



Year 1 Programme of Study for English

Reading Word Reading	Reading Comprehension
<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • 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, e.g. 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 reading. 	<p>Pupils should be taught to:</p> <p>develop pleasure in reading, motivation to read, vocabulary and understanding by:</p> <ul style="list-style-type: none"> • 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 (inc Handwriting)	Writing Composition
<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • spell words containing each of the 40+ phonemes already taught • spell common exception words • spell the days of the week • name the letters of the alphabet in order 	<p>Pupils should be taught to write sentences by:</p> <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

<ul style="list-style-type: none"> • 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 <i>un-</i> • using <i>-ing, -ed, -er</i> and <i>-est</i> where no change is needed in the spelling of root words (e.g. <i>helping, helped, helper, eating, quicker, quickest</i>) • apply simple spelling rules and guidelines, as listed in Appendix 1 • write from memory simple sentences dictated by the teacher that include words taught so far. <p><i>Handwriting</i></p> <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. 	<ul style="list-style-type: none"> • discussing what they have written with the teacher or other pupils • reading aloud their writing clearly enough to be heard by their peers and the teacher. <h3>Vocabulary, Grammar and Punctuation</h3> <p>Pupils should be taught to: develop their understanding of the concepts set out in Appendix 2 by:</p> <ul style="list-style-type: none"> • leaving spaces between words • joining words and joining sentences using <i>and</i> • beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark <ul style="list-style-type: none"> ▪ using a capital letter for names of people, places, the days of the week, and the personal pronoun ‘I’ ▪ learning the grammar in column 1 in year 1 in Appendix 2 ▪ use the grammatical terminology in Appendix 2 in discussing their writing.
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Spelling work for Year 1

Revision of Reception work

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 and the sounds which they represent
- vowel digraphs which have been taught and the sounds which they represent
- the process of segmenting words into sounds before choosing graphemes to represent the sounds
- words with adjacent consonants
- rules and guidelines which have been taught

Statutory Requirements	Rules and guidance (non-statutory)	Example words (non-statutory)
<p>The sounds /f/, /l/, /s/, /z/ and /k/ spelt ff, ll, ss, zz and ck</p> <p>Term 1A Week 1 and 2</p>	<p>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.</p> <p>Exceptions: if, pal, us, bus, yes.</p>	<p>Off, well, miss, buzz, back</p>
<p>The /ŋ/ sound spelt n before k</p> <p>Term 1A Week 4</p>		<p>bank, think, honk, sunk</p>
<p>Division of words into syllables</p>	<p>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.</p>	
<p>-tch</p> <p>Term 1A Week 5</p>	<p>The /tʃ/ sound is usually spelt as tch if it comes straight after a single vowel letter.</p> <p>Exceptions: rich, which, much, such.</p>	<p>catch, fetch, kitchen, notch, hutch</p>

<p>The /v/ sound at the end of words Term 1A Week 6</p>	<p>The /tʃ/ sound is usually spelt as tch if it comes straight after a single vowel letter. Exceptions: rich, which, much, such.</p>	<p>have, live, give</p>
<p>Adding s and es to words (plural of nouns and the third person singular of verbs) Term 3B Week 3</p>	<p>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'.</p>	<p>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 Term 1A Week 3</p>	<p>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.</p>	<p>hunting, hunted, hunter, buzzing, buzzed, buzzer, jumping, jumped, jumper</p>
<p>Adding –er and –est to adjectives where no change is needed to the root word Term 2A Week 5</p>	<p>–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.</p>	<p>Grander, grandest, fresher, freshest, quicker, quickest</p>
<p>Vowel digraphs and trigraphs</p>	<p>As with verbs (see above), if the adjective ends in two consonant letters (the same or different), the ending is simply added on.</p>	
<p>ai oi Term 1B Week 1</p>	<p>Some may already be known, depending on the programmes used in reception, but some will be new.</p>	
<p>ay oy Term 1B Week 2</p>		<p>The digraphs ai and oi are never used at the end of English words.</p>
<p>a–e Term 2B Week 2</p>		<p>ay and oy are used for those sounds at the end of words and at the end of syllables.</p>
<p>e–e Term 2B Week 2</p>		<p>made, came, same, take, safe</p>
<p>i–e Term 2B Week 3</p>		<p>these, theme, complete</p>
<p>o–e Term 2B Week 2</p>		<p>five, ride, like, time, side</p>
<p>u–e Term 2B Week 3</p>	<p>Both the /u:/ and /ju:/ ('oo' and 'yoo') sounds can be spelt as u–e.</p>	<p>home, those, woke, hope, hole</p>
<p>ar Term 2A Week 2</p>		<p>car, start, park, arm, garden</p>
<p>ee Term 1B Week 4</p>		<p>see, tree, green, meet, week</p>
<p>ea (/i:/) Term 1B Week 5</p>		<p>sea, dream, meat, each, read (present tense)</p>
<p>ea (/ɛ/) Term 1B Week 5</p>		<p>head, bread, meant, instead, read (past tense)</p>
<p>er (/ɜ:/) Term 2A Week 3</p>		<p>(stressed sound): her, term, verb, person</p>

