

National Curriculum for English Key Stages 1

English Programme of Study: Key Stage 1 – Year 1

During Year 1 teachers should build on work from the Foundation Stage, making sure that pupils can sound and blend unfamiliar printed words quickly and accurately using the phonic knowledge and skills that they have already learnt. Teachers should also ensure that pupils continue to learn new grapheme-phoneme correspondences (GPCs) and revise and consolidate those learnt earlier. The understanding that the letter/s on the page represent the sounds in spoken words should underpin pupils' reading and spelling of all words. This includes common words containing unusual GPCs. The term 'common exception words' is used throughout the Programmes of Study to show such words.

Pupils should be helped to read words without overt sounding and blending after a few encounters. Those who are slow to develop this skill should have extra practice.

Pupils' writing during Year 1 will generally develop at a slower pace than their reading. This is because they need to encode the sounds they hear in words (spelling skills), develop the physical skill needed for handwriting, and learn how to organise their ideas in writing. Pupils entering Year 1 who have not yet met the early learning goals for literacy should continue to follow the curriculum for the Early Years Foundation Stage to develop their word reading, spelling and language skills. However, these pupils should follow the Year 1 Programme of Study in terms of the books they listen to and discuss so that they develop their vocabulary and understanding of grammar. If they are still struggling to decode and spell, they need to be taught to do this urgently through a rigorous and systematic phonics programme so that they catch up rapidly.

Teachers should ensure that their teaching develops pupils' oral vocabulary as well as their ability to understand and use a variety of grammatical structures, giving particular support to pupils whose oral language skills are insufficiently developed.

Specific requirements for pupils to discuss what they are learning and to develop their wider skills in spoken language form part of this Programme of Study.

<p>Year 1 Programme of Study</p> <p>READING Word Reading Pupils should be taught to: □ respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes [1] □ read accurately by blending sounds in unfamiliar words containing GPCs that have been taught [2] □ read words containing taught GPCs and ‘s’, ‘es’, ‘ing’, ‘ed’, ‘er’ and ‘est’ endings [3] □ read other words of more than one syllable that contain taught GPCs [4] □ read words quickly and accurately when they have been frequently encountered without overt sounding and blending [5] □ read words with contractions, e.g. <i>I’m, I’ll, we’ll</i>, and understand that the apostrophe represents the omitted letter(s) [6] □ read aloud accurately books which closely match their growing word-reading knowledge [7] □ re-read books to build up their fluency and confidence in word reading. [8]</p>	<p>Notes and Guidance</p> <p>READING Word reading Ensure that pupils revise and consolidate the GPCs taught in Reception. As soon as they can read words comprising the Year 1 GPCs accurately and speedily, move on to the Year 2 Programme of Study for word reading. [9] Young readers encounter words that they have not seen before much more frequently than experienced readers do, and they may not know the meaning of some of these. Practice at reading such words by sounding and blending can provide opportunities not only for pupils to develop confidence in their decoding skills but also for teachers to explain the meaning and thus develop pupils’ vocabulary. [10] Ensure that pupils practise their reading with books that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words. [11] Also ensure that pupils are taught how to read words with suffixes by helping them to build on the root words they can read already. [12] The number, order and choice of exception words taught will vary according to the phonics programme being used. Ensuring that pupils are aware of the GPCs they contain, however unusual these are, supports spelling later. [13]</p>
<p>Comprehension Pupils should be taught to: □ understand the books they can already read accurately and fluently by: a. drawing on what they already know or on background information and vocabulary provided by the teacher b. checking that the book makes sense to them as they read and correcting inaccurate reading c. discussing events in the book d. inferring what characters might be like from what they say and do e. predicting what might happen on the basis of what has been read so far [14]</p>	<p>Comprehension Fluent word reading greatly assists pupils’ comprehension, especially when they need to read longer books. [18] Pupils’ vocabulary can be improved when they listen to books read aloud and when they discuss what they have heard. Such vocabulary can also feed into their writing. Knowing the meaning of more words increases pupils’ chances of understanding when they read by themselves. Ensure that pupils are introduced to the meaning of some new words before they start to read a book on their own so that these unknown words do not hold up their comprehension. [19]</p>
<p>Year 1 Programme of Study</p> <p>□ develop pleasure in reading and motivation to read by: a. listening to and discussing a wide range of poems and stories at a level beyond that which they can read independently b. being encouraged to link what they read or hear read to their own experiences c. becoming very familiar with key stories, fairy stories and traditional tales d. recognising and joining in with predictable phrases e. learning by heart and reciting rhymes and poems [15] □ participate in discussion about a story that is read to them, taking turns and listening to what others say [16] □ explain clearly their understanding of a story that is read to them. [17]</p>	<p>Notes and Guidance</p> <p>By listening frequently to stories, poems and other books that they cannot yet read for themselves, pupils start to learn how language sounds and increase their vocabulary and awareness of grammatical structures. In due course, they will be able to draw on such grammar in their own writing. [20] Ensure that discussion is demonstrated to pupils, that they are guided to participate in it and that they are helped to consider the opinions of others. [21] Role-play can help pupils to identify with and explore characters and to try out the language they have listened to. [22]</p>

