

West Ewell Infant School

English programme of study – Year 1

During Year 1, I will be taught to:

<p>Spoken language</p>	<p>The objectives in this section apply to Year 1 and Year 2</p> <ul style="list-style-type: none"> <input type="checkbox"/> listen and respond appropriately to adults and their peers <input type="checkbox"/> ask relevant questions to extend their understanding and knowledge <input type="checkbox"/> use relevant strategies to build their vocabulary <input type="checkbox"/> articulate and justify answers, arguments and opinions <input type="checkbox"/> give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings <input type="checkbox"/> maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments <input type="checkbox"/> use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas <input type="checkbox"/> speak audibly and fluently with an increasing command of Standard English <input type="checkbox"/> participate in discussions, presentations, performances, role play, improvisations and debates <input type="checkbox"/> gain, maintain and monitor the interest of the listener(s) <input type="checkbox"/> consider and evaluate different viewpoints, attending to and building on the contributions of others <input type="checkbox"/> select and use appropriate registers for effective communication.
<ul style="list-style-type: none"> • Reading – word reading 	<ul style="list-style-type: none"> <input type="checkbox"/> apply phonic knowledge and skills as the route to decode words <input type="checkbox"/> respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes <input type="checkbox"/> read accurately by blending sounds in unfamiliar words containing GPCs that have been taught <input type="checkbox"/> read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word <input type="checkbox"/> read words containing taught GPCs and –s, –es, –ing, –ed, –er and –est endings <ul style="list-style-type: none"> • 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 books aloud, accurately, that are consistent with

	<p>their developing phonic knowledge and that do not require them to use other strategies to work out words</p> <ul style="list-style-type: none"> • reread these books to build up their fluency and confidence in word reading
<p>Reading – comprehension</p>	<ul style="list-style-type: none"> • 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 ○ being encouraged to link what they read or hear 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: <ul style="list-style-type: none"> ○ 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
<p>Writing – transcription</p>	<ul style="list-style-type: none"> • spell: <ul style="list-style-type: none"> ○ words containing each of the 40+ phonemes already taught ○ common exception words ○ the days of the week • name the letters of the alphabet: <ul style="list-style-type: none"> ○ naming the letters of the alphabet in order ○ using letter names to distinguish between alternative spellings of the same sound • add prefixes and suffixes:

	<ul style="list-style-type: none"> ○ 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 – handwriting	<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’ (ie letters that are formed in similar ways) and to practise these
Writing – composition	<ul style="list-style-type: none"> • write sentences by: <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 • discuss what they have written with the teacher or other pupils • read their writing aloud, clearly enough to be heard by their peers and the teacher
Writing – vocabulary, grammar & punctuation	<ul style="list-style-type: none"> • develop their understanding of the concepts set out in English appendix 2 by: <ul style="list-style-type: none"> ○ 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’

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| | <ul style="list-style-type: none">○ learning the grammar for year 1 in English appendix 2• use the grammatical terminology in English English appendix 2 in discussing their writing |
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