

English Overview: Year 1

Context

Children should write short narratives based on fiction and real experiences using simple sentences and sentence-like structures. Children should write using different forms such as poetry, narrative, recount (diary, letter), information, drawing and labelling, questions to characters, questions and letters to open and close diaries and letters, speech bubbles. Children should use the appropriate terminology when discussing their written work.

Plan

- Plan sentences by saying out loud what he/she is going to write about.
- Orally compose a sentence before writing it and recognise sentence boundaries.
- Write down some key words or ideas, including some new vocabulary drawn from listening to books.

Draft and Write

- Compose and write sentences independently to convey ideas.
- Write from memory, simple dictated sentences.
- Write sentences, sequencing them to form short narratives (real or fictional).
- Write simple descriptions in narratives.
- Begin to link ideas or events by subject or pronoun.

Evaluate and Edit

- Write sentences by re-reading what he/ she has written to check that it makes sense.
- Discuss what he/she has written with the teacher or other pupils.
- Read aloud his/her writing clearly enough to be heard by his/her peers and the teacher.

Spelling

- Segment spoken words into phonemes and represent them with graphemes, spelling some correctly and making phonically-plausible attempts at others.
- Spell words containing each of the 40+ phonemes already taught.
- Spell some common exception words.
- Spell the days of the week.
- Name the letters of the alphabet in order.
- Name the letters of the alphabet 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.
- Add prefixes and suffixes using the prefix un-.
- Add prefixes and suffixes using -ing, -ed, -er and -est where no change is needed in the spelling of root words e.g. helping, helped, helper, eating, quicker, quickest.
- Apply simple spelling rules and guidance, as listed in (English Appendix 1).
- Write from memory, simple dictated sentences that include words using the GPCs and common exception words taught so far.
- Write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far.

Punctuation

- Begin to use capital letters and full stops to demarcate sentences in some of his/her writing.
- Begin to punctuate work using question marks and exclamation marks.
- Use a capital letter for names of people, places, the days of the week, and the personal pronoun I.
- Learn the grammar for Year 1 within English Appendix 2.

Grammar

- Understand how words can combine to make sentences.
- Combine words to make a single clause sentence.
- Join words and clauses using and.
- Understand and use the following grammatical terminology: letter, capital letter; word, singular, plural; sentence; and punctuation, full stop, question mark, exclamation mark.

Vocabulary

- Use regular plural noun suffixes -s or -es e.g. dog, dogs; wish, wishes, including the effects of these suffixes on the meaning of the noun.
- Use suffixes that can be added to verbs where no change is needed in the spelling of root words e.g. helping, helped, helper.
- Understand how the prefix un- changes the meaning of verbs and adjectives e.g. negation, for example, unkind, or undoing: untie the boat.

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.
- Separate words with spaces.
- 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 practise these.