

English Year 1

Spoken Language

Speaking, Listening and Responding

Discussion and Interaction

Drama

Listen and respond appropriately to adults and their peers
use relevant strategies to build their vocabulary
Use spoken language to develop understanding through
speculating, hypothesising, imagining and exploring ideas
Speak audibly and fluently with an increasing command of the
Standard English

Participate in discussion about what is read to them, taking
turns and listening to what others say
Ask relevant questions to extend their understanding and
knowledge
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
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.

Participate in discussions, presentations, performances, role play,
improvisations and debates

Reading

Word Reading

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 books to build up their fluency and confidence in word reading.

Comprehension

Read for pleasure, show a motivation to read a range of texts
Listening to and discuss a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently
Link what they read or heard read to their own experiences
Becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics
Recognise and join in with predictable phrases
Learning to appreciate rhymes and poems, and to recite some by heart
Discuss word meanings, linking new meanings to those already known
Understand both the books they can already read accurately and fluently and those they listen to
Drawing on what they already know or on background information and vocabulary provided by the teacher when reading a range of books
Checking that the text makes sense to them as they read and correct 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
Explain clearly their understanding of what is read to them.

Writing

Spelling

Spell words containing each of the 40+ phonemes already taught and common exception words
Spell the days of the week
Name the letters of the alphabet in order
Use letter names to distinguish between alternative spellings of the same sound
Use the spelling rule for adding suffixes -s or -es as the plural marker for nouns and the third person singular marker for verbs
Use the prefix un-
Use suffix -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 spelling rules and guidance, as listed in English Appendix 1
Write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far.

Writing Composition

Write sentences by 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.

Vocabulary, Grammar and Punctuation

Develop their understanding of the concepts set out in [English Appendix 2](#) by:
leaving spaces between words
Join words and join 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 in English Appendix 2
Use the grammatical terminology in English Appendix 2 in discussing their writing.

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.

Spelling work for Year 1

The boundary between revision of work covered in Reception and the introduction of new work may vary according to the programme used, but basic revision should include:

All letters of the alphabet and the sounds which they most commonly represent

Consonant digraphs which have been taught and the sounds which they represent

Vowel digraphs which have been taught and the sounds which they represent

The process of segmenting spoken words into sounds before choosing graphemes to represent the sounds

Words with adjacent consonants

Guidance and rules which have been taught

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	-ing and -er always add an extra syllable to the word and -ed sometimes does.	hunting, hunted, hunter, buzzing, buzzed,

Statutory requirements	Rules and guidance (non-statutory)	Example words (non-statutory)
verbs where no change is needed to the root word	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.	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	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)

Vowel digraphs and trigraphs	Rules and guidance (non-statutory)	Example words (non-statutory)
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, zoo	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 you.	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

Vowel digraphs and trigraphs	Rules and guidance (non-statutory)	Example words (non-statutory)
ear		dear, hear, beard, near, year
ear (/ɛə/)		bear, pear, wear
are (/ɛə/)		bare, dare, care, share, scared
Words ending – y (/i:/ or /I/)		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. fat, fill, fun).	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

Year 1: Detail of content to be introduced (statutory requirement)

Word	Regular plural noun suffixes <i>-s</i> or <i>-es</i> [for example, <i>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</i> , or <i>undoing: untie the boat</i>]
Sentence	How words can combine to make sentences Joining words and joining clauses using <i>and</i>
Text	Sequencing sentences to form short narratives
Punctuation	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 /
Terminology for pupils	letter, capital letter word, singular, plural sentence punctuation, full stop, question mark, exclamation mark