er (/ə/) Term 2A Week 3		(unstressed <i>schwa</i> sound): better, under, summer, winter, sister
ir Term 2A Week 4		girl, bird, shirt, first, third
ur Term 2A Week 4		turn, hurt, church, burst, Thursday
oo (/u:/) Term 2B Week 5		Very few words end with the letters oo.
oo (/ʊ/) Term 2B Week 5		book, took, foot, wood, good
oa Term 1B Week 3	The digraph oa is very rare at the end of an English word.	boat, coat, road, coach, goal
oe Term 1B Week 3		toe, goes
ou Term 3A Week 1	The only common English word ending in ou is <i>you</i> .	out, about, mouth, around, sound
ow (/aʊ/) Term 1B Week 3 ow (/əʊ/) Term 3A Week 1 ue Term 2B Week 6 ew Term 2B Week 6	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, ue and ew are more common spellings than oo .	now, how, brown, down, town own, blow, snow, grow, show blue, clue, true, rescue, Tuesday new, few, grew, flew, drew, threw
ie (/aɪ/) Term 1B Week 6		lie, tie, pie, cried, tried, dried
ie (/i:/) Term 1B Week 6		chief, field, thief
igh Term 2A Week 1		high, night, light, bright, right
or Term 3A Week 3		for, short, born, horse, morning
ore Term 3A Week 3		more, score, before, wore, shore
aw Term 3A Week 4		saw, draw, yawn, crawl
au Term 3A Week 4		author, August, dinosaur, astronaut
air Term 3A Week 5		air, fair, pair, hair, chair
ear Term 3A Week 6		dear, hear, beard, near, year
ear (/ɛə/) Term 3A Week 6		bear, pear, wear
are (/ɛə/) Term 3A Week 5		bare, dare, care, share, scared
Words ending –y (/i:/ or /ɪ/) Term 3A Week 2		very, happy, funny, party, family
New consonant spellings ph and wh Term 3B Week 1	The /f/ sound is not usually spelt as ph in short everyday words (e.g. <i>fat, fill, fun</i>).	dolphin, alphabet, phonics, elephant when, where, which, wheel, while
Using k for the /k/ sound Term 2B Week 1	The /k/ sound is spelt as k rather than as c before e, i and y .	Kent, sketch, kit, skin, frisky
Adding the prefix –un Term 3B Week 2	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 Term 3B Week 4	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 Term 2A Week 6 Term 3B Week 6	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		
Grammar and Punctuation for Year 1				
Word	Sentence	Text	Punctuation	Terminology for Pupils
Regular plural noun suffixes –s or –es (e.g. <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, e.g. <i>unkind</i> , or undoing, e.g. <i>untie the boat</i>)	How words can combine to make sentences Joining words and joining clauses using <i>and</i>	Sequencing sentences to form short narratives	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	letter, capital letter word, singular, plural sentence punctuation, full stop, question mark, exclamation mark
Full coverage of the above is available on Classroom Secrets but it should also be incorporated into writing lessons and scaffolded sessions to prepare for independent writing.				