



Spelling	Handwriting	Composition	Vocabulary, Grammar and Punctuation
<p>S1) To revise the phonics rules covered in reception including consonant digraphs (sh, ch, th, ng) and vowel digraphs.</p> <p>S2) To revise the process of segmenting spoken words into sounds before choosing graphemes to represent the sounds.</p> <p>S3) To revise words with adjacent consonants (e.g. straw, help)</p> <p>S4) To spell words containing the graphemes; K, ff, ll, ss, zz, ck, nk, ph, wh and tch</p> <p>S5) To spell words with /v/ sound at the end of words e.g. have, give</p> <p>S6) To spell words ending in -y e.g. very, happy, funny</p> <p>S7) <b>To spell words containing each of the 40+ phonemes already taught</b> (digraphs included split digraphs to be taught are listed in Appendix 1, Year 1)</p> <p>S8) To use phonics (40+ phonemes already taught) to sound out and write words correctly and make plausible attempts.</p> <p>S9) To divide words into syllables.</p> <p><b>S10) To spell the Year 1 common exception words. (Appendix 1)</b></p> <p><b>S11) To spell the days of the week</b></p> <p>S12) To spell compound words</p> <p>S13) To revise the letters of the alphabet and the sounds which they most commonly represent.</p>	<p>H1) <b>To sit correctly at a table, holding a pencil comfortably and correctly</b></p> <p>H2) To hold my pencil with an effective grip.</p> <p>H3) To form lower-case letters in the correct direction, starting and finishing in the right place.</p> <p><b>H4) To understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and to practise these.</b></p> <p><b>H5) To form capital letters</b></p> <p><b>H6) To form digits 0-9</b></p>	<p>C1) <b>To write sentences by saying out loud what they are going to write about</b></p> <p><b>C2) To compose a sentence orally before writing it</b></p> <p><b>C3) To sequence sentences to form short narratives</b></p> <p>C4) To sequence sentences to form short non-fiction texts</p> <p>C5) To create writing from my own ideas</p> <p>C6) To say every sentence before writing it.</p> <p>C7) To write a simple sentence when my teacher dictates it.</p> <p>C8) To write simple and compound sentences.</p> <p>C9) To use adjectives in my writing.</p> <p><b>C10) To re-read every sentence to check it makes sense</b></p> <p><b>C11) To discuss own writing with the teacher or other pupils</b></p> <p><b>C12) To read aloud own writing clearly enough to be heard by peers and the teacher.</b></p>	<p><b>V1) To learn the grammar for year 1 in English Appendix 2</b></p> <p>V2) To make singular nouns plural by using "s" and "es"</p> <p>V3) To use suffixes that can be added to verbs where n change is needed to the spelling of root words e.g. helping, helped, helper</p> <p>V4) To understand and use the prefix un to change the meaning of verbs and adjectives (negation, for example, unkind, or undoing: untie the boat)</p> <p>V5) To understand what a sentence is. (How words combine to make sentences).</p> <p><b>V6) To joining words and join clauses using the conjunction 'and, but, or'</b></p> <p>V7) To sequence sentences to form short narratives</p> <p><b>V8) To leave spaces between words</b></p> <p><b>V9) To punctuate sentences using a capital letter and a full stop.</b></p> <p><b>V10) To begin to punctuate sentences using a question mark or exclamation mark</b></p> <p>V11) To use a capital letter for names of people.</p> <p>V12) To use a capital letter for places.</p> <p><b>V13) To use a capital letter for the days of the week.</b></p>

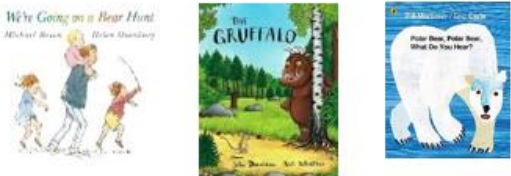


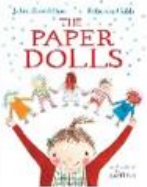
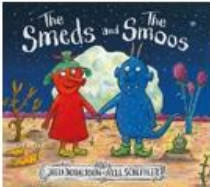
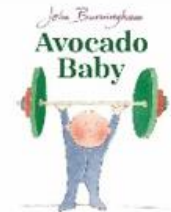


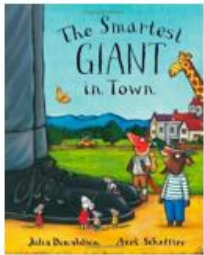
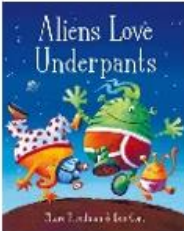
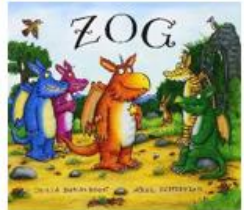
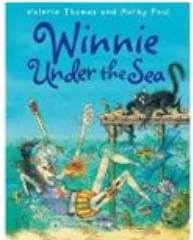


<p>S14) To name the letters of the alphabet in order.</p> <p>S15) To use letter names to distinguish between alternative spellings of the same sound.</p> <p>S16) To use the spelling rule for adding -s or -es as the plural marker for nouns and the third person singular marker for verbs</p> <p>S17) To add the prefix 'un-' to the beginning of words (verbs e.g. kind, unkind)</p> <p>S18) To 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]</p> <p>S19) To apply simple spelling rules and guidance, as listed in English Appendix 1</p> <p>S20) To write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far.</p>			<p>V14) To use a capital letter for the personal pronoun 'I'.</p> <p>V15) To use the grammatical terminology as set out in English Appendix 2 in discussing their writing:</p> <p>V16) letter</p> <p>V17) capital letter</p> <p>V18) word</p> <p>V19) singular</p> <p>V20) plural</p> <p>V21) sentence</p> <p>V22) punctuation</p> <p>V23) full stop</p> <p>V24) question mark</p> <p>V25) exclamation mark</p> <p><b>**Indicates National Curriculum statutory content**</b></p>
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### Genres of Writing

Narrative	Non-Fiction	Poetry
<ul style="list-style-type: none"> <li>Stories with a familiar setting</li> <li>Retells</li> <li>Character/Setting description</li> <li>Traditional and well-loved stories (including predictable and patterned language)</li> </ul>	<ul style="list-style-type: none"> <li>Labels, lists and captions</li> <li>Recount</li> </ul>	<ul style="list-style-type: none"> <li>Use of the senses</li> <li>Repetitive language</li> </ul>



Year 1	Autumn	Spring	Summer
English texts	<p>The beginning of the term will be spent consolidating <b>sentence writing</b>-ensuring all the <b>non-negotiables</b> are secure and taught <b>phonics</b> are applied within writing.</p> <p><b>Fiction</b>-Stories with predictable and patterned language.</p>  <p>Adapt Polar Bear (<b>Repetitive language</b>) to Santa Claus.</p> <p><b>Poetry</b>- Use of the senses- Fireworks</p> 	<p><b>Narrative focus</b>-Character/ setting descriptions and retell opportunities</p>  <p>(Touch on writing for instructional purpose)</p>    	<p><b>Narrative focus</b>-Character/ setting descriptions and retell opportunities</p>     
Opportunities for <b>Non-Fiction</b> - (labels, lists, captions and recounts) through Non-Core.			