

# Year 1 Primary Curriculum for English (Draft)



## Reading: Pupils should be taught to

| Word Reading:   |  |
|---|--|
| 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 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 quickly and accurately when they have been frequently encountered without overt sounding and blending  | read words with contractions, e.g. <i>I'm, I'll, we'll</i> , and understand that the apostrophe represents the omitted letter(s) |
| read aloud accurately books which closely match their growing word-reading knowledge  | re-read books to build up their fluency and confidence in word reading   |
| Comprehension:  |  |
| understand the books they can already read accurately and fluently by:  |  |
| a. drawing on what they already know or on background information and vocabulary provided by the teacher  | b. checking that the book makes sense to them as they read and correcting inaccurate reading                                     |
| c. discussing events in the book  | d. inferring what characters might be like from what they say and do   |
| e. predicting what might happen on the basis of what has been read so far   |  |
| develop pleasure in reading and motivation to read by:  |  |
| a. listening to and discussing a wide range of poems and stories at a level beyond that which they can read independently   | b. being encouraged to link what they read or hear read to their own experiences   |
| c. becoming very familiar with key stories, fairy stories and traditional tales   | d. recognising and joining in with predictable phrases   |
| e. learning by heart and reciting rhymes and poems  |  |
| participate in discussion about a story that is read to them, taking turns and listening to what others say   | explain clearly their understanding of a story that is read to them  |

## Writing - Transcription: Pupils should be taught to

| Spelling:  |  |
|--|--|
| spell:   |  |
| a. words containing each of the 40+ phonemes already taught  | b. common exception words, e.g. <i>the, said, one, two</i>   |
| c. the days of the week  |  |
| name the letters of the alphabet:  |  |
| a. naming the letters of the alphabet in order   | b. using letter names to distinguish between alternative spellings of the same sound                 |
| add prefixes and suffixes:   |  |
| a. using the spelling rule for adding 's' or 'es' as the plural marker for nouns and the third person singular marker for verbs  | b. using the prefix <i>un</i>  |
| c. using <i>-ing, -ed, -er</i> and <i>-est</i> where no change is needed in the spelling of root words (e.g. <i>helping, helped, helper, eating, quicker, quickest</i> ) |  |
| apply simple spelling rules and guidelines, as listed in Appendix 1  | write from memory simple sentences dictated by the teacher that include words taught so far          |
| 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: Pupils should be taught to

| write sentences by:   |  |
|---|--|
| a. saying out loud what they are going to write about   | b. composing a sentence orally before writing it   |
| c. sequencing sentences to form short narratives  | d. re-reading what they have written to check 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                                 |
| Grammar and punctuation:  |  |
| understand how spoken language can be represented in writing by:  |  |
| a. leaving spaces between words   | b. using the word ' <i>and</i> ' to join words and join sentences  |
| c. beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark | d. using a capital letter for names of people, places, the days of the week, and the personal pronoun ' <i>I</i> ' |
| e. the days of the week   |  |
| use the grammatical terminology in Appendix 2 in discussing their writing                                     |  |