Year 1

Coverage of the English curriculum

Spoken language								
Objective	Narrative	Instructions	Recount	Non- Chron	Letters	Poetry	Author Study	Explanation
At a level appropriate to Year 1								
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	■	■	■			■		

Word reading								
Objective	Narrative	Instructions	Recount	Non-Chron	Letters	Poetry	Author Study	Explanation
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.								

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Reading: comprehension								
Objective	Narrative	Instructions	Recount	Non-Chron	Letters	Poetry	Author Study	Explanation
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.	■	■		■		■	■	■

Year 1

Writing: transcription								
Objective	Narrative	Instructions	Recount	Non-Chron Report	Letters	Poetry	Author Study	Explanations
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.	■	■	■	■	■	■	■	■
Add suffixes using the spelling rule for adding -s or -es as the plural marker for nouns and the third person singular marker for verbs.	■	■	■	■	■	■	■	■
Add suffixes 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 year 1 spelling rules and guidance.	■	■	■	■	■	■	■	■
Write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far.								

Year 1

Writing: composition								
Objective	Narrative	Instructions	Recount	Non-chron Report	Letters	Poetry	Author Study	Explanation
Write sentences by saying out loud what they are going to write about.								
Write sentences by composing a sentence orally before writing it.								
Write sentences by sequencing sentences to form short narratives.								
Write sentences by 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.								

Year 1

Writing: vocabulary, grammar and punctuation									
Objective	Narrative	Instructions	Recount	non-chron reports	letters	Poetry	Author study	Explanation	Discrete teaching
Develop their understanding of vocabulary, grammar and punctuation concepts by:									
Leaving spaces between words.									T1
Joining words and joining clauses using 'and'.									T1
Beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark.									T1
Using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'.									T1
Use grammatical terminology for Year 1 understanding regular plural noun suffixes -s or -es [dog, dogs, wish, wishes], including the effects of these suffixes on the meaning of the noun. Use grammatical terminology for Year 1 understanding:									T2
Suffixes that can be added to verbs where no change is needed in the spelling of the root words [helping, helped, helper].									T2
How the prefix un- changes the meaning of verbs and adjectives.									T2/3
Understanding how words can combine to make sentences.									T1
Use year 1 grammatical terminology in English Appendix 2 in discussing their writing.									