



## Key Stage 1 English

The primary focus for learning in Year 1 will be ensuring that pupils use their phonic knowledge and skills to sound and blend unfamiliar printed words quickly and accurately. Learners will continue to learn new grapheme-phoneme correspondences (letters and sounds) at a rapid pace as well as the common exception words (words which do not follow a regular grapheme-phoneme pattern) and apply these rigorously through reading both at home and in school. As learners move into Year 2, they will begin to read many common words without needing to blend the sounds out loud first and develop a secure sight vocabulary (words they can read on sight without blending) of all the common exception words. This enables learning in Year 2 to focus upon building fluency in reading through accurate and speedy word reading skills and also to increase learners vocabulary and comprehension.

Alongside this, learner's will experience, hear, discuss and share a wide range of high-quality books which will lead their learning in English and foster a love of reading in all learners.

Writing during year 1 will encourage learners to encode the sounds they hear in words (spelling skills) and develop the physical skills needed for handwriting as well as composing individually sentences orally and writing them independently. Learners meet extra challenges in terms of spelling during year 2, learning common spelling patterns and rules as well as recognising that spelling is not always phonetic. Learners develop their ideas in writing to extend beyond a simple sentence and begin to develop their vocabulary drawing upon their experiences of a wide range of stories and poetry.

### ***How can I support my child in English?***

- Encourage your child to pretend to 'read' a book before he or she can read the words.
- Visit the library as often as possible, allow children to select their own reading materials.
- Schedule a regular time for reading - perhaps when you get home from school or just before bed.
- Buy dual-language books if English isn't your family's first language - you can talk about books and stories, and develop a love for them, in any language.
- Look for books on topics that you know your child is interested in - maybe dragons, insects, cookery or a certain sport.
- Make sure that children's books are easily accessible in different rooms around your house.

# Year 1 English Overview

## Spoken Language (Years 1-6)

Pupils should be taught to:

- listen and respond appropriately to adults and their peers
- ask relevant questions to extend their understanding and knowledge
- use relevant strategies to build their vocabulary
- articulate and justify answers, arguments and opinions
- give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings
- maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments
- use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas
- speak audibly and fluently with an increasing command of Standard English
- participate in discussions, presentations, performances, role play, improvisations and debates
- gain, maintain and monitor the interest of the listener(s)
- consider and evaluate different viewpoints, attending to and building on the contributions of others
- select and use appropriate registers for effective communication.

### Reading – Word Recognition

Pupils should be taught to:

- 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.

### Reading - Comprehension

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 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
- 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:
- 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.



Writing - Transcription	Writing - Handwriting	Writing – Vocabulary, Grammar and Punctuation	Writing - Composition
<p><b>Spelling (see <a href="#">English Appendix 1</a>)</b></p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>▪ spell:</li> <li>▪ words containing each of the 40+ phonemes already taught</li> <li>▪ common exception words</li> <li>▪ the days of the week</li> <li>▪ name the letters of the alphabet:</li> <li>▪ naming the letters of the alphabet in order</li> <li>▪ using letter names to distinguish between alternative spellings of the same sound</li> <li>▪ add prefixes and suffixes:</li> <li>▪ using the spelling rule for adding –s or –es as the plural marker for nouns and the third person singular marker for verbs</li> <li>▪ using the prefix un–</li> <li>▪ using –ing, –ed, –er and –est where no change is needed in the spelling of root words [for example, helping, helped, helper, eating, quicker, quickest]</li> <li>▪ apply simple spelling rules and guidance, as listed in <a href="#">English Appendix 1</a></li> <li>▪ write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far.</li> </ul>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>▪ sit correctly at a table, holding a pencil comfortably and correctly</li> <li>▪ begin to form lower-case letters in the correct direction, starting and finishing in the right place</li> <li>▪ form capital letters</li> <li>▪ form digits 0-9</li> <li>▪ understand which letters belong to which handwriting ‘families’ (i.e. letters that are formed in similar ways) and to practise these.</li> </ul>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>▪ develop their understanding of the concepts set out in <a href="#">English Appendix 2</a> by:</li> <li>▪ leaving spaces between words</li> <li>▪ joining words and joining clauses using and</li> <li>▪ beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark</li> <li>▪ using a capital letter for names of people, places, the days of the week, and the personal pronoun ‘I’</li> <li>▪ learning the grammar for year 1 in English Appendix 2</li> <li>▪ use the grammatical terminology in English Appendix 2 in discussing their writing.</li> </ul>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>▪ write sentences by:</li> <li>▪ saying out loud what they are going to write about</li> <li>▪ composing a sentence orally before writing it</li> <li>▪ sequencing sentences to form short narratives</li> <li>▪ re-reading what they have written to check that it makes sense</li> <li>▪ discuss what they have written with the teacher or other pupils</li> <li>▪ read aloud their writing clearly enough to be heard by their peers and the teacher.</li> </ul>



