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| Y1  **YEAR 1**  **National Curriculum**  **Reading (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.  **(refer to NC for non-statutory guidance)**  **Reading (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 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  ♣ 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.  **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 English – key stages 1 and 2 13 Statutory requirements  ♣ 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 spe 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.  **Handwriting**  **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.  **Writing (Composition)**  **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.  **Vocabulary, Grammar & 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.  **Appendix 2**  ♣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  ♣Suffixes that can be added to verbs where no change is needed in the spelling of root words (e.g. helping, helped, helper)  ♣How the prefix un– changes the meaning of verbs and adjectives[negation, for example, unkind, or undoing: untie the boat]  ♣How words can combine to make sentences  ♣Joining words and joining clauses using and  ♣Separation of words with spaces  ♣Introduction to capital letters, full stops, question marks and exclamation marks to demarcate sentences | | | | | | |
| **Y1 Texts** | **Spoken Language** | **Reading (Word Reading)** | **Reading (Comprehension)** | **Writing (Transcription)**  **Spelling Shed Programme**  **Red Rose Phonics Programme** | **Writing (Composition)** | **Vocabulary, Punctuation & Grammar** |
| **Mr Underbed** | Listen and respond appropriately to adults and peers.  Ask relevant questions to extend understanding and knowledge.  Articulate and justify answers, opinions, and feelings.  Maintain attention and participate actively in collaborative conversations.  Use spoken language to develop understanding through speculating, imagining, and exploring ideas (e.g., discussing what it would be like to have a monster under the bed). | Apply phonic knowledge and skills to decode words.  Read common exception words.  Read aloud accurately books that are consistent with their phonic knowledge, sounding out unfamiliar words.  Read words containing taught GPCs and –s, –es, –ing, –ed, –er and –est endings | Listen to and discuss a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently  Understand both the books they can already read accurately and fluently, and those they listen to.  Discuss the significance of titles and events.  Make inferences about a character’s feelings, motives, or actions based on what has been said or done.  Predict what might happen next based on the text.  Be encouraged to link what they read or hear read to their own experiences | Spell words containing each of the 40+ phonemes, including consonant clusters.  Spell some common exception words correctly.  Write sentences with capital letters, spaces, and full stops.  Understand which letters belong to which handwriting ‘families’ (i.e. letters that are formed in similar ways) and to practise these. | Write simple sentences that can be read by themselves and others.  Use sequencing words (first, next, then, after) to organize ideas. | Leave spaces between words.  Use a capital letter for the first word of a sentence.  Use a full stop to end a sentence.  Use capital letters for names and the pronoun "I." |
| **Poems To Perform** | Listen and respond appropriately to poems, engaging in discussions and performances.  Use spoken language to develop understanding through imagining and exploring ideas in the poems.  Articulate and justify answers, arguments, and opinions about the meaning and themes of poems.  Speak audibly and fluently when performing poetry. | Listen to and discuss a wide range of poems, stories, and non-fiction at a level beyond that at which they can read independently.  Apply phonic knowledge to decode unfamiliar words in poems.  Recognise and read common exception words within poetry.  Read aloud poems accurately, using appropriate pace and intonation. | Listen to and discuss a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently  Learn to appreciate rhymes and poems, and to recite some by heart  Discuss word meanings, linking new meanings to those already known  Develop pleasure in reading poems and discussing their meaning.  Identify and discuss rhyming words, patterns, and repetition in poetry.  Make predictions about what might happen in a poem.  Check that poems make sense to them and discuss their understanding | Spell words by segmenting spoken sounds and using phonics.  Write simple dictated lines from poems to practise spelling.  Form letters correctly when copying lines from poems.  Understand which letters belong to which handwriting ‘families’ (i.e. letters that are formed in similar ways) and to practise these. | Compose simple poems inspired by those in the book.  Rehearse and plan their own short poems before writing.  Read aloud their own poems to others. | Recognise and use capital letters and full stops in simple sentences.  Explore how word choice affects meaning and mood in poetry.  Begin to use conjunctions ‘and’ in their own writing  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 |
