

# Griffe Field Primary School 2014 English Curriculum Overview - Year 1



Spoken Language	Reading – Word	Reading - Comprehension	Writing – transcription	Writing – handwriting	Writing – Composition	Writing – Grammar, Vocabulary and Punctuation
<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>-Listen and respond appropriately to adults and their peers</li> <li>-Ask relevant questions to extend their understanding and knowledge</li> <li>-Use relevant strategies to build their vocabulary</li> <li>-Articulate and justify answers, arguments and opinions</li> <li>-Give well- structured descriptions, explanations and narratives for different purposes, including for expressing feelings</li> <li>-Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments</li> <li>-Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas</li> <li>-Speak audibly and fluently with an increasing command of the Standard English</li> </ul>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>-Apply phonic knowledge and skills as the route to decode words</li> <li>-Respond speedily with the correct sound to graphemes ( letters or groups of letters)</li> <li>- Read accurately by blending sounds in unfamiliar words containing Grapheme phoneme correspondences that have been taught</li> <li>-Read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word</li> <li>-Read words containing Grapheme phoneme correspondences and – s, es, er, ing, ed, and est endings</li> <li>-Read other words of more than one syllable that contain taught Grapheme phoneme correspondences</li> <li>-Read words with contractions ( for example I'm, I'll, we'll) and understand that the apostrophe represents</li> </ul>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>-Develop pleasure in reading, motivation to read, vocabulary and understanding by:</li> <li>-Listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently</li> <li>-Being encouraged to link what they read or hear to their own experiences</li> <li>-Becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics</li> <li>-Recognising and joining in with predictable phrases</li> <li>- Learning to appreciate rhymes and poems and to recite some by heart</li> <li>-Discussing word meanings, linking new meanings to those already known</li> <li>-Understand both the books they can already read accurately and fluently and those they listen to by:</li> <li>-Drawing on what they already know or on background information and vocabulary provided by the teacher</li> <li>- Checking that the text makes sense to them as they read and correcting inaccurate reading</li> <li>-Discussing the significance of the title and events</li> </ul>	<p>Spellings ( see Appendix Year 1a )</p> <p>Pupils should be taught to spell:</p> <ul style="list-style-type: none"> <li>-Words containing each of the 40+ phonemes already taught</li> <li>-Common exception words ( see Appendix Year1b )</li> <li>- The days of the week</li> <li>-Naming the letters of the alphabet</li> <li>- Naming the letters of the alphabet in order</li> <li>- Using letter names to - distinguish between alternative spellings of the same sound</li> <li>-Add prefixes and suffixes Using the spelling rule for adding s or es as the plural for nouns and the third person singular for verbs</li> <li>- Using the prefix un</li> <li>-Using ing, ed, er and est where no change is needed in the spelling of root words ( for eg help – helped, helping, eat, eating )</li> <li>-Apply simple spelling rules and guidance as listed in Appendix 1 below )</li> <li>- Write from memory simple sentences dictated by the teacher that include words using the common exception words taught so far</li> </ul>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>-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</li> <li>-Form capital letters</li> <li>-Form digits 0-9</li> <li>-Understand which letters belong to which handwriting families ( ie letters that are formed in similar ways.) and to practise these.</li> </ul>	<p>Pupils should be taught to:</p> <p>Write sentences by:</p> <ul style="list-style-type: none"> <li>-Saying out loud what they are going to write about</li> <li>-Composing a sentence orally before writing it</li> <li>- Sequencing sentences to form short narratives</li> <li>-Re-reading what they have written to check that it makes sense</li> <li>-Discuss what they have written with the teacher or other pupils.</li> <li>-Read aloud their writing clearly enough to be heard by their peers and</li> </ul>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>-Develop understanding of the concepts set out in Appendix 2</li> <li>-Leaving spaces between words</li> <li>Joining words and joining clauses using and</li> <li>-Beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark.</li> <li>-Using a capital letter for names of people, places, days of the week and the pronoun I</li> <li>-Learning the grammar in Appendix Year 1b</li> <li>-Use the grammatical terminology in Appendix Year 1b accurately and appropriately in discussing their writing and reading</li> </ul>

<p>-Participate in discussions, presentations, performances, role play, improvisations and debates</p> <p>-Gain, maintain and monitor the interest of the listeners</p> <p>-Consider and evaluate different viewpoints, attending to and building on the contribution of others</p> <p>-Select and use appropriate registers for effective communication</p>	<p>the omitted letter (missing letter)</p> <p>- Read aloud accurately books that are consistent with their developing phonic knowledge and do not require them to use other strategies to work out words.</p> <p>Re-read these books to build up their fluency and confidence in word reading</p>	<p>-Making inferences on the basis of what is being said and done</p> <p>-Predicting what might happen on the basis of what has been read so far</p>				
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