

## Y1 English

### Writing composition coverage

Pupils should be taught to:

**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

### Y1 Handwriting expectations

Pupils should be taught to:

- **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.

### Y1 - Grammar, Vocabulary and Punctuation

Pupils should be taught to:

**develop their understanding of the concepts set out in English Appendix 2 by:**

- 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** in English Appendix 2
- **use the grammatical terminology** in English Appendix 2 in **discussing** their writing.

## Y1 writing transcription

### Spelling (see [English Appendix 1](#))

Pupils should be taught to:

#### spell:

- 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, -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.

## Y1 word reading

Pupils should be taught to:

- **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

## Y1 Comprehension

Pupils should be taught to:

**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

**understand both the books that they can already read accurately and fluently and those that they listen to by:**

- **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

**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.

## Y1 Spoken Word

Pupils should be taught to:

- **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.