| **Emperor’s Egg** | Listen and respond appropriately to adults and peers.  Ask relevant questions to extend understanding and knowledge.  Articulate and justify answers, arguments, and opinions.  Maintain attention and participate actively in collaborative conversations. | Apply phonic knowledge and skills as the route to decode words.  Read aloud accurately books that match their phonic knowledge.  Read common exception words, noting unusual correspondences between spelling and sound.  Read words with contractions [for example, I’m, I’ll, we’ll], and understand that the apostrophe represents the omitted letter(s) | Listen to and discuss a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently  Discuss word meanings, linking new meanings to those already known  Develop pleasure in reading by listening to and discussing a wide range of texts.  Explain clearly their understanding of what is read to them.  Discuss the significance of the title and key events.  Predict what might happen on the basis of what has been read so far. | Spell words containing each of the 40+ phonemes already taught.  Write simple sentences dictated by the teacher.  Write sentences with capital letters, spaces, and full stops.  Form lower-case letters correctly, starting and finishing in the right place.  Understand which letters belong to which handwriting ‘families’ (i.e. letters that are formed in similar ways) and to practise these. | Say out loud what they are going to write about.  Sequence sentences to form short narratives.  Re-read their writing to check it makes sense. | 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 letters for names and the personal pronoun ‘I’.  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 |
| **Lost Wolf** | Listen and respond appropriately to adults and peers.  Ask relevant questions to extend understanding and knowledge.  Articulate and justify answers, arguments, and opinions.  Participate in discussions, presentations, and role-play.  Consider and explore different viewpoints through discussion. | Apply phonic knowledge and skills to decode words.  Read words with contractions and understand that the apostrophe represents omitted letters.  Read aloud books that match phonic knowledge to develop fluency.  Read words containing taught GPCs and –s, –es, –ing, –ed, –er and –est endings | Listen to and discuss a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently  Develop pleasure in reading, motivation to read, and understanding.  Discuss word meanings and link new meanings to those already known.  Predict what might happen next based on what has been read.  Make inferences on the basis of what is said and done.  Participate in discussions about what is read to them. | Spell words using phonics knowledge and common exception words.  Use letter names to distinguish between alternative spellings of the same sound.  Form lower-case and capital letters correctly.  Write simple sentences dictated by the teacher.  Understand which letters belong to which handwriting ‘families’ (i.e. letters that are formed in similar ways) and to practise these. | Say out loud what they are going to write about.  Sequence sentences to form short narratives.  Re-read what they have written to check it makes sense.  Discuss what they have written with the teacher or peers. | Leave spaces between words.  Use capital letters for names and the pronoun ‘I’.  Use full stops and question marks accurately.  Join words and clauses using ‘and’.  Use simple adjectives to describe nouns (e.g., "the lost wolf").  How the prefix un– changes the meaning of verbs and adjectives[negation, for example, unkind, or undoing: untie the boat] |
| **Lonely Beast** | Listen and respond appropriately to adults and peers.  Ask relevant questions to extend understanding and knowledge.  Articulate and justify answers, arguments, and opinions.  Maintain attention and participate actively in collaborative conversations.  Use spoken language to develop understanding through imagining and exploring ideas. | Apply phonic knowledge and skills to decode words.  Read accurately by blending sounds in unfamiliar words.  Read common exception words, noting unusual correspondences.  Read aloud books that match phonic ability to develop fluency and confidence.  Read other words of more than one syllable that contain taught GPCs | Listen to and discuss a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently  Develop pleasure in reading by listening to and discussing a wide range of stories.  Recognise and join in with predictable phrases.  Be encouraged to link what they read or hear read to their own experiences  Discuss word meanings, linking new meanings to those already known.  Understand books by:  Checking the text makes sense while reading.  Predicting what might happen based on what has been read so far.  Drawing on what they already know or background information provided by the teacher.  Making inferences on the basis of what is being said and done. | Spell words containing each of the 40+ phonemes already taught.  Spell common exception words.  Name the letters of the alphabet in order.  Form lower-case letters correctly and consistently.  Form capital letters and digits correctly.  Understand which letters belong to which handwriting ‘families’ (i.e. letters that are formed in similar ways) and to practise these. | Say out loud what they are going to write about.  Compose a sentence orally before writing it.  Sequence sentences to form short narratives.  Re-read what they have written to check it makes sense.  Discuss writing with the teacher or peers. | Leave spaces between words.  Join words and clauses using "and".  Use capital letters for names, places, and the pronoun "I".  Use full stops and question marks.  Understand word meanings, including new vocabulary related to the story.  How the prefix un– changes the meaning of verbs and adjectives[negation, for example, unkind, or undoing: untie the boat] |
