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| **St Peter’s Catholic** **Primary School**   | **Year 1.** **English Curriculum** | **Terminology for pupils**letter, capital letter, word, singular, plural, sentencepunctuation, full stop, question mark, exclamation mark |
| **Reading - Word**Throughout year 1 children will:* 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 regular plural noun suffixes –s or –es [for example, dog, dogs; wish, wishes], including the effects of these suffixes on the meaning of the noun
* read suffixes that can be added to verbs where no change is needed in the spelling of root words (e.g. helping, helped, helper)
* know how the prefix un– changes the meaning of verbs and adjectives [negation, for example, unkind, or undoing: untie the boat
* read other words of more than one syllable that contain taught GPCs
* read words with contractions, e.g. I’m, I’ll, we’ll, and under-stand 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.
* read aloud clearly enough to be heard by their teacher and peers in a small group.
 | **Reading – Comprehension**Throughout Year 1 children will:* 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
* become 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
* understand both the books they can already read accurately and fluently and those they listen to by: drawing on what they already know or on background information and vocabulary provided by the teacher
 | **Writing – Composition**Throughout Year 1 children will 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.
* Use oral/visual prompts e.g. pictures, photos, story maps to help remember what they are going to write and to remember the number of words in a sentence and spaces between words.

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* Converse audibly with friends, teachers and other adults. (SL2)
* Show some awareness of the listener through non-verbal communication. (SL3)
* Answer questions and explain further when asked. (SL4)
* Speak confidently to a group to share an experience. (SL5)
* Take turns in speaking. (SL6)
* Listen to others and respond appropriately. (SL7)
* Listen carefully to questions and instructions. (SL8)
* Engage in imaginative play, enacting simple characters or situations. (SL9)
* Note that people speak in different ways for different purposes and meanings. (SL10)
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| **Writing – Transcription**Throughout Year 1 children will be taught to spell:* words containing each of the 40+ phonemes already taught
	+ Apply phonic knowledge to segment words into phonemes, representing each phoneme with a taught grapheme.
* common exception words
* the days of the week
* Apply spelling rules e.g. prefixes/suffixes(see Appendix 1)
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| **Handwriting**Throughout Year 1 children will 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.
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| **English Objectives Year 1 – Term 1** |
| **Writing** | **Vocabulary, punctuation and grammar.** |
| **In all writing*** To write along the lines with neat handwriting. (S7)
* Leave spaces between words. (S6)
* When discussing writing recognise and use terminology from Y1: *letter; capital letter; word; singular; plural; sentence; punctuation; full stop.*

**Narrative*** To use ‘story sacks’ and Talk for Writing to develop knowledge of story structure. (T1)
* To re-enact stories in a variety of ways, e.g. through role-play or using dolls/puppets. (T2)
* To order events from a read story. (T3)
* To use rhymes and patterned stories as models for their own writing. (T4)
* Make simple story books with sentences to caption pictures. (T5)

**Poetry*** To read, learn and recite simple poems and rhymes, with actions. (T6)
* Recognise rhyme in poems. (T7)
* To write some rhyming words. (T8)

**Non-fiction*** To read and follow simple instructions. (T9)
* Write labels and lists for a purpose. (T10)
* To write simple instructions using ‘bossy’ verbs. (Imperative form to write commands, adverbs of time.)(T11)
* To write a simple letter, *e.g. a letter to Father Christmas using ‘To’ and ‘Love From’.* (T12)
* Write simple recounts linked to topics of interest/study or to personal experience, using the language of texts read as models for own writing. (Adverbs of time) (T13)
* Make group/class books, e.g. *Our day at school, Our trip to.* (T14)
 | **Word Classes*** Use singular and plural nouns e.g. *dog/dogs.*
* Use pronouns e.g. *I, he, she, it, they, we.*
* Use adverbs of time (when) e.g. *first, finally* to sequence instructions possibly with repetition e.g. *Then… Then…*
* Use articles the and a, possessives and numbers to write a noun phrase e.g. *a dog, my dog, two dogs.*
* Use imperative form to write commands using simple present tense e.g. *cut, stick, put*.
* Use simple present tense when writing in the present e.g. *he runs, they wash.*
* Use simple past tense –ed suffix e.g. *pulled, pushed, painted.*
* Use present progressive using the verb ‘ to be’ and verb in progressive form – ing e.g. *I am washing the car.*

