

National Curriculum
Year 1 –Programme of Study

<u>Year 1</u>	<u>Statutory</u>	<u>Non-statutory</u>
Reading Genres	<ul style="list-style-type: none"> • Poems – Recite by heart • Key Stories with predictable phrases • Fairy Stories • Traditional Tales • Non Fiction 	<ul style="list-style-type: none"> • <i>Listen to a wide range of stories, poems and non fiction, e.g information books</i>
Reading – word reading	<ul style="list-style-type: none"> • 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 (grapheme-phoneme correspondences) 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. 	<ul style="list-style-type: none"> • <i>Revise and consolidate the GPCs and the common exception words taught in Reception.</i> • <i>Read words comprising the year 1 GPCs accurately and speedily then move onto year 2.</i> • <i>Teach exception words according to your phonics programme.</i> • <i>Develop pupils vocabulary by introducing complex words that can be read by sounding and blending.</i> • <i>Read words with suffixes by building on the root words that they can read already</i> • <i>Read and re read books to develop fluency and confidence in their reading skills.</i>
Reading – comprehension	<p>Develop pleasure in reading, motivation to read, vocabulary and understanding by:</p> <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 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 <p>Understand both the books they can already read accurately and fluently and those they listen to by:</p> <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 <p>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>	<ul style="list-style-type: none"> • <i>Sharing high quality books to engender a love of reading.</i> • <i>Pupils' vocabulary should be developed when they listen to books read aloud and when they discuss what they have heard, this can also feed into their reading.</i> • <i>Meaning of some new words should be introduced to pupils before they start to read on their own, so that these unknown words do not hold up their comprehension.</i> • <i>Discuss the meaning of new words to contribute to their early skills of inference</i> • <i>Pupils begin to understand how written language by listening frequently to stories, poems and non-fiction that they cannot yet read for themselves</i> • <i>Listen to and discuss information books and other non fiction linked to other curriculum subjects. Pupils should be shown the processes for finding out information</i> • <i>Through listening, pupils also start to learn how language sounds and increase their vocabulary and awareness of grammatical structures</i> • <i>Rules for effective discussions should be agreed with and demonstrated for pupils – They should evaluate and consider</i>

		<p><i>the opinions of others.</i></p> <ul style="list-style-type: none"> • <i>Role-play can help pupils to identify with and explore characters and to try out the language they have listened to.</i>
Writing Genres	Short Narratives	
Writing – transcription		
<ul style="list-style-type: none"> • <i>Handwriting</i> 	<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 ▪ Understand which letters belong to which handwriting ‘families’ (i.e. letters that are formed in similar ways) and to practise these. 	<ul style="list-style-type: none"> ▪ <i>Handwriting requires frequent and discrete, direct teaching.</i> ▪ <i>Pupils should be able to form letters correctly and confidently</i> ▪ <i>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.</i> ▪ <i>Left-handed pupils should receive specific teaching to meet their needs</i>
<ul style="list-style-type: none"> • <i>Spelling</i> 	<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 ▪ Name the letters of the alphabet: ▪ naming the letters of the alphabet in order ▪ using letter names to distinguish between alternative spellings of the same sound ▪ Add prefixes and suffixes: ▪ 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, –erand–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, see attached ▪ Write from memory simple sentences dictated by the teacher that include words using GPCs and common exception words taught so far. 	<ul style="list-style-type: none"> ▪ <i>Reading should be taught alongside spelling, so that pupils understand that they can read back words they have spelt.</i> ▪ <i>Show pupils how to segment spoken words into individual phonemes and then how to represent the phonemes by the appropriate grapheme(s).</i> ▪ <i>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.</i> ▪ <i>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.</i> ▪ <i>Writing simple dictated sentences that include words taught so far gives pupils opportunities to apply and practise their spelling.</i>
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 ▪ 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. 	<p><i>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.</i></p> <ul style="list-style-type: none"> • <i>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.</i>

Writing – vocabulary, grammar and punctuation	Pupils should be taught to: <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 ▪ use the grammatical terminology when discussing their writing. ▪ 	<ul style="list-style-type: none"> • <i>Pupils should be taught to recognise sentence boundaries in spoken sentences and to use the vocabulary and terminology below, when their writing is discussed.</i> • <i>Pupils should begin to use some of the distinctive features of Standard English in their writing.</i>
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**Writing – vocabulary, grammar and punctuation
Year 1**

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