orally before writing it
- d. sequencing sentences to form short narratives
- e. re-reading what they have written to check that it makes sense
- f. discuss what they have written with the teacher or other pupils
- g. read aloud their writing clearly enough to be heard by their peers and the teacher

Writing: Vocab, Grammar & 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

Writing: Transcription

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

Spelling

(see spelling list for medium term notes - English Appendix 1) Spelling - separate list

Pupils should be taught to spell by:

- a. spell:
- b. words containing each of the 40+ phonemes already taught
- c. common exception words
- d. the days of the week
- e. name the letters of the alphabet:
- f. naming the letters of the alphabet in order
- g. using letter names to distinguish between alternative spellings of the same sound
- h. add prefixes and suffixes:
- i. using the spelling rule for adding -s or -es as the plural marker for nouns and the third person singular marker for verbs
- j. using the prefix un-
- k. 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]
- l. apply simple spelling rules and guidance, as listed in English Appendix 1
- m. write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far

Speaking & Listening

Speaking

Speak competently and creatively for different purposes and audiences, reflecting on impact and response.

- Tell stories and describe incidents from their own experience in an audible voice.
- Retell stories, ordering events using story language.
- Interpret a text by reading aloud with some variety in pace and emphasis.

Explore, develop and sustain ideas through talk.

- Experiment with and build new stores of words to communicate in different contexts.

Listening

Understand, recall and respond to speakers' implicit and explicit meanings.

- Listen to and follow instructions accurately, asking for help and clarification if necessary.

Explain and comment on speakers' use of language, including vocabulary, grammar and non-verbal features.

- Listen with sustained concentration, building new stores of words in different contexts.
- Listen to tapes or video and express views about how a story or information has been presented.

Group Discussion & Interaction

Take different roles in groups to develop thinking and complete tasks.

- Take turns to speak, listen to each other's suggestions and talk about what they are going to do.

Participate in conversations, making appropriate contributions building on others' suggestions and responses.

- Ask and answer questions, make relevant contributions, offer suggestions and take turns
- Explain their views to others in a small group, decide how to report the group's views to the class.

Drama

Use dramatic techniques including work in role to explore ideas and texts.

- Explore familiar themes and characters through improvisation and role-play.
- Act out their own and well-known stories, using voices for characters.

Create, share and evaluate ideas and understanding through drama.

- Discuss why they like a performance.

During year 1, teachers should build on work from the Early Years Foundation Stage, making sure that pupils can sound and blend unfamiliar printed words quickly and accurately using the phonic knowledge and skills that they have already learnt. Teachers should also ensure that pupils continue to learn new grapheme-phoneme correspondences (GPCs) and revise and consolidate those learnt earlier. The understanding that the letter(s) on the page represent the sounds in spoken words should underpin pupils' reading and spelling of all words. This includes common words containing unusual GPCs. The term 'common exception words' is used throughout the programmes of study for such words.

Alongside this knowledge of GPCs, pupils need to develop the skill of blending the sounds into words for reading and establish the habit of applying this skill whenever they encounter new words. This will be supported by practice in reading books consistent with their developing phonic knowledge and skill and their knowledge of common exception words. At the same time they will need to hear, share and discuss a wide range of high-quality books to develop a love of reading and broaden their vocabulary.

Pupils should be helped to read words without overt sounding and blending after a few encounters. Those who are slow to develop this skill should have extra practice.

Pupils' writing during year 1 will generally develop at a slower pace than their reading. This is because they need to encode the sounds they hear in words (spelling skills), develop the physical skill needed for handwriting, and learn how to organise their ideas in writing.

Pupils entering year 1 who have not yet met the early learning goals for literacy should continue to follow the school's curriculum for the Early Years Foundation Stage to develop their word reading, spelling and language skills. However, these pupils should follow the year 1 programme of study in terms of the books they listen to and discuss, so that they develop their vocabulary and understanding of grammar, as well as their knowledge more generally across the curriculum. If they are still struggling to decode and spell, they need to be taught to do this urgently through a rigorous and systematic phonics programme so that they catch up rapidly.

Teachers should ensure that their teaching develops pupils' oral vocabulary as well as their ability to understand and use a variety of grammatical structures, giving particular support to pupils whose oral language skills are insufficiently developed.

SPELLING LIST - YEAR 1 - APPENDIX 1

STATUTORY REQUIREMENTS:

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

Objective	Rules and Guidance	Examples	Notes/planning
The sounds /f/, /l/, /s/, /z/ and /k/ spelt ff, ll, ss, zz and ck	The /f/, /l/, /s/, /z/ and /k/ sounds are usually spelt as ff, ll, ss, zz and ck if they come straight after a single vowel letter in short words. Exceptions: if, pal, us, bus, yes.	off, well, miss, buzz, back	
The /ŋ/ sound spelt n before k		bank, think, honk, sunk	
Division of words into syllables	Each syllable is like a 'beat' in the spoken word. Words of more than one syllable often have an unstressed syllable in which the vowel sound is unclear.	pocket, rabbit, carrot, thunder, sunset	
-tch	The /tʃ/ sound is usually spelt as tch if it comes straight after a single vowel letter. Exceptions: rich, which, much, such.	catch, fetch, kitchen, notch, hutch	

