

English Curriculum Overview
Northwick Park Primary and Nursery Academy
Year 1

NB English phonics teaching Year 1 follows the Read, Write, Inc and Language and Literacy Programmes. In addition to this, children participate in focused writing sessions. Additional reading support is also provided.

Core Text Type Overview

Autumn Term	Spring Term	Summer Term
<p>Books with Predictable Patterns/Phrases – Bear Hunt</p> <p>Poems –Autumn poem</p> <p>Non- Fiction– Florence Nightingale (Famous People)</p> <p>Lists – Christmas lists</p> <p>Familiar/ repetitive stories The Very Hungry Caterpillar / Rainbow Fish</p> <p>Story writing – Zog and the Flying Doctors spoken language outcome</p>	<p>Postcards/letters – Grandad’s Island</p> <p>Rhyming Poetry/ Familiar stories – Commotion in the Ocean Anthology</p> <p>Familiar stories – Clean up!</p> <p>Diaries – Lost and Found</p> <p>Explanation texts – Penguin Fact file spoken language outcome</p> <p>Core Skills Unit</p>	<p>Information texts (Science – Minibeasts)</p> <p>Persuasive Writing (Minibeasts)</p> <p>Instructions linked to fairy tales –</p> <p>Fairy tales –Little Red Riding Hood, Goldilocks, The Little Porridge Pot</p> <p>Story Writing – Jack and the Beanstalk</p> <p>Recount – School trip</p> <p>Performance Poetry – see poetry spine spoken language outcome</p> <p>Core skills unit</p>

Vocabulary – Year 1

New Vocabulary for This Year:			
Text Type/Reading:		GPS/Phonics:	
Repeated Poet Poem Letter Drama Predict	Caption Heading Subheading Title Recount Role Play	Grapheme Consonant Vowel Syllable Split-digraph Capital letter	Question mark Exclamation mark Singular Plural Noun Prefix (Days of the week) (Months of the year) Punctuation
Familiar Vocabulary to Revise this Year:			
Text Type/Reading:		GPS	
Story Pattern Beginning/middle/end Character Fiction Non-fiction Information	Author Illustrator Publisher Setting Fairy story Rhyme Key event	Phoneme Digraph Trigraph Blend Segment Letter Word	Full stop Capital letter Finger space Sentence Days of week Months of year

In addition to this subject specific vocabulary, pupils will experience a range of quality texts to ensure they encounter and learn to use an increasingly wide range of new vocabulary. Teachers encourage children to use the new words they use in their own speech and writing e.g. through the use of vocabulary walls.

Spoken Language Curriculum Content:

<p>Begins to listen and respond appropriately to familiar adults and their peers.</p> <p><i>Looks at the person speaking.</i></p> <p><i>Answers questions: 'Yes, that's my favourite too.'</i></p> <p><i>May need encouraging to expand on their answers, for example after nodding or replying with a single word response.</i></p>	<p>Begins to ask relevant questions to extend their understanding and knowledge.</p> <p><i>'I don't understand x, can you help me?'</i></p>	<p>Begins to use relevant strategies to build their vocabulary.</p> <p><i>Uses classroom and personal word banks.</i></p> <p><i>Begins to apply what has been learned, for example when a word begins with un- it's meaning is the opposite of the root word; words that end in -ed are likely to be verbs.</i></p>	<p>Begins to articulate and justify answers, arguments and opinions.</p> <p><i>Begins to use 'because' to make simple justifications drawing on personal experiences.' I like dogs because my Nan has one'.</i></p> <p><i>Begins to disagree politely. E.g. maintains a polite tone of voice.</i></p>	<p>Begins to give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings.</p> <p><i>Use story maps to recall events.</i></p> <p><i>Use simple adverbials of time to order events (e.g. first, next, after that).</i></p> <p><i>Express their own feelings using some simple emotional language.</i></p>	<p>Begins to maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments.</p> <p><i>Responds to questions and comments when prompted.</i></p> <p><i>Takes turns as directed in group or whole class discussions.</i></p>
<p>Begins to use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas.</p> <p><i>Takes a personal approach: 'I think...'</i></p> <p><i>Uses role play including classroom areas such as the home corner, to imagine and explore ideas.</i></p>	<p>Begins to speak audibly and fluently with an increasing command of Standard English.</p> <p><i>Uses a louder voice when addressing the class. There may be limited control, e.g. shouting. Speaks more quietly in 1:1 and group settings.</i></p> <p><i>Makes eye contact with the other children in the group.</i></p> <p><i>Speaks in full sentences rather than fragments or phrases.</i></p>	<p>Begins to participate in discussions, presentations, performances, role play, improvisations and debates.</p> <p><i>Use the learning environment and equipment to role play and improvise. E.g the home corner and small world figures.</i></p> <p><i>Joins in with discussions led by an adult.</i></p>	<p>Begins to gain, maintain and monitor the interest of the listener(s).</p> <p><i>Prepares for addressing a listener by rehearsing what they say. More often when speaking to a small group.</i></p>	<p>Begins to consider and evaluate different viewpoints, attending to and building on the contributions of others.</p> <p><i>Agrees and disagrees simply: 'I like what x said'; 'I think that too'; 'I don't agree...'</i></p>	<p>Begins to select and use appropriate registers for effective communication.</p> <p><i>Shows awareness of appropriate vocabulary choices for different situations. E.g. at school it is most appropriate to ask: May I go to the toilet? Rather than, Can I go to the loo?</i></p>

Reading Objectives Year 1:

Statutory Curriculum Objectives:	Statements:
<p>Word Reading:</p> <p>Pupils should be taught to:</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 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. <p>Comprehension:</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> ▪ develop pleasure in reading, motivation to read, vocabulary and understanding by: <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 ▪ 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>Band 1 Word Reading:</p> <p>I can use letter sounds to work out and read new words I can say quickly the sound of all the letters and letter groups I can read new words correctly by blending the letter and letter group sounds I have been taught I can read some common exception words and see where the letter sounds are different I can read words made up of the letter sounds I know and which have endings -s, -es, -in, -ed, and –est I can read words of more than one syllable using sounds that I have been taught I can read words like I'm, I'll and we'll and understand that the apostrophe represents the missing letter or letters I can read aloud books that use letters and letter groups I have been taught I can use the sounds I know to re-read books more fluently and with more confidence</p> <p>Band 1 Comprehension:</p> <p>I can enjoy and understand a wide range of stories, poems and non-fiction text that I can't yet read myself by hearing them read and talking about them with others I can enjoy stories and texts that I can read for myself or have had read to me which link to things I have experienced I can enjoy reading key stories, fairy stories and traditional tales because I know them well and can retell them and comment on their special features I can enjoy and understand rhymes and poems, and can recite some by heart I can explain the meaning of words that I know and I can talk about the meaning of new words. I can link the meaning of new words to those I already know I can use what I have already read or heard, or information a teacher has given me, to help me understand what I am reading</p>

<ul style="list-style-type: none"> ▪ 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: <ul style="list-style-type: none"> ▪ 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. 	<p>I can usually spot if a word has been read wrongly by following the sense of the text</p> <p>I can talk about the title and events in books I have read or heard</p> <p>I can say how the characters might feel in a story I have read or heard on the basis of what is said and done</p> <p>I can say what might happen next in a story</p> <p>I can take part in a group talk about what we have listened to. I take turns and listen to what others have to say</p> <p>I can explain clearly my understanding of texts which have been read to me</p>
--	---

Writing Objectives Composition:

Statutory Curriculum Objectives:	Oxford Writing Criterion Scale Statements
<p>Composition:</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> ▪ write sentences by: <ul style="list-style-type: none"> ▪ 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 ▪ Write from memory simple sentences dictated by the teacher that include words using the GPS and common exception word taught so far. 	<ol style="list-style-type: none"> 1. Can write their own first name with appropriate upper and lower case letters (may not be totally accurate). 2. Can form all letters clearly, although size and shape may be irregular. 3. Writes simple regular words, some spelt correctly. 4. Almost always leaves spaces between words. 5. Makes sensible phonic attempts at words. 6. Can spell all CVC (consonant, vowel, consonant) words (e.g. sit, bag, cat) correctly 7. Confidently writes some captions and labels and attempt other simple forms of writing (e.g. lists, stories, retellings) 8. Can show some control over letter size, shape and orientation in writing. 9. Can say what their writing says and means. 10. Can retell known stories in writing. 11. Can produce their own ideas for writing (not a retelling). 12. Can show some control over word order, producing logical statements. 13. Can spell most of the Year R and 1 High Frequency Words and the words in the National Curriculum. Appendix 1. 14. Can make recognisable attempts at spelling words not known (almost all decodable without the child's help). (If all are spelt correctly, tick this criterion so as not to penalize the child). 15. Can write simple texts such as lists, stories, reports, recounts (of a paragraph or more). 16. Begins to show awareness of how full stops are used in writing. (May be in the wrong paces or only one, final full stop). 17. Can usually give letters a clear and regular size, shape and orientation (ascenders and descenders and use of upper and lower case letters usually accurate). 18. Can use a conjunction (may only ever be 'and') to join two simple sentences, thoughts, ideas etc. 19. Can use appropriate vocabulary (should be coherent and sensible) in more than three statements. 20. Can always use logical phonic strategies when trying to spell unknown words in more than three statements. 21. Can usually use a capital letter and full stop, question mark or exclamation mark to punctuate sentences.

22. Can produce a paragraph or more of developed ideas independently that can be read without help from the child (may be more like spoken than written language but must not be a retelling).

Year 1 Grammar, Spelling and Punctuation

Autumn Term	Spring Term	Summer Term	Statements Band 1
<p>Teach: How words combine to make sentences. Separation of words with spaces. Teach capital letters and full stops to demarcate sentences.</p>	<p>Teach: Joining words and joining clauses using 'and' Introduce question and exclamation marks to demarcate sentences. Regular plural noun suffixes – s or –es (for example dogs, dogs; wish, wishes), including the effect of these suffixes on the meaning of the noun. Sequencing sentences to form short narratives. Capital letters for names and the personal pronoun I. Revise: Capital letters and full stops to demarcate sentences.</p>	<p>Teach: 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 e.g. unkind or undoing e.g. untie the boat). Revise: Full stops, capital letters, question and exclamation marks. Plural noun suffixes Sequencing sentences to form short narratives. Capital letters for names and the personal pronoun 'I'</p>	<p>Band 1 Statements: I can add s or es to words to make them plurals <eg> dog, dogs; wish, wishes</eg> I can add -ing and -er to the end of a word to make a new word <eg> helping, helper</eg> I can show you how un- added to the beginning of a word can change its meaning I can put words together to make sentences I can use joining words like 'and' I can write a short story using sentences I can use spaces between words I can use capital letters, full stops, question marks and exclamation marks at the end of sentences I can use capital letters for names, places, the days of the week and the word 'I' I can explain what these words mean: letter, capital letter, word, singular, plural, sentence, punctuation, full stop, question mark, exclamation mark</p>

Spelling Year 1: (Please see phonics information)

Statutory Curriculum Objectives Year 1:

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

Term 1 (after half term)	Term 2	Term 3
Test 1: Reception Review Test 2: Reception review Test 3: CVC and group words Test 4: CVC and group words Test 5: CVC and group words Test 6: CVC and group words	Start digraph and spelling patterns Test 1: ay and ee Test 2: igh and ow (snow) Test 3: oo (zoo) and or Test 4: ar and oo (book) Test 5: air and ir Test 6: ou and oy Test 7: ea and oi Test 8: a-e and i-e Test 9: o-e and u-e Test 10: aw and are Test 11: ur and ow (cow) Test 12: er and ai	Test 1: oa and ew Test 2: ire and ear Test 3: ure and ck Test 4: ve and tch Test 5: s ending for plurals of nouns Test 6: es endings Test 7: ing, ed and est suffix Test 8: Compound words Test 9: un prefix Test 10: alternative spelling ay, ai and a-e Test 11: alternative spelling ow, oa and o-e Test 12: alternative spelling ee, ea and e-e