| **Robot & Bluebird** | Listen and respond appropriately to others.  Ask relevant questions to extend understanding.  Articulate and justify answers and opinions.  Speak audibly and fluently with an increasing command of Standard English. | Apply phonic knowledge to decode words.  Read aloud books that match phonic knowledge.  Recognise and read common exception words.  Read other words of more than one syllable that contain taught GPCs | Listen to and discuss a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently  Develop pleasure in reading by listening to and discussing a wide range of texts.  Predict what might happen based on what has been read.  Discuss the significance of the title and key events.  Make inferences based on what is said and done.  Explain understanding of what is read aloud. | Spell words containing taught phonemes and common exception words.  Form lowercase letters in the correct direction, starting and finishing in the right place.  Form capital letters and digits correctly.  Understand which letters belong to which handwriting ‘families’ (i.e. letters that are formed in similar ways) and to practise these. | Compose a sentence orally before writing it.  Sequence sentences to form short narratives.  Re-read what has been written to check that it makes sense.  Discuss writing with teachers and peers. | Leave spaces between words.  Use capital letters, full stops, question marks, and exclamation marks.  Use capital letters for names and the personal pronoun "I".  Join words and clauses using "and".  Extend vocabulary by discussing words and phrases from the book.  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 |
| **Secret Sky Garden** | Listen and respond appropriately to adults and peers.  Ask relevant questions to extend understanding and knowledge.  Use spoken language to develop understanding through imagining and exploring ideas.  Speak audibly and fluently with an increasing command of Standard English.  Participate in discussions, presentations, and role play.  Consider and evaluate different viewpoints. | Apply phonic knowledge and skills to decode words.  Read common exception words, noting unusual correspondences between spelling and sound.  Read aloud books that match their developing phonic knowledge.  Read words with contractions [for example, I’m, I’ll, we’ll], and understand that the apostrophe represents the omitted letter(s) | Listen to and discuss a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently Develop pleasure in reading by listening to and discussing a wide range of stories.  Understand key events, characters, and settings.  Predict what might happen based on what has been read so far.  Participate in discussions about books. | Spell words containing taught phonemes and common exception words.  Begin to form lower-case letters correctly.  Write sentences with capital letters, spaces, and full stops.  Understand which letters belong to which handwriting ‘families’ (i.e. letters that are formed in similar ways) and to practise these. | Say out loud what they are going to write.  Compose a sentence orally before writing it down.  Sequence sentences to form short narratives.  Re-read writing to check it makes sense. | Use capital letters, full stops, and finger spaces.  Join words and clauses using ‘and’.  Use adjectives to describe characters or settings.  How the prefix un– changes the meaning of verbs and adjectives[negation, for example, unkind, or undoing: untie the boat] |
| **Storm Whale** | Listen and respond appropriately to adults and peers.  Ask relevant questions to extend their understanding and knowledge.  Articulate and justify answers, arguments, and opinions. | Apply phonic knowledge and skills as the route to decode words.  Read accurately by blending sounds in unfamiliar words. | Listen to and discuss a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently  Discuss the sequence of events in books.  Make inferences based on what is being said and done.  Predict what might happen based on the events in the story.  Be encouraged to link what they read or hear read to their own experiences | Spell words containing each of the 40+ phonemes already taught.  Write simple sentences with capital letters and full stops. | Compose a sentence orally before writing it.  Re-read what they have written to check that it makes sense. | Learn new vocabulary.  Use capital letters, full stops, question marks, and exclamation marks to demarcate sentences.  Use common plural suffixes –s or –es. |
| **Story Tree** | Listen and respond appropriately to adults and peers.  Ask relevant questions to extend their understanding and knowledge.  Participate in discussions about what is read to them, taking turns and listening to what others say. | Apply phonic knowledge and skills as the route to decode words.  Read common exception words.  Read aloud accurately books that are consistent with their phonic knowledge. | Listen to and discuss a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently  Ask and answer questions about a story.  Explain clearly their understanding of what is read to them.  Predict what might happen next based on the story so far. | Spell words by identifying the sounds and writing the sound with the correct letter or letters.  Spell common exception words.  Use key spelling rules.  Understand which letters belong to which handwriting ‘families’ (i.e. letters that are formed in similar ways) and to practise these. | Write sentences by saying out loud what they are going to write about.  Write sentences that are sequenced to form short narratives.  Re-read what they have written to check that it makes sense. | Leave spaces between words.  Join words and clauses using "and."  Begin to punctuate sentences using a capital letter and a full stop.  Use common plural and verb suffixes (e.g., -s, -es, -ing, -ed). |