Objective	Rules and Guidance	Examples	Notes/planning
The /v/ sound at the end of words	English words hardly ever end with the letter v, so if a word ends with a /v/ sound, the letter e usually needs to be added after the 'v'.	have, live, give	
Adding s and es to words (plural of nouns and the third person singular of verbs)	If the ending sounds like /s/ or /z/, it is spelt as -s. If the ending sounds like /ɪz/ and forms an extra syllable or 'beat' in the word, it is spelt as -es.	cats, dogs, spends, rocks, thanks, catches	
Adding the endings -ing, -ed and -er to verbs where no change is needed to the root word	-ing and -er always add an extra syllable to the word and -ed sometimes does. The past tense of some verbs may sound as if it ends in /ɪd/ (extra syllable), /d/ or /t/ (no extra syllable), but all these endings are spelt -ed. If the verb ends in two consonant letters (the same or different), the ending is simply added on.	hunting, hunted, hunter, buzzing, buzzed, buzzer, jumping, jumped, jumper	
Adding -er and -est to adjectives where no change is needed to the root word	As with verbs (see above), if the adjective ends in two consonant letters (the same or different), the ending is simply added on.	grander, grandest, fresher, freshest, quicker, quickest	
Words ending -y (/i:/ or / /)		very, happy, funny, party, family	
New consonant spellings ph and wh	The /f/ sound is not usually spelt as ph in short everyday words (e.g. fat, fill, fun).	dolphin, alphabet, phonics, elephant when, where, which, wheel, while	
Using k for the /k/ sound	The /k/ sound is spelt as k rather than as c before e, i and y.	Kent, sketch, kit, skin, frisky	

Objective	Rules and Guidance	Examples	
Adding the prefix -un	The prefix un- is added to the beginning of a word without any change to the spelling of the root word.	unhappy, undo, unload, unfair, unlock	
Compound words	Compound words are two words joined together. Each part of the longer word is spelt as it would be if it were on its own.	football, playground, farmyard, bedroom, blackberry	
Common exception words	Pupils' attention should be drawn to the grapheme-phoneme correspondences that do and do not fit in with what has been taught so far.	the, a, do, to, today, of, said, says, are, were, was, is, his, has, I, you, your, they, be, he, me, she, we, no, go, so, by, my, here, there, where, love, come, some, one, once, ask, friend, school, put, push, pull, full, house, our - and/or others, according to the programme used	

ai, oi	The digraphs ai and oi are virtually never used at the end of English words.	rain, wait, train, paid, afraid oil, join, coin, point, soil
ay, oy	ay and oy are used for those sounds at the end of words and at the end of syllables.	day, play, say, way, stay 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	Both the /u:/ and /ju:/ ('oo' and 'yoo') sounds can be spelt as u-e .	June, rule, rude, use, tube, tune
ar		car, start, park, arm, garden
ee		see, tree, green, meet, week
ea (/i:/)		sea, dream, meat, each, read (present tense)
ea (/ɛ/)		head, bread, meant, instead, read (past tense)
er (/ɜ:/)		(stressed sound): her, term, verb, person
er (/ə/)		(unstressed <i>schwa</i> sound): better, under, summer, winter, sister
ir		girl, bird, shirt, first, third
ur		turn, hurt, church, burst, Thursday
oo (/u:/)	Very few words end with the letters oo , although the few that do are often words that primary children in year 1 will encounter, for example, zoo	food, pool, moon, zoo, soon
oo (/ʊ/)		book, took, foot, wood, good

oa	The digraph oa is very rare at the end of an English word.	boat, coat, road, coach, goal
oe		toe, goes
ou	The only common English word ending in ou is <i>you</i> .	out, about, mouth, around, sound
ow (/aʊ/)	Both the /u:/ and /ju:/ ('oo' and 'yoo') sounds can be spelt as u-e , ue and ew . If words end in the /oo/ sound,	now, how, brown, down, town own, blow, snow, grow, show blue, clue, true, rescue, Tuesday new, few, grew, flew, drew, threw
ow (/əʊ/)		
ue	ue and ew are more common spellings than oo .	
ew		
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 and wh	The /f/ sound is not usually spelt as ph in short everyday words (e.g. <i>fat</i> , <i>fill</i> , <i>fun</i>).	dolphin, alphabet, phonics, elephant when, where, which, wheel, while

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VOCABULARY, GRAMMAR AND PUNCTUATION LIST - YEAR 1 - APPENDIX 2

Word Year 1	SENTENCE Year 1	TEXT Year 1	PUNCTUATION Year 1
<ul style="list-style-type: none"> • Regular plural noun suffixes -s or -es [for example, dog, dogs; wish, wishes], 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. helping, helped, helper) • How the prefix un- changes the meaning of verbs and adjectives [negation, for example, unkind, or undoing: untie the boat] 	<ul style="list-style-type: none"> • How words can combine to make sentences • Joining words and joining clauses using and 	<ul style="list-style-type: none"> • Sequencing sentences to form short narratives 	<ul style="list-style-type: none"> • 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