

Year One

<p>Spelling / phonics (Refer to appendix) Spelling needs to be taught alongside reading and handwriting.</p>	<p>Attempt to spell unfamiliar words using the process of segmenting spoken words into sounds before choosing graphemes to represent the sounds. Children should be taught how to respond to mis-spelt words (hot spot marking the error not the whole word)</p> <p>Spell words with adjacent consonants (phase 4)</p> <p>Know main spelling choices for each vowel phoneme (phase 5)</p> <p>Increased accuracy of phases 3, 4, and 5 high frequency words (appendix)</p> <p>Spell all the words in Y1 list in Appendix List 1 (taken from the new National Curriculum 2014).</p> <p>Spell the days of the week</p>
<p>Handwriting Requires frequent and discrete direct teaching.</p>	<p>Form lower case letters correctly in a script that will be easy to join later. Form lower case letters in the correct direction, starting and finishing in the right place (entry strokes). Form capital letters (without entry strokes). 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</p>
<p>Sentence construction</p>	<p>Write simple sentences independently. Join words and sentences using 'and'.</p> <p>To expect written text to make sense and to check for sense if it does not.</p> <p>Begin to rehearse sentences before writing and re-read during and after writing. To say out loud what they are going to write about</p>
<p>Sentence types to be taught</p>	<ul style="list-style-type: none"> • Question sentences (non-fiction writing) • 2A sentences • Similes • Name - adjective pair • First last word • What +! • Ing, ing, ing • Revise and embed all previous sentence types.

Punctuation	Use capital letters and full stops when punctuating a single simple sentence.			
	Begin to use question marks and exclamation marks to demarcate sentences.			
	To use a capital letter for the personal pronoun 'I'			
	To recognise full stops and capital letters when reading, and name them correctly; and understand how they affect the way a passage is read.			
	To use capital letters for names and for the start of a sentence.			
	Correctly use common uses of capitalisation: headings, titles, names.			
Key Grammar principles to be taught	Topic	Examples	Terminology	Importance
	Using full stops and capital letters to demarcate sentences	We sailed to the land where the wild things are.	Sentence Word Letter Capital letter Full stop	High
	Use capital letters for proper names	My name is Rosie and I have a dog called Woof.	Name Capital letter	High
	Using 'and' to join sentences	<i>The wild things waved their terrible claws and I told them to be quiet.</i>	Joining words	High
	Using a question mark at the end of a sentence to indicate a question	<i>Why did Max want to come home?</i>	Question Question mark	Low at this stage
Using an exclamation mark at the end of a sentence to indicate an exclamation	<i>There was a terrible mess!</i>	Exclamation Exclamation mark	Low at this stage	
Speaking	Tell stories and describe incidents from their own experience in an audible voice			
	Retell stories, ordering events using story language			
	Interpret a text by reading aloud with some variety in pace and emphasis			
	Experiment with and build new stores of words to communicate in different contexts			
Group discussion and interaction	Take turns to speak, listen to others' suggestions and talk about what they are going to do			
	Ask and answer questions, make relevant contributions, offer suggestions and take turns			
	Explain their views to others in a small group, decide how to report the group's views to the class			
Listening and Responding	Listen with sustained concentration, building new stores of words in different contexts			
	Listen to and follow instructions accurately, asking for help and clarification if necessary			
	Listen to tapes or video and express views about how a story or information has been presented			
Drama	Explore familiar themes and characters through improvisation and role-play			
	Act out their own and well-known stories, using voices for characters			
	Discuss why they like a performance			

Terminology children MUST know by the end of Year 1

Word, sentence, letter, capital letter, full stop, punctuation, singular, plural, question mark, exclamation mark.

Context for Learning	Context for Learning	Context for Learning
A Toy Story	Up and Down the Andes	We're all going on a Summer Holiday
Term 1	Term 2	Term 3
Stories with familiar settings (link objectives from stories from of cultures) Recounts Using the senses	Stories about fantasy worlds Instructions Poems on a theme	Information texts Traditional and fairy Tales Create descriptive poems about characters from traditional tales. Recounts
Suggested texts Bog Baby by Jeanne Willis My Friend Harry by Kim Lewis Me and You by A Browne Into the Forest by Anthony Browne The Gruffalo by Julia Donaldson Grandpa's Balloon by John Randle Silly Billy by Anthony Browne Wild Child by Jeanne Willis The Naughty Bus by Jan Oke Books covered Where the Wild Things Are by M Sendak Toys in Space - Mimi Grey	Suggested texts Man on the Moon by Simon Bartram The Boy who cried Monkey by Alex Latimer Where the Wild Things Are by M Sendak Way back home short film on www.literacyshed.com Whatever Next by Jill Murphy Mungo and the Picture Book Pirates by Timothy Knapman Books to Cover Up and down the Andes - Laura Krebs Jemmy Button - Valerio Vidali	Suggested texts Jim & Beanstalk by R Briggs Lost and Found by Oliver Jeffers Previously by Allan Ahlberg Me and You by Anthony Browne Rainbow Fish by Marcus Pfister Into the Forest by Anthony Browne Books to cover Traditional Tales - Jack and the Beanstalk
Additional Writing opportunities within this term	Additional Writing opportunities within this term	Additional Writing opportunities within this term
Poetry - list poems calligrams Free verse Haiku Invitations Letters	Poetry- List poem Rhyming verse Free verse Recount Instructions	Poetry - List poem Rhyming verse Free verse Information books Non-chronological reports