

Shiney Row Primary School

Year 1 – English Programme of Study

Reading			
Reading – guided reading	Key Stage	Objective	Child Speak Target
Reading – guided reading	KS 1 Y1 AF1	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.	<i>I correctly read aloud the words from my book.</i>
	KS 1 Y1 AF1	Re-read these books to build up their fluency and confidence in word reading.	<i>I re-read my books so that I become a better reader.</i>
	KS 1 Y1 AF1	Checking that the text makes sense to them as they read and correcting inaccurate reading.	<i>I check what I am reading makes sense as I am reading through it.</i>
	KS 1 Y1 AF2	Drawing on what they already know or on background information and vocabulary provided by the teacher.	<i>I understand the books I can read.</i>
	KS 1 Y1 AF2	Discussing the significance of the title and events.	<i>I discuss the titles and events from the books I read.</i>
	KS 1 Y1 AF2	Explain clearly their understanding of what is read to them.	<i>I can explain what has happened in the story someone has just read to me.</i>
	KS 1 Y1 AF2 / 3	Predicting what might happen on the basis of what has been read so far.	<i>I like to predict what happens next based on what I have read so far.</i>
	KS 1 Y1 AF3	Making inferences on the basis of what is being said and done.	<i>I can tell you about why a character does or says some things.</i>
	KS 1 Y1 AF5	Discussing word meanings, linking new meanings to those already known.	<i>I discuss what words mean.</i>
	KS 1 Y1 AF7	Being encouraged to link what they read or hear read to their own experiences.	<i>When I read, I can tell you of similar things that have happened to me.</i>
Reading – reading and spelling	KS 1 Y1	Apply phonic knowledge and skills as the route to decode words.	<i>I can read words by breaking them down into sounds.</i>
	KS 1 Y1	Respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes.	<i>I quickly read my given letters or groups of letters.</i>
	KS 1 Y1	Read accurately by blending sounds in unfamiliar words containing GPCs that have been taught.	<i>I read new words by blending letter sounds together.</i>
	KS 1 Y1	Read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word.	<i>I can read some unusual words.</i>
	KS 1 Y1	Read words containing taught GPCs and -s, -es, -ing, -ed, -er and -est endings.	<i>I know how to read my word list words including words ending in -s, -es, -ing, -ed, -er and -est.</i>
	KS 1 Y1	Read other words of more than one syllable that contain taught GPCs.	<i>I can correctly read the longer words in my word list.</i>
Reading – additional objectives	KS 1 Y1	Read words with contractions [for example, I'm, I'll, we'll], and understand that the apostrophe represents the omitted letter(s).	<i>I can read words that contain missing letters such as I'm, I'll, and we'll.</i>
	KS 1 Y1	Listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently.	<i>I listen and discuss what I have read, including poems, stories and non-fiction books.</i>
	KS 1 Y1	Becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics.	<i>I can tell you about some special stories we have worked on in class and even re-tell them to my teacher.</i>
	KS 1 Y1	Recognising and joining in with predictable phrases.	<i>I like to join in with the class at special times of a story when the teacher is telling certain stories.</i>
	KS 1 Y1	Learning to appreciate rhymes and poems, and to recite some by heart.	<i>I have learned some rhymes or poems.</i>
KS 1 Y1	Participate in discussion about what is read to them, taking turns and listening to what others say.	<i>I take turns to listen and discuss when I am in a group.</i>	

Writing		
Writing – transcription	Statutory	Non-statutory
Handwriting	<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 <p>Understand which letters belong to which handwriting ‘families’ (i.e. letters that are formed in similar ways) and to practise these.</p>	<ul style="list-style-type: none"> ▪ Handwriting requires frequent and discrete, direct teaching. ▪ Pupils should be able to form letters correctly and confidently ▪ The size of the writing implement (pencil, pen) should not be too large for a young pupil’s hand. Whatever is being used should allow the pupil to hold it easily and correctly so that bad habits are avoided. ▪ Left-handed pupils should receive specific teaching to meet their needs
Spelling	<p>Pupils should be taught to:</p> <p>Spell:</p> <ul style="list-style-type: none"> ▪ words containing each of the 40+ phonemes already taught ▪ common exception words ▪ the days of the week <p>Name the letters of the alphabet:</p> <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 <p>Add prefixes and suffixes:</p> <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] <p>Apply simple spelling rules and guidance, see attached</p> <p>Write from memory simple sentences dictated by the teacher that include words using GPCs and common exception words taught so far.</p>	<ul style="list-style-type: none"> • Reading should be taught alongside spelling, so that pupils understand that they can read back words they have spelt. • Show pupils how to segment spoken words into individual phonemes and then how to represent the phonemes by the appropriate grapheme(s). • It is important to recognise that phoneme-grapheme correspondences are more variable than grapheme-phoneme correspondences. For this reason, pupils need to do much more word-specific rehearsal for spelling than for reading. • Pupils will be spelling some words in a phonically plausible way, even if sometimes incorrectly. Misspellings of words that pupils have been taught to spell should be corrected; other misspelt words should be used to teach pupils about alternative ways of representing those sounds. • Writing simple dictated sentences that include words taught so far gives pupils opportunities to apply and practise their spelling.
Writing – composition	<p>Pupils should be taught to:</p> <p>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 <p>Discuss what they have written with the teacher or other pupils</p> <p>Read aloud their writing clearly enough to be heard by their peers and the teacher.</p>	<p>At the beginning of year 1, not all pupils will have the spelling and handwriting skills they need to write down everything that they can compose out loud.</p> <ul style="list-style-type: none"> • Pupils should understand, through demonstration, the skills and processes essential to writing: that is, thinking aloud as they collect ideas, drafting, and re-reading to check their meaning is clear
Writing – vocabulary, grammar and punctuation	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> ▪ develop their understanding of the concepts set out below 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’ ▪ learning the grammar for year 1 <p>Use the grammatical terminology when discussing their writing.</p>	<p>Pupils should be taught to recognise sentence boundaries in spoken sentences and to use the vocabulary and terminology below, when their writing is discussed.</p> <p>Pupils should begin to use some of the distinctive features of Standard English in their writing.</p>

Writing – vocabulary, grammar and punctuation

Year 1

Word structure	Sentence structure	Text structure	Punctuation	Terminology for pupils
<p>Regular plural noun suffixes –s or –es [for example, <i>dog, dogs; wish, wishes</i>], including the effects of these suffixes on the meaning of the noun</p> <p>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>)</p> <p>How the prefix <i>un-</i> changes the meaning of verbs and adjectives [negation, for example, <i>unkind</i>, or <i>undoing: untie the boat</i>]</p>	<p>Leave spaces between words.</p> <p>How words can combine to make sentences</p> <p>Joining words and joining clauses using <i>and</i></p>	<p>Sequencing sentences to form short narratives</p>	<p>Separation of words with spaces</p> <p>Introduction to capital letters, full stops, question marks and exclamation marks to demarcate sentences</p> <p>Capital letters for names and for the personal pronoun <i>I</i></p>	<p>letter, capital letter</p> <p>word, singular, plural</p> <p>sentence</p> <p>punctuation, full stop, question mark, exclamation mark</p>

Spelling 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
-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 have been taught in Reception – depending on programme used)	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 <i>schwa</i> sound): better, under, summer, winter, sister
ir		girl, bird, shirt, first, third
ur		turn, hurt, church, burst, Thursday
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, <i>zoo</i>	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 <i>you</i> .	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
are (/ɛə/)		bear, pear, wear
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. <i>fat, fill, fun</i>).	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