| **Traction Man** | Listen and respond appropriately to adults and their peers.  Ask relevant questions to extend their understanding and knowledge.  Articulate and justify answers, arguments, and opinions.  Give well-structured descriptions, explanations, and narratives.  Maintain attention and participate actively in collaborative conversations | Apply phonic knowledge and skills as the route to decode words.  Read common exception words.  Read words containing taught GPCs (grapheme-phoneme correspondences).  Read aloud with accurate decoding and fluency. | Listen to and discuss a wide range of poems, stories, and non-fiction at a level beyond that at which they can read independently.  Answer questions about a text, including how characters behave and why.  Make inferences based on what is said and done.  Predict what might happen based on prior knowledge of a text.  Discuss the sequence of events in a text.  Recognise and join in with predictable phrases. | Spell words containing the 40+ phonemes already taught.  Spell common exception words.  Form digits 0-9 correctly.  Write sentences by sequencing words correctly.  Write sentences with capital letters, spaces, and full stops.  Understand which letters belong to which handwriting ‘families’ (i.e. letters that are formed in similar ways) and to practise these. | Compose a sentence orally before writing it.  Sequence sentences to form short narratives.  Re-read 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.  Form capital letters and digits of the correct size, orientation, and relationship to one another and to lower-case letters. | Leave spaces between words.  Begin to punctuate sentences with a capital letter and a full stop.  Use a capital letter for the pronoun 'I.'  Use and understand grammatical terminology in discussing their writing (e.g., letter, word, sentence, capital letter, full stop).  Use expanded noun phrases to describe and specify (e.g., the blue car, the shiny rocket).  Use the verb "to be" in the past and present tense (e.g., He is, She was).  Use a variety of sentence types (e.g., statement, question, exclamation). |
| The Enormous Crocodile | Listen and respond appropriately to adults and peers.  Ask relevant questions to extend their understanding and knowledge.  Articulate and justify answers, arguments, and opinions.  Use spoken language to develop understanding through role-play, improvisation, and drama. | Say a sound for each letter of the alphabet and at least 10 digraphs.  Read some high-frequency words, including common exception words.  Read simple sentences and phrases that contain familiar words and digraphs.  Use phonic knowledge to decode regular words and read them aloud accurately. | Become very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics  Discuss the significance of the title and events.  Make inferences on the basis of what is being said and done.  Predict what might happen on the basis of what has been read so far.  Re-tell familiar stories, including key events and characters.  Understand clearly what is read to them, discussing the meanings of words and phrases. | Spell words containing the 40+ phonemes already taught.  Spell common exception words.  Write simple sentences dictated by the teacher that include words with the sounds they have learned.  Form lower-case and capital letters  Use spaces between words, correctly.  Understand which letters belong to which handwriting ‘families’ (i.e. letters that are formed in similar ways) and to practise these. | Say out loud what they are going to write about.  Compose a sentence orally before writing it.  Re-read what they have written to check that it makes sense.  Sequence sentences to form short narratives.  Write about real events, recording ideas, and key details. | Leave spaces between words.  Use a capital letter for the start of a sentence and for names of people.  Use a full stop to mark the end of a sentence.  Use capital letters, exclamation marks, and question marks to demarcate sentences.  Use correct word order in sentences.  Use adjectives to describe nouns.  Use common plural and verb suffixes (e.g., -s, -es, -ing, -ed). |
| **Goldilocks** | 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.  Use spoken language to develop understanding through role-play, improvisation, and drama. | Decode words using the phonetic knowledge and skills.  Read common exception words.  Read aloud with fluency and expression. | Become very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics  Recognise and join in with predictable phrases  Understand both the books they can already read accurately and fluently, and those they listen to.  Discuss the significance of the title and events.  Make inferences about a story based on what is said and done. | Spell words containing each of the 40+ phonemes already taught.  Spell some common exception words.  Write sentences by sequencing words correctly.  Write sentences with capital letters, spaces, and full stops.  Understand which letters belong to which handwriting ‘families’ (i.e. letters that are formed in similar ways) and to practise these. | Write narratives about personal experiences and those of others (real or fictional).  Sequence sentences to form short narratives. | Use capital letters for names of people and places, and for the personal pronoun 'I'.  Use a variety of sentence structures (e.g., statements, questions).  Use expanded noun phrases to describe (e.g., the big brown bear).  Punctuate sentences correctly with capital letters and full stops.  Use common plural and verb suffixes (e.g., -s, -es, -ing, -ed).  How the prefix un– changes the meaning of verbs and adjectives[negation, for example, unkind, or undoing: untie the boat] |