## Recommended Reading Lists

### Year 1

The Cat in the Hat	Dr Seuss
The Tiger Who Came to Tea	Judith Kerr
Hairy Maclary	Lynley Dodd
The Large Family Collection	Jill Murphy
Charlie and Lola	Lauren Child
The Smartest Giant in Town	Julia Donaldson
The Gruffalo's Child	Julia Donaldson
The Gigantic Turnip	Aleksei Tolstoy
The Whisperer	Nick Butterworth
Mrs Armitage on Wheels	Quentin Blake
The Trouble with Jack	Shirley Hughes
My Friend Bear	Jez Alborough
Avocado Baby	John Burningham
A Bear Called Paddington	Michael Bond
Funnybones	Allan Ahlberg
The Hodgeheg	Dick King-Smith
The Jolly Postman	Allan Ahlberg
Mister Magnolia	Quentin Blake
Katie Morag Series	Mairi Hedderwick
Frog and Toad are Friends	Arnold Lobel
The Princess and the Pea	Minnie Grey
Amazing Grace	Mary Hoffman
Don't Forget the Bacon	Pat Hutchins
Emperor of Absurdia	Chris Riddell
The True Story of the Three Little Pigs	Jon Scieszka
Collins Primary Dictionary	
Children's First Encyclopaedia	
Children's Atlas	
Topic Books, eg Old Toys, Homes in the Past	
Traditional Nursery Rhymes	
Traditional Fairy Stories	



Year 2

The Cat Who Lost His Purr	Michelle Coxon
Frightened Fred	Peta Coplans
Friends	Kim Lewis
Mog Stories	Judith Kerr
Mr Wolf's Pancakes	Jan Fearnley
Frog is Frog	Max Velthuijjs
Cat and Mouse Story	Michael Rosen
The Snow Lady	Shirley Hughes
Grace and Family	Mary Hoffman and Caroline Binch
The Adventures of Captain Underpants	Dav Pilkey
The Diary of a Killer Cat	Anne Fine
Little Wolf's Book of Badness	Ian Whybrow
The Magic Finger	Roald Dahl
Mrs Wobble the Waitress	Allan Alhberg
Pirate School: Just a Bit of Wind	Jeremy Strong
George's Marvellous Medicine	Roald Dahl
The Giraffe, Pelly and Me	Roald Dahl
The Guard Dog	Dick King-Smith
Emily's Legs	Dick King-Smith
Children's Illustrated Dictionary	
<b>Usborne Books:</b>	
The First Encyclopaedia of Science	
The First Encyclopaedia of the Human Body	
The First Encyclopaedia of Animals	
The First Encyclopaedia of Seas and Oceans	
The Children's World Atlas (internet linked)	
Pocket Science Books	
<b>Watt's Great Events Books:</b>	
The Great Fire of London	
Gun Powder Plot	
Battle of Hastings	
Coronation of Elizabeth II	
<b>Watt's Famous People Series:</b>	
Florence Nightingale	
Louis Braille	
George Stephenson	
Thomas Edison	