

Year 1 English Curriculum

Reading	Writing Composition	Spelling	Vocabulary, Grammar and Punctuation
Word reading - Read the 40+ phonemes, including, where applicable, alternative sounds for graphemes - read accurately by blending sounds in unfamiliar words - read common exception words, noting unusual - read words containing –s, –es, –ing, –ed, –er and –est endings - read words with contractions [for example, I’m, I’ll, we’ll] - read and re-read books to build up their fluency and confidence in word reading	- say a sentence orally before writing it - order 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.	- words containing each of the 40+ phonemes - common exception words - the days of the week - name the letters of the alphabet: - using letter names to distinguish between alternative spellings of the same sound - add prefixes and suffixes: - use the spelling rule for adding –s or –es - use the prefix un– - use –ing, –ed, –er and –est where no change is needed in the spelling of root words [for example, helping, helped, helper, eating, quicker, quickest] - write from memory simple dictated sentences	- leave spaces between words - use and but and so to add information in a sentence - begin 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’
Comprehension - listen to and discuss a wide range of poems, stories and non-fiction - link what they read or hear read to their own experiences - become very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics - appreciate rhymes and poems, and to recite some by heart - discuss word meanings - 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 - explain clearly their understanding	Handwriting - 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.		Grammar vocabulary for children to know: letter, capital letter word, singular, plural sentence punctuation, full stop, question mark, exclamation mark

