

Year 1

Writing <i>Transcription - Spelling</i>	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Pupils should be taught to:						
spell words containing each of the 40+ phonemes already taught						
spell common exception words						
spell the days of the week						
naming the letters of the alphabet in order						
using letter names to distinguish between alternative spellings of the same sound						
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.						

Writing <i>Composition</i>	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Pupils should be taught to:						
write sentences by:						
<ul style="list-style-type: none"> saying out loud what they are going to write about 						
<ul style="list-style-type: none"> composing a sentence orally before writing it 						
<ul style="list-style-type: none"> sequencing sentences to form short narratives 						
<ul style="list-style-type: none"> 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.						

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Writing <i>Transcription - Handwriting</i>	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
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						

Writing <i>Vocabulary, grammar and punctuation</i>	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Pupils should be taught to:						
develop their understanding of the concepts set out in English Appendix 2 by:						
<ul style="list-style-type: none"> leaving spaces between words 						
<ul style="list-style-type: none"> joining words and joining clauses using <i>and</i> 						
<ul style="list-style-type: none"> beginning to punctuate sentences using a capital letter and a full stop 						
<ul style="list-style-type: none"> beginning to punctuate sentences using a question mark 						
<ul style="list-style-type: none"> beginning to punctuate sentences using an exclamation mark 						
<ul style="list-style-type: none"> using a capital letter for names of people, places 						
<ul style="list-style-type: none"> using a capital letter for the days of the week 						
<ul style="list-style-type: none"> using a capital letter for the personal pronoun 'I' 						

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Appendix 2: Year 1 <i>Vocabulary, grammar and punctuation</i>		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Pupils should be taught to:							
Word	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						
Word	Suffixes that can be added to verbs where no change is needed in the spelling of root words (e.g. helping, helped, helper)						
Word	How the prefix un- changes the meaning of verbs and adjectives [negation, for example, unkind, or undoing: untie the boat]						
Sentence	How words can combine to make sentences						
Sentence	Joining words and joining clauses using and						
Text	Sequencing sentences to form short narratives						
Punctuation	Separation of words with spaces						
Punctuation	Introduction to capital letters to demarcate sentences						
Punctuation	Introduction to full stops to demarcate sentences						
Punctuation	Introduction to question marks to demarcate sentences						
Punctuation	Introduction to exclamation marks to demarcate sentences						
Punctuation	Capital letters for names and for the personal pronoun I						
use and understand the grammatical terminology in English Appendix 2 accurately and appropriately when discussing their writing and reading:							
	• Letter						
	• Capital letter						
	• Word						
	• Singular						
	• Plural						
	• Sentence						
	• Punctuation						
	• Full stop						
	• Question mark						
	• Exclamation mark						

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Reading <i>Word Reading</i> Pupils should be taught to:	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
apply phonic knowledge and skills as the route to decode words	Covered through Read Write Inc. The scheme outlines which objectives are covered by which books.					
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						

Reading <i>Comprehension</i> Pupils should be taught to:	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
develop pleasure in reading, motivation to read, vocabulary and understanding by:						
<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 						
<ul style="list-style-type: none"> being encouraged to link what they read or hear read to their own experiences 						
<ul style="list-style-type: none"> becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics 						
<ul style="list-style-type: none"> recognising and joining in with predictable phrases 						
<ul style="list-style-type: none"> learning to appreciate rhymes and poems, and to recite some by heart 						
<ul style="list-style-type: none"> 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:						
<ul style="list-style-type: none"> drawing on what they already know or on background information and vocabulary provided by the teacher 						
<ul style="list-style-type: none"> checking that the text makes sense to them as they read and correcting inaccurate reading 						
<ul style="list-style-type: none"> discussing the significance of the title and events 						
<ul style="list-style-type: none"> making inferences on the basis of what is being said and done 						

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• 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.						