**Sentence structure and organisation*** Identify sentences in a text – recognising CL and FS. (S1)
* To write simple single clause sentences, recognising whether or not they make sense, e.g. missing words, wrong word order (S5)
* Join two words with ‘and’ e.g. *Tim and Tom like ice cream. The dog is black and hairy.*

**Punctuation*** Begin to use full stops and capital letters to demarcate sentences.
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| **English Objectives Year 1 – Term 2** |
| **Writing** | **Vocabulary, punctuation and grammar.** |
| **In all writing*** Leave spaces between words. (S6)
* To write along the lines with neat handwriting. (S7)
* When discussing writing recognise and use terminology from Y1: *letter; capital letter; word; singular; plural; sentence; punctuation; full stop; question mark.*

**Narrative*** To use ‘story sacks’ and Talk for Writing to develop knowledge of story structure. (T1)
* To re-enact stories in a variety of ways, e.g. through role-play or using dolls/puppets. (T2)
* Make a story plots using captions, pictures, arrows to record main incidents in order, e.g. to make a class book, wall story, own version. (T3)
* To use rhymes and patterned stories as models for their own writing. (T4)
* Write a sequence of sentences retelling a familiar story. (Adverbs of time, adverbial phrases of time.) (T5)
* To build simple profiles of characters from stories read, describing characteristics, appearances, behaviour with pictures, single words, captions, words and sentences from text. (T6)

**Poetry*** To read, learn and recite simple poems and rhymes, with actions. (T7)
* Recognise rhyme in poems. (T8)

To substitute and extend patterns from reading through language play, e.g. by using same lines and introducing new words, extending rhyming or alliterative patterns, adding further rhyming words, lines. (T10)**Non-fiction*** To read and follow simple instructions. (T11)
* Write labels and lists for a purpose. (T12)
* To write simple instructions using ‘bossy’ verbs. (Imperative form for commands, adverbs of time.) (T13)
* To read and write simple non-chronological reports, writing sentences to describe subject read. (T14)
* Write a simple letter with a clear beginning and ending. (T15)
* To put pictures, objects and simple words into alphabetical order. (T16)
* Write simple recounts linked to topics of interest/study or to personal experience, using the language of texts read as models for own writing. (Adverbs of time) (T17)
* Make group/class books e.g. *Our day at school, Our trip to.* (T18)
 | **Word Classes*** Use singular and plural nouns e.g. *dog/dogs, bush/bushes.*
* Use pronouns e.g. *I, he, she, it, they, we.*
* Use adjectives e.g. for size and colour e.g. The dog is black, a big chair.
* Use adverbs of time (when) e.g. *first, finally* to sequence narratives, possibly with repetition e.g. *Then… Then…*
* Use familiar adverbial phrases for time to start narratives e.g. *Once upon a time, On Monday*
* Use present progressive using the verb ‘ to be’ and verb in progressive form – ing e.g. *I am washing the car.*
	+ Use correct subject verb agreement using familiar verbs e.g. *I am, he is, I like, he likes.*
* Use simple present tense and past tense correctly.
* Use imperative form to write commands using simple present tense e.g. *cut, stick, put*.

**Sentence structure and organisation*** Identify sentences in a text – recognising CL and FS. (S1)
* Write simple sentences, and to re-read, recognising whether or not they make sense, e.g. missing words, wrong word order. (S5)
* Use ‘and’ to join two ideas to write a sentence with two clauses e.g. *I went to the park and I had ice-cream.*

