**Salisbury Primary School – English**

**National Curriculum - Year 1**

The following information supports the teaching and learning of English in Year 1:

**Spoken Word:**

* 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 Reading**

* 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.

**Reading: Comprehension**

* 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 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](#EnglishAppendix1Spelling))

* 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, *–*erand *–*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](#EnglishAppendix1Spelling)
* Write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far.

**Writing-Handwriting:**

* **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-Composition:**

* 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
* 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.

**Writing- Vocabulary, grammar and punctuation:**

* 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.

**Appendix 1: Spelling**

* 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

**Spelling Work for Year 1**

| **Statutory requirements** |  | **Rules and guidance (non‑statutory)** | **Example words (non‑statutory)** |
| --- | --- | --- | --- |
| **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** |

| **Statutory requirements** |  | **Rules and guidance (non‑statutory)** | **Example words (non‑statutory)** |
| --- | --- | --- | --- |
| **-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** |
| **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** |

**Vowel digraphs and trigraphs**

**Some may already be known, depending on the programmes used in Reception, but some will be new.**

| **Vowel diagraphs and trigraphs** |  | **Rules and guidance (non‑statutory)** | **Example words (non‑statutory)** |
| --- | --- | --- | --- |
| **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 *schwa* sound): better, under, summer, winter, sister** |
| **ir** |  |  | **girl, bird, shirt, first, third** |
| **ur** |  |  | **turn, hurt, church, burst, Thursday** |

| **Vowel diagraphs and trigraphs** |  | **Rules and guidance (non‑statutory)** | **Example words (non‑statutory)** |
| --- | --- | --- | --- |
| **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 *you*.** | **out, about, mouth, around, sound** |
| **ow (/aʊ/)**  **ow (/əʊ/)**  **ue**  **ew** |  | **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/)** |  |  | **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** |

| **Statutory requirements** |  | **Rules and guidance (non‑statutory)** | **Example words (non‑statutory)** |
| --- | --- | --- | --- |
| **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. *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** |
| **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** |

**Appendix 2: Vocabulary, grammar and punctuation – Year 1**

| **Year 1: Detail of content to be introduced (statutory requirement)** | |
| --- | --- |
| **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**  **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*]** |
| **Sentence** | **How words can combine to make sentences**  **Joining words and joining clauses using *and*** |
| **Text** | **Sequencing sentences to form short narratives** |
| **Punctuation** | **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*** |
| **Terminology for pupils** | **letter, capital letter**  **word, singular, plural**  **sentence**  **punctuation, full stop, question mark, exclamation mark** |