

Word Reading

To apply phonic knowledge and skills as the route to decode words.

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.

To read accurately by blending sounds in unfamiliar words containing GPCs that have been taught.

To read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word.

To read words containing taught grapheme/phoneme correspondences and -s, -es, -ing, -ed, -er and -est endings.

To read other words of more than one syllable that contain taught GPCs

To read words with contractions (for example, I'm, I'll, we'll), and understand that the apostrophe represents the omitted letter(s).

To read aloud accurately books that are consistent with own developing phonic knowledge and that do not require other strategies to work out words.

To re-read these books to build up fluency and confidence in word reading.

Phonics

To consolidate all, and continue to respond speedily with the correct sound to graphemes already learned (see F2 Intent) in cvc, cvcc, ccvc, ccvcc cccvc and cccvcc words Phase 4 (Letters and Sounds).

To recognise, say and blend to read/segment to spell using the following graphemes ay, ou, ie, ea, oy, ir, ue, aw, wh, ph, ew, oe, au, a-e, e-e, i-e, o-e, u-e and the following alternative pronunciation graphemes l, o, c, g, u, ow, ie, ea, er Phase 5 (Letters and Sounds).

To read Phase 4 and Phase 5 tricky words on sight.

To use an apply all taught phonics skills across the curriculum, reading simple words and sentences, applying skills in spelling and writing.

Spelling

To spell:

- words containing each of the 40+ phonemes already taught.
- Year 1 common exception words.
- the days of the week.
- To name the letters of the alphabet.
- To name the letters of the alphabet in order.
- To use letter names to distinguish between alternative spellings of the same sound.

To add prefixes and suffixes:

- using the spelling rule for adding -s or -es as the plural marker for nouns and the third person singular marker for verbs.
- using the prefix un-.
- using -ing, -ed, -er and -est where no change is needed in the spelling of root words

To apply simple spelling rules and guidance.

To write from memory simple sentences dictated by the teacher that include words using the grapheme/phoneme correspondences and common exception words taught so far.

Comprehension

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 which can be read independently.
- linking what is read independently or heard, to 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 reciting some by heart.
- discussing word meanings, linking new meanings to those already known.

To understand both the books read independently and fluently and those listened to by:

- drawing on what is already known or on background information and vocabulary provided by the teacher.
- checking that the text makes sense while reading 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 me, taking turns and listening to what others say.

Year 1
English Intent



Writing—vocabulary, grammar punctuation

To learn how to do the following:

- leave spaces between words.
- join words and join clauses using and.
- begin to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark.
- use a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'.
- learn the grammar for year 1 (English Appendix 2).
- use Year 1 grammatical terminology (English Appendix 2) when discussing my writing.

Handwriting

To sit correctly at a table, holding a pencil comfortably and correctly.

To begin to form lower-case letters in the correct direction, starting and finishing in the right place.

To form capital letters.

To form digits 0-9.

To understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and practise these.

Writing composition

To compose a sentence orally before writing it.

To sequence sentences to form short narratives.

To re-read what is written to check that it makes sense .

To discuss what is written with the teacher or other pupils.

To read aloud writing clearly enough to be heard by peers and the teacher.