**Punctuation*** Use a capital letter for I and names of people, places and days of the week(S2)
* Use full stops and capital letters to demarcate sentences.
* Introduce and begin to use a question mark (S8)
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| **English Objectives Year 1 – Term 3** |
| **Writing** | **Vocabulary, punctuation and grammar.** |
| **In all writing*** Leave spaces between words. (S6)
* To write along the lines with neat handwriting. (S7)
* Write the date and title using capital letters. (S8)
* When discussing writing recognise and use terminology from Y1: *letter; capital letter; word; singular; plural; sentence; punctuation; full stop; exclamation mark; question mark.*

**Narrative*** To use ‘story sacks’ and Talk for Writing to develop knowledge of story structure. (T1)
* To re-enact stories in a variety of ways, e.g. through role-play or using dolls/puppets. (T2)
* Make a story plots using captions, pictures, arrows to record main incidents in order, e.g. to make a class book, wall story, own version. (T3)
* To use rhymes and patterned stories as models for their own writing. (T4)
* Write simple narratives in familiar genres e.g. traditional tale cumulative story with a series of sentences in chronological sequence (Adverbs of time, adverbial phrases for time, repetitive pronouns).
* Write simple opening or ending including details of character and setting. (Adverbs of place, adverbial phrases for place.)
* To build simple profiles of characters from stories read, describing characteristics, appearances, behaviour with pictures, single words, captions, words and sentences from text. (T6)

Write about significant events from known stories (T7)* + Include detail of events and/or subject matter.

Use describing words to create stories with simple settings. (T8)* Read and compare stories by the same author, *e.g. Nick Butterworth, Eric Carle, Mick Inkpen*  (T18)
* Write a simple book review. (T19)

**Poetry**Read and recite simple shape poems. (T9)* Recognise rhyme in poems. (T10)

To substitute and extend patterns from reading through language play, e.g. by using same lines and introducing new words, extending rhyming or alliterative patterns, adding further rhyming words, lines. (T12)* Write a sequence of phrases or simple sentences to form short poems (that do not have to rhyme).
* Create simple shape poems. (T13)

**Non-fiction*** Write simple information texts. (T14)
* Locate information & record answers to questions (T15)
* Write simple recounts linked to topics of interest/study or to personal experience, using the language of texts read as models for own writing (Adverbs of time, adverbial phrases for time) (T16)
* Make group/class books, e.g. *Our day at school, Our trip to.* (T17)
* Write a simple letter. (T20)
* To read and follow simple instructions. (T21)
* To write simple instructions using ‘bossy’ verbs. (Imperative form for commands, adverbs of time.) (T22)
 | **Word classes*** Use singular and plural nouns e.g. *dog/dogs, bush/bushes.*
* Use adjectives e.g. for size and colour.
* Use ‘un’ to show opposite in adjectives e.g. *unhappy, unkind.*
* Use simple adjectives for size e.g. *smallest, tallest, longer, shorter.*
* Use prefix ‘un’ to negate verbs e.g. *undo, unlock.*
* Use simple present tense and past tense correctly.
* Use adverbs of time (when) e.g. *first, finally* to sequence narratives, possibly with repetition e.g. *Then… Then…*
* Use familiar adverbial phrases for time to start narratives e.g. *Once upon a time, On Monday*
* Use repetitive pronouns to link to the subject e.g. *The boy… He is… He has*
* Use familiar adverbs of place (where) e.g. *I played outside, I sat there.*
* Use adverbial phrase for place using simple preposition e.g. ‘In’, ‘on’ and ‘to’ e.g. *I played in the garden, I went to the shops. The frog sat on the rock.*
* Use imperative form to write commands using simple present tense e.g. *cut, stick, put*.

**Sentence structure and organisation*** Identify sentences in a text – recognising CL and FS. (S1)
* Write simple sentences, and to re-read, recognising whether or not they make sense, e.g. missing words, wrong word order. (S5)
* Use pronouns or adverbs to link sentences.
* Use ‘and’ to join two ideas to write a sentence with two clauses e.g. *I went to the park and I had ice-cream.*
* To write sentences using describing words. (S9)

**Punctuation*** Use a capital letter for I and names of places, people and days of the week (S2)
* Use full stops and capital letters to demarcate sentences.
* Introduce and begin to use an exclamation mark. (S10)
* Revise and encourage the use of a question mark. (S12)
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