

English programmes of study: key stages 1 and 2 National
curriculum in England
Year 1: Reading & Writing

READING		Reading Comprehension	Writing Composition: Vocabulary, Grammar & Punctuation	Writing composition	Writing Transcription: Spelling	Writing Transcription: Handwriting
<p>Range of Reading</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. <p>Familiarity with Texts</p> <ul style="list-style-type: none"> 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. <p>Poetry and Performance</p> <ul style="list-style-type: none"> Learning to appreciate rhymes and poems, and to recite some by heart. 	<p>Decoding</p> <ul style="list-style-type: none"> Apply phonic knowledge and skills as the route to decode words. Respond speedily with the correct sound to grapheme 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 other words of more than one syllable that contain taught GPCs. 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. <p>Language Comprehension</p> <ul style="list-style-type: none"> Read words containing taught GPCs and -s, -es, -ing, -ed, -er and -est endings. Read words with contractions (for example, I'm, I'll, we'll) and understand that the apostrophe represents the omitted letter(s). Discuss word meanings, linking new meanings to those already known. <p>Fluency</p> <ul style="list-style-type: none"> Re-read books that are consistent with their developing phonic knowledge to build up their fluency and confidence in word reading. Recite some rhymes and poems by heart. 	<p>Understanding</p> <ul style="list-style-type: none"> Draw on what they already know or on background information and vocabulary provided by the teacher. Check that the text makes sense to them as they read and correcting inaccurate reading. <p>Discussing Texts</p> <ul style="list-style-type: none"> 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>Prediction</p> <ul style="list-style-type: none"> Discuss the significance of the title and events. Predict what might happen on the basis of what has been read so far. <p>Inference</p> <ul style="list-style-type: none"> Make inferences on the basis of what is being said and done. 	<ul style="list-style-type: none"> Separate words with spaces. Join words and clauses using 'and'. Begin to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark. Use capital names for people, places, days of the week and personal pronoun I. <p>Learn and use the: Grammar <i>plural noun suffixes</i> <i>suffixes</i> <i>prefixes</i> <i>verbs</i> <i>adjectives</i> <i>words</i> <i>sentences</i> <i>clauses</i></p> <p>Grammatical terminology <i>letter</i> <i>capital letter</i> <i>word</i> <i>singular</i> <i>plural</i> <i>sentence</i> <i>punctuation</i> <i>full stop</i> <i>question mark</i> <i>exclamation mark</i></p> <p>From Appendix 2 pg.65</p>	<ul style="list-style-type: none"> Combine words to make sentences orally and in writing. Orally rehearse (say) sentences before writing. Sequence sentences to form a short narrative or piece of information writing. Re-read and check it makes sense. Discuss what they have written with the teacher or other pupils. Read aloud their writing clearly enough to be heard. Use basic descriptive language. 	<p>Follow Spelling requirements from Appendix 1 pg39-44</p> <ul style="list-style-type: none"> Use words containing 40 phonemes already taught. Spell Y1 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. Spell words with simple suffixes and prefixes correctly: <ul style="list-style-type: none"> singular and plural -s and -es, -verb endings -ed, -ing and -er, -est use the prefix un- using -ing, -ed, -er and -est where no change is needed in the spelling of root words the prefix -un changes the meaning Apply simple spelling rules. Write from memory simple sentences dictated using GPC's and common exception words taught so far. 	<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' and practise these.