



Vocabulary, grammar and punctuation (statutory requirements)

Pupils should be taught to:

Develop their understanding of the concepts in English Appendix 2 by:

Leaving spaces between words

Joining words and sentence with 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

Pupils should be taught to not only understand what the terminology means e.g adjective; they should also be able to identify the type of word, clause or sentence they see, without being given the name.

‘What type of sentence is this?’

‘Which word group do these words belong to?’

Due to the nature of our English curriculum, these objectives are taught and consolidated throughout the three terms; there is no requirement to split them. This allows for progression within each objective, as well as consolidation to prepare the pupils for the next year group. In Year 1, English is taught through a combination of RWI and English lessons, as deemed appropriate to the class.

Word	Sentence	Text	Punctuation	Terminology for pupils
♦ Regular plural noun suffixes –s, –er, 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. ♦ How the prefix un- changes the meaning of verbs and adjectives.	♦ How words can combine to make sentences. ♦ Joining words and joining clauses using and.	♦ Sequencing sentences to form short narratives.	♦ 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.	Letter, capital letter, word, singular, plural, sentence punctuation, full stop, question mark, exclamation mark.

Spelling:

Year 1 should follow the Read Write Inc programme for spelling, and use the Twinkl Year 1 spelling patterns as required. Exceptions to this are pupils with SEN; otherwise, they should be working at their age appropriate level. Weekly spellings to learn are based on 6 words that they know each week, and 4 from previous weeks. This reinforces previous learning and keeps their knowledge fresh. Spelling tests are to be presented in GPS or English books, using the agreed format of sentence/context.

Reading (statutory requirements)

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 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 poems and rhymes, 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 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.

Evidence of the reading spine should be evident in every classroom, e.g. a display with the fiction and non-fictions texts being used during the unit of work.

In every class, there should be a focus on the dedicated teaching of reading; this is **essential**. Pupils must be taught to fully explain and comprehend what they read, through class reading and home reading. It is crucial that comments in reading records by staff members acknowledge the pupil's actual understanding of what they read, showing that a discussion has been held to ascertain the level of understanding of what the pupil reads. This must be shown at each reading stage before they move up. The use of a class text promotes the love of reading from the teacher, and should be focused on when possible.

Writing (statutory requirements)

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.
- Discussing what they have written with the teacher or other pupils.
- Reading aloud their writing clearly enough to be heard by their peers and the teacher.

Handwriting

Handwriting should be taught regularly and reinforced throughout the curriculum by having a clear expectation of pupils to put their handwriting skills into practice rather than just in a discrete lesson. Pupils across school should be taught the 'looped k' and this should be modelled for pupils. It is also essential that adults in school use correct formation when writing on the board.

Spoken language

There should be a consistent approach to spoken grammar; pupils must be corrected when their grammar is incorrect and they should have correct grammar modelled to them.

Text focus:

Writing is based on texts (including non-fiction texts) and should include a wide range of writing, e.g. reports, narratives, descriptions, instructions.

Reading spine:

A range of texts which complement the chosen whole class texts are also being included in our teaching of reading. This is part of our commitment to widening the breadth of texts used, and including more non-fiction texts in our daily teaching. This can be in the form of sections of texts, online texts, non-fiction books or websites.

Reading domains:

The focus of reading for each week should be featured through the reading domains, which must be evidenced every week in English.