Band 1 Statements in spelling:

- I can add s or es to words to make them plurals <eg> dog, dogs; wish, wishes</eg>
- I can add -ing and -er to the end of a word to make a new word <eg> helping, helper</eg>
- I can show you how un- added to the beginning of a word can change its meaning
- I can put words together to make sentences
- I can use joining words like 'and'
- I can write a short story using sentences
- I can use spaces between words
- I can use capital letters, full stops, question marks and exclamation marks at the end of sentences
- I can use capital letters for names, places, the days of the week and the word 'I'

I can explain what these words mean: letter, capital letter, word, singular, plural, sentence, punctuation, full stop, question mark, exclamation mark

NB the school chosen spelling scheme will cover all the statutory spelling objectives, including the statutory word lists. 30 weeks' worth of spelling lists are provided, allowing 9 additional weeks for topic based spelling, filling learning gaps or revision.

Statutory Spelling Appendix for Year 1 (for information) :

<i>Statutory requirements</i>	<i>Rules and guidance (non-statutory)</i>	<i>Example words (non-statutory)</i>
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

<i>Statutory requirements</i>	<i>Rules and guidance (non-statutory)</i>	<i>Example words (non-statutory)</i>
-tch	The /tʃ/ sound is usually spelt as tch if it comes straight after 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	-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 .	hunting, hunted, hunter, buzzing, buzzed, buzzer, jumping, jumped, jumper

<i>Statutory requirements</i>	<i>Rules and guidance (non-statutory)</i>	<i>Example words (non-statutory)</i>
is needed to the root word	If the verb ends in two consonant letters (the same or different), the ending is simply added on.	
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.	grand ^{er} , grand ^{est} , fresh ^{er} , fresh ^{est} , quick ^{er} , quick ^{est}

Vowel digraphs and trigraphs

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

<i>Vowel digraphs and trigraphs</i>	<i>Rules and guidance (non-statutory)</i>	<i>Example words (non-statutory)</i>
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 <i>schwa</i> 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, <i>zoo</i>	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 <i>you</i> .	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

<i>Statutory requirements</i>	<i>Rules and guidance (non-statutory)</i>	<i>Example words (non-statutory)</i>
Words ending –y (/i:/ or /ɪ/)		very, happy, funny, party, family
New consonant spellings ph and wh	The /f/ sound is not usually spelt as ph in short everyday words (e.g. <i>fat, fill, fun</i>).	dolphin, alphabet, phonics, elephant when, where, which, wheel, while
Using k for the /k/ sound	The /k/ sound is spelt as k rather than as c before e, i and y .	Kent, sketch, kit, skin, frisky
Adding the prefix –un	The prefix un– is added to the beginning of a word without any change to the spelling of the root word.	unhappy, undo, unload, unfair, unlock
Compound words	Compound words are two words joined together. Each part of the longer word is spelt as it would be if it were on its own.	football, playground, farmyard, bedroom, blackberry
Common exception words	Pupils’ attention should be drawn to the grapheme-phoneme correspondences that do and do not fit in with what has been taught so far.	the, a, do, to, today, of, said, says, are, were, was, is, his, has, I, you, your, they, be, he, me, she, we, no, go, so, by, my, here, there, where, love, come, some, one, once, ask, friend, school, put, push, pull, full, house, our – and/or others, according to the programme used

Handwriting

Statutory Guidance:	Target Tracker Statements:
Pupils should be taught to: <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’ (i.e. letters that are formed in similar ways) and to practise these. 	Band 1 Statements: I can sit correctly at a table, holding a pencil comfortably and correctly I can write lower-case letters in the correct direction, starting and finishing in the right place I can write capital letters I can write numbers 0-10 I can see which letters belong to which handwriting "families"

When planning, please note that the statutory requirements are in black, additional guidance is in blue.

Additional guidance – Please see the Jane Considine papers for text type progression.