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| **Year 1 English Overview** | | | |
| **Spoken Language (Years 1-6)** | | | |
| 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. | | | |
| **Reading – Word Recognition** | **Reading - Comprehension** | | |
| 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. | 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** | **Writing - Handwriting** | **Writing – Vocabulary, Grammar and Punctuation** | **Writing - Composition** |
| Spelling (see [English Appendix 1](#EnglishAppendix1Spelling)) 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, *–*erand *–*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](#EnglishAppendix1Spelling) * write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far. | 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. | Pupils should be taught to:   * develop their understanding of the concepts set out in [English Appendix 2](#EnglishAppendix2Vocabulary) 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. | 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. |

| Spelling – work for year 1 (Appendix 1) (Revision of reception work) |
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| Statutory requirements |
| The boundary between revision of work covered in Reception and the introduction of new work may vary according to the programme used, but basic revision should include:   * all letters of the alphabet and the sounds which they most commonly represent * consonant digraphs which have been taught and the sounds which they represent * vowel digraphs which have been taught and the sounds which they represent * the process of segmenting spoken words into sounds before choosing graphemes to represent the sounds * words with adjacent consonants * guidance and rules which have been taught |

| Statutory requirements |  | Rules and guidance (non‑statutory) | Example words (non‑statutory) |
| --- | --- | --- | --- |
| The sounds /f/, /l/, /s/, /z/ and /k/ spelt ff, ll, ss, zz and ck |  | The /f/, /l/, /s/, /z/ and /k/ sounds are usually spelt as **ff**, **ll**, **ss**, **zz** and **ck** if they come straight after a single vowel letter in short words. **Exceptions**: if, pal, us, bus, yes. | off, well, miss, buzz, back |
| The /ŋ/ sound spelt n before k |  |  | bank, think, honk, sunk |
| Division of words into syllables |  | Each syllable is like a ‘beat’ in the spoken word. Words of more than one syllable often have an unstressed syllable in which the vowel sound is unclear. | pocket, rabbit, carrot, thunder, sunset |

| Statutory requirements |  | Rules and guidance (non‑statutory) | Example words (non‑statutory) |
| --- | --- | --- | --- |
| -tch |  | The /tʃ/ sound is usually spelt as **tch** if it comes straightafter a single vowel letter. **Exceptions**: rich, which, much, such. | catch, fetch, kitchen, notch, hutch |
| The /v/ sound at the end of words |  | English words hardly ever end with the letter **v**, so if a word ends with a /v/ sound, the letter **e** usually needs to be added after the ‘v’. | have, live, give |
| Adding s and es to words (plural of nouns and the third person singular of verbs) |  | If the ending sounds like /s/ or /z/, it is spelt as **–s**. If the ending sounds like /ɪz/ and forms an extra syllable or ‘beat’ in the word, it is spelt as **–es**. | cats, dogs, spends, rocks, thanks, catches |
| Adding the endings –ing, –ed and –er to verbs where no change is needed to the root word |  | **–ing** and **–er** always add an extra syllable to the word and **–ed** sometimes does.  The past tense of some verbs may sound as if it ends in /ɪd/ (extra syllable), /d/ or /t/ (no extra syllable), but all these endings are spelt **–ed**.  If the verb ends in two consonant letters (the same or different), the ending is simply added on. | hunting, hunted, hunter, buzzing, buzzed, buzzer, jumping, jumped, jumper |
| Adding –er and –est to adjectives where no change is needed to the root word |  | As with verbs (see above), if the adjective ends in two consonant letters (the same or different), the ending is simply added on. | grander, grandest, fresher, freshest, quicker, quickest |

### Vowel digraphs and trigraphs

Some may already be known, depending on the programmes used in Reception, but some will be new.

| Vowel digraphs and trigraphs |  | Rules and guidance (non‑statutory) | Example words (non‑statutory) |
| --- | --- | --- | --- |
| ai, oi |  | The digraphs ai and oi are virtually never used at the end of English words. | rain, wait, train, paid, afraid, oil, join, coin, point, soil |
| ay, oy |  | **ay** and **oy** are used for those sounds at the end of words and at the end of syllables. | day, play, say, way, stay, boy, toy, enjoy, annoy |
| a–e |  |  | made, came, same, take, safe |
| e–e |  |  | these, theme, complete |
| i–e |  |  | five, ride, like, time, side |
| o–e |  |  | home, those, woke, hope, hole |
| u–e |  | Both the /u:/ and /ju:/ (‘oo’ and ‘yoo’) sounds can be spelt as **u–e**. | June, rule, rude, use, tube, tune |
| ar |  |  | car, start, park, arm, garden |
| ee |  |  | see, tree, green, meet, week |
| ea (/i:/) |  |  | sea, dream, meat, each, read (present tense) |
| ea (/ɛ/) |  |  | head, bread, meant, instead, read (past tense) |
| er (/ɜ:/) |  |  | (stressed sound): her, term, verb, person |
| er (/ə/) |  |  | (unstressed *schwa* sound): better, under, summer, winter, sister |
| ir |  |  | girl, bird, shirt, first, third |
| ur |  |  | turn, hurt, church, burst, Thursday |

| Vowel digraphs and trigraphs |  | Rules and guidance (non‑statutory) | Example words (non‑statutory) |
| --- | --- | --- | --- |
| oo (/u:/) |  | Very few words end with the letters **oo**,although the few that do are often words that primary children in year 1 will encounter, for example, *zoo* | food, pool, moon, zoo, soon |
| oo (/ʊ/) |  |  | book, took, foot, wood, good |
| oa |  | The digraph **oa** is very rare at the end of an English word. | boat, coat, road, coach, goal |
| oe |  |  | toe, goes |
| ou |  | The only common English word ending in **ou** is *you*. | out, about, mouth, around, sound |
| ow (/aʊ/)  ow (/əʊ/)  ue  ew |  | Both the /u:/ and /ju:/ (‘oo’ and ‘yoo’) sounds can be spelt as **u–e**, **ue** and **ew***.* If words end in the /oo/ sound, **ue** and **ew** are more common spellings than **oo**. | now, how, brown, down, town own, blow, snow, grow, show blue, clue, true, rescue, Tuesday new, few, grew, flew, drew, threw |
| ie (/aɪ/) |  |  | lie, tie, pie, cried, tried, dried |
| ie (/i:/) |  |  | chief, field, thief |
| igh |  |  | high, night, light, bright, right |
| or |  |  | for, short, born, horse, morning |
| ore |  |  | more, score, before, wore, shore |
| aw |  |  | saw, draw, yawn, crawl |
| au |  |  | author, August, dinosaur, astronaut |
| air |  |  | air, fair, pair, hair, chair |
| ear |  |  | dear, hear, beard, near, year |
| ear (/ɛə/) |  |  | bear, pear, wear |
| are (/ɛə/) |  |  | bare, dare, care, share, scared |



**Vocabulary, Grammar and Punctuation (Appendix 2)**

| Year 1: Detail of content to be introduced (statutory requirement) | |
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| **Word** | 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*] |
| **Sentence** | How **words** can combine to make **sentences**  Joining **words** and joining **clauses** using *and* |
| **Text** | Sequencing **sentences** to form short narratives |
| **Punctuation** | Separation of **words** with spaces  Introduction to capital letters, full stops, question marks and exclamation marks to demarcate **sentences**  Capital letters for names and for the personal **pronoun** *I* |
| **Terminology for pupils** | letter, capital letter  word, singular, plural  sentence  punctuation, full stop, question mark, exclamation mark |