<p>WRITING Transcription Spelling Pupils should be taught to: □ spell: a. words containing each of the 40+ phonemes already taught b. common exception words, e.g. <i>the, said, one, two</i> c. the days of the week [23] □ name the letters of the alphabet: a. naming the letters of the alphabet in order b. using letter names to distinguish between alternative spellings of the same sound [24] □ add prefixes and suffixes: a. using the spelling rule for adding –s or –es as the plural marker for nouns and the third person singular marker for verbs b. using the prefix <i>un</i> c. using –ing, –ed, –er and –est where no change is needed in the spelling of root words (e.g. <i>helping, helped, helper, eating, quicker, quickest</i>) [25]</p>	<p>WRITING Transcription Spelling Ensure that spelling is taught alongside reading, so that pupils understand that they can read back words they have spelt. Make sure that pupils understand and apply the concepts of word structure (see Appendix 2). [33] Show pupils how to segment words into individual phonemes and then to represent the phonemes by the appropriate grapheme(s). It is important to recognise that phoneme-grapheme correspondences (which underpin spelling) are more variable than GPCs (which underpin reading). For this reason, pupils need to do much more word-specific rehearsal for spelling than for reading. [34] Writing simple dictated sentences that include words taught so far gives pupils opportunities to apply and practise their spelling knowledge. [35] At this stage pupils will be spelling some words in a phonically plausible way. Correct any misspellings of words that pupils have been taught; for other misspelt words, use them as an opportunity to teach pupils about alternative ways of representing those sounds. [36]</p>
<p>Year 1 Programme of Study</p>	<p>Notes and Guidance</p>
<p>□ apply simple spelling rules and guidelines, as listed in Appendix 1 [26] □ write from memory simple sentences dictated by the teacher that include words taught so far. [27] <i>Handwriting</i> Pupils should be taught to: □ sit correctly at a table, holding a pencil comfortably and correctly [28] □ begin to form lower-case letters in the correct direction, starting and finishing in the right place [29] □ form capital letters [30] □ form digits 0–9 [31] □ understand which letters belong to which handwriting ‘families’ (i.e. letters that are formed in similar ways) and to practise these. [32]</p>	<p><i>Handwriting</i></p> <p>Handwriting requires frequent and discrete, direct teaching. Ensure that pupils can form letters correctly and confidently. Also make sure that the size of the writing implement (pencil, pen) is not too large for a young pupil’s hand. Whatever is being used should allow the pupil to hold it easily and correctly so that bad habits are avoided. [37]</p> <p>Make sure that left-handed pupils receive specific teaching to meet their needs. [38]</p>
<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"> a. saying out loud what they are going to write about b. composing a sentence orally before writing it c. sequencing sentences to form short narratives 	<p>Composition</p> <p>At the beginning of Year 1, not all pupils will have the spelling and handwriting skills needed to write down everything that they can compose out loud. [44]</p> <p>Ensure that pupils understand, through being shown these, the skills and processes essential to writing: that is, thinking aloud as they collect ideas, drafting, and re-reading to check their meaning is clear. [45]</p>

d. re-reading what they have written to check it makes sense [39]

- discuss what they have written with the teacher or other pupils [40]
- read aloud their writing clearly enough to be heard by their peers and the teacher. [41]

Year 1

Revision of Reception work [157]		
	Rules/guidelines	Example words
Consonant-vowel-consonant (cvc) words		bad, leg, fit, hop, red, run, yes, van, zip, wet, jam, kit, cup, lid, fox, quiz (<i>fox</i> and <i>quiz</i> are not phonologically cvc but are included for the sake of covering all letters of the alphabet)