

# Year 1 English Overview

Spelling	Handwriting	Comprehension	Vocabulary, Grammar and Punctuation	Spoken Language	Composition
<p>Segment spoken words into individual phonemes and represent them with graphemes, spelling some correctly.</p> <p>Spell words containing each of the 40+ phonemes already taught.</p> <p>Spell some common exception words.</p> <p>Spell the days of the week.</p> <p>Name the letters of the alphabet in order.</p> <p>Name the letters of the alphabet using letter names to distinguish between alternative spellings of the same sound.</p> <p>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</p> <p>Add prefixes and suffixes using the prefix un-.</p> <p>Add prefixes and suffixes using -ing, -ed, -er and -est where no change is needed in the spelling of root words e.g. helping, helped, helper,</p>	<p>Sit correctly at a table, holding a pencil comfortably and correctly</p> <p>Form lower-case letters in the correct direction, starting and finishing in the right place.</p> <p>Form capital letters.</p> <p>Form digits 0-9.</p> <p>Understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and practise these.</p>	<p>Apply phonic knowledge and skills as the route to decode words.</p> <p>Respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes.</p> <p>Read accurately by blending sounds in unfamiliar words containing GPCs that have been taught.</p> <p>Read many common exception words from English appendix 1.</p> <p>Read words containing taught GPCs and -s, -es, -ing, -ed, -er and -est endings.</p> <p>Read other words of more than one syllable that contain taught GPCs.</p> <p>Read words with contractions e.g. I'm, I'll, we'll, and understand that the apostrophe represents the omitted letter(s).</p> <p>Read aloud many words containing taught GPCs quickly and accurately without overt sounding and blending.</p> <p>Read aloud accurately books that are consistent with developing phonic knowledge and that do not require use of other strategies to work out words.</p> <p>Re-read phonically decodable books to build up fluency and confidence in word reading.</p> <p>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 he/she can read independently.</p> <p>Develop pleasure in reading, motivation to read, vocabulary and understanding by being encouraged to link what is read or heard read to his/her own experiences.</p> <p>Develop pleasure in reading, motivation to read, vocabulary and understanding by becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics.</p>	<p>Use regular plural noun suffixes -s or -es e.g. dog, dogs; wish, wishes, including the effects of these suffixes on the meaning of the noun.</p> <p>Use suffixes that can be added to verbs where no change is needed in the spelling of root words e.g. helping, helped, helper.</p> <p>Understand how the prefix un- changes the meaning of verbs and adjectives e.g. negation, for example, unkind, or undoing: untie the boat.</p> <p>Understand how words can combine to make sentences.</p> <p>Join words and clauses using and.</p> <p>Separate words with spaces.</p> <p>Use capital letters and full stops to demarcate sentences in some of his/her writing.</p> <p>Use a capital letter for names of people, places, the days of the week, and the personal pronoun I.</p> <p>Understand the following terminology: letter, capital letter; word, singular, plural; sentence; and punctuation, full stop, question mark, exclamation mark.</p>	<p>Listen to and discuss a wide range of poems, stories and non-fiction at a level beyond that at which he/she can read independently.</p> <p>Discuss the significance of the title and events.</p> <p>Recite some poems and rhymes by heart.</p> <p>Participate in discussion about what is read to him/her, taking turns and listening to what others say.</p> <p>Explain clearly his/her understanding of what is read to him/her.</p> <p>Say out loud what he/she is going to write about.</p> <p>Compose a sentence orally before writing it.</p> <p>Discuss what he/she has written with the teacher or other pupils.</p> <p>Read aloud his/her writing clearly enough to be heard by the group and the teacher.</p> <p>Recognise and use language relating to dates, including days of the week, weeks, months and years.</p> <p>Use the language of time (including telling the time throughout the day first using o'clock and then half past).</p> <p>Describe position, direction and movement, including whole, half, quarter and three-quarter turns e.g. left and right, top, middle and bottom, on top of, in front of, above, between, around, near, close and far, up and down, forwards and backwards, inside and outside.</p> <p>Discuss and solve problems in familiar practical contexts, including using quantities, also problems should include the terms: put together, add, altogether, total, take away, distance between, difference between, more than and less than.</p> <p>In working scientifically, ask simple questions and recognise that they can be answered in different ways (ask people questions; talk about what he/she has found out and how he/she found it out; communicate his/her findings in a range of ways and begin to use simple scientific language).</p>	<p>Write sentences by saying out loud what he/she is going to write about.</p> <p>Write sentences by composing them orally before writing them.</p> <p>Write sentences, sequencing them to form short narratives.</p> <p>Write sentences by re-reading what he/she has written to check that it makes sense.</p> <p>Discuss what he/she has written with the teacher or other pupils.</p> <p>Read aloud his/her writing clearly enough to be heard by his/her peers and the teacher.</p>

<p>eating, quicker, quickest.</p> <p>Apply simple spelling rules and guidance, as listed in English Appendix 1.</p> <p>Write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far.</p>		<p>Develop pleasure in reading, motivation to read, vocabulary and understanding by joining in with predictable phrases.</p> <p>Develop pleasure in reading, motivation to read, vocabulary and understanding by learning to appreciate rhymes and poems, and to recite some by heart.</p> <p>Develop pleasure in reading, motivation to read, vocabulary and understanding by discussing word meanings, linking new meanings to those already known.</p> <p>Understand both the books he/she can already read accurately and fluently and those he/she listens to by drawing on what is already known or on background information and vocabulary provided by the teacher.</p> <p>Understand both the books he/she can already read accurately and fluently and those he/she listens to by checking that the text makes sense as he/she reads and corrects inaccurate reading.</p> <p>Understand both the books he/she can already read accurately and fluently and those he/she listens to by discussing the significance of the title and events.</p> <p>Understand both the books he/she can already read accurately and fluently and those he/she listens to by making inferences on the basis of what is being said and done.</p> <p>Understand both the books he/she can already read accurately and fluently and those he/she listens to by predicting what might happen on the basis of what has been read so far.</p> <p>Participate in discussion about what is read to him/her, taking turns and listening to what others say.</p> <p>Explain clearly his/her understanding of what is read to him/her.</p>			
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