

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	