 **Year 1 English National Curriculum coverage by topic**

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| **Reading- Word reading**  **Reading- Comprehension** | **Fiction 1.1**  **Guess what?** | **Fiction 1.2**  **Once upon**  **a time…** | | | **Fiction1.3**  **Fantastic**  **voyages** | | | **Poetry 1.1**  **Sensational**  **senses** | | | | | **Poetry 1.2**  **Pattern and**  **rhyme** | **Poetry 1.3**  **Growing up** | | | **Non-fiction 1.1**  **Who lives here?** | | | **Non-fiction 1.2**  **Why do elephants**  **Have big ears?** | | | **Non-fiction 1.3**  **What’s the best**  **Job in the world?** | | | **Live 1.1**  **Poetry star** | | | **Live 1.2**  **Storytellers** | | | **Word**  **Detectives 1** | | | | **Grammar**  **Blasts** | |
| **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 tales and traditional tales, retelling them and considering their particular characteristics |  |  | | |  | | |  | | | | |  |  | | |  | | |  | | |  | | |  | | |  | | |  | | | |  | |
| Recognising and joining in with predictable phrases |  |  | | |  | | |  | | | | |  |  | | |  | | |  | | |  | | |  | | |  | | |  | | | |  | |
| Learning to appreciate rhymes and poems, to recite some by heart |  |  | | |  | | |  | | | | |  |  | | |  | | |  | | |  | | |  | | |  | | |  | | | |  | |
| **Reading- Word reading**  **Reading- Comprehension** | **Fiction 1.1**  **Guess what?** | | | **Fiction 1.2**  **Once upon**  **a time…** | | | **Fiction1.3**  **Fantastic**  **voyages** | | | **Poetry 1.1**  **Sensational**  **senses** | | **Poetry 1.2**  **Pattern and**  **rhyme** | | | | **Poetry 1.3**  **Growing up** | | | **Non-fiction 1.1**  **Who lives here?** | | | **Non-fiction 1.2**  **Why do elephants**  **Have big ears?** | | | **Non-fiction 1.3**  **What’s the best**  **Job in the world?** | | | **Live 1.1**  **Poetry star** | | | **Live 1.2**  **Storytellers** | | | **Word**  **Detectives 1** | | | **Grammar**  **Blasts** |
| **Pupils should be taught to 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 |  | |  | | |  | | |  | |  | | | |  | | |  | | |  | | |  | | |  | | |  | | |  | |  | | |
| 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 |  | |  | | |  | | |  | |  | | | |  | | |  | | |  | | |  | | |  | | |  | | |  | |  | | |
| **Pupils should be taught to participate in discussion about what is read to them, taking turns and listening to what others say** |  | |  | | |  | | |  | |  | | | |  | | |  | | |  | | |  | | |  | | |  | | |  | |  | | |
| **Pupils should be taught to explain clearly their understanding of what is read to them** |  | |  | | |  | | |  | |  | | | |  | | |  | | |  | | |  | | |  | | |  | | |  | |  | | |

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| **Spoken Language** | **Fiction 1.1**  **Guess what?** | **Fiction 1.2**  **Once upon**  **a time…** | **Fiction1.3**  **Fantastic**  **voyages** | **Poetry 1.1**  **Sensational**  **senses** | **Poetry 1.2**  **Pattern and**  **rhyme** | **Poetry 1.3**  **Growing up** | **Non-fiction 1.1**  **Who lives here?** | **Non-fiction 1.2**  **Why do elephants**  **Have big ears?** | **Non-fiction 1.3**  **What’s the best**  **Job in the world?** | **Live 1.1**  **Poetry star** | **Live 1.2**  **Storytellers** | **Word**  **Detectives 1** | **Grammar**  **Blasts** |
| **Pupils should be taught to:** |  | | | | | | | | | | | | |
| Listen and respond appropriately to their peers |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **Consider and evaluate** different viewpoints, attending to and building upon the contributions of others |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **Select and use appropriate registers for effective communication** |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **Ask relevant questions to extend their understanding and knowledge** |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **Articulate and justify answers, arguments and opinions** |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **Give well-structured descriptions, explanations and narratives for different purpose, including for expressing feelings** |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **Maintain attention and participation actively in collaborative conversations, staying o 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)** |  |  |  |  |  |  |  |  |  |  |  |  |  |

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| **Writing- Composition** | **Fiction 1.1**  **Guess what?** | **Fiction 1.2**  **Once upon**  **a time…** | **Fiction1.3**  **Fantastic**  **voyages** | **Poetry 1.1**  **Sensational**  **senses** | **Poetry 1.2**  **Pattern and**  **rhyme** | **Poetry 1.3**  **Growing up** | **Non-fiction 1.1**  **Who lives here?** | **Non-fiction 1.2**  **Why do elephants**  **Have big ears?** | **Non-fiction 1.3**  **What’s the best**  **Job in the world?** | **Live 1.1**  **Poetry star** | **Live 1.2**  **Storytellers** | **Word**  **Detectives 1** | **Grammar**  **Blasts** |
| **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 |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **Pupils should be taught to discuss what they have written with the teacher or other pupils** |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **Pupils should be taught to read aloud their writing clearly enough to be heard by their peers and teacher** |  |  |  |  |  |  |  |  |  |  |  |  |  |

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| **Writing- Vocabulary, grammar and punctuation** | **Fiction 1.1**  **Guess what?** | **Fiction 1.2**  **Once upon**  **a time…** | **Fiction1.3**  **Fantastic**  **voyages** | **Poetry 1.1**  **Sensational**  **senses** | **Poetry 1.2**  **Pattern and**  **rhyme** | **Poetry 1.3**  **Growing up** | **Non-fiction 1.1**  **Who lives here?** | **Non-fiction 1.2**  **Why do elephants**  **Have big ears?** | **Non-fiction 1.3**  **What’s the best**  **Job in the world?** | **Live 1.1**  **Poetry star** | **Live 1.2**  **Storytellers** | **Word**  **Detectives 1** | **Grammar**  **Blasts** |
| **Pupils should be taught to develop their understanding of the concepts set out in English Appendix 2 by:** |  | | | | | | | | | | | | |
| Leaving spaces between words |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Joining word and joining sentences using ‘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, paces, the days of the week and the personal pronoun ‘I’ |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **Pupils should be taught to use the grammatical terminology in English Appendix 2 in discussing their writing** |  |  |  |  |  |  |  |  |  |  |  |  |  |

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| **Writing- Transcription: spelling** | **Fiction 1.1**  **Guess what?** | **Fiction 1.2**  **Once upon**  **a time…** | **Fiction1.3**  **Fantastic**  **voyages** | **Poetry 1.1**  **Sensational**  **senses** | **Poetry 1.2**  **Pattern and**  **rhyme** | **Poetry 1.3**  **Growing up** | **Non-fiction 1.1**  **Who lives here?** | **Non-fiction 1.2**  **Why do elephants Have big ears?** | **Non-fiction 1.3**  **What’s the best Job in the world?** | **Live 1.1**  **Poetry star** | **Live 1.2**  **Storytellers** | **Word**  **Detectives 1** | **Grammar**  **Blasts** |
| **Pupils should be taught to spell:** |  | | | | | | | | | | | | |
| Words containing each of the 40+ phonemes already taught |  |  |  |  |  |  |  |  |  |  |  |  |  |
| The days of the week |  |  |  |  |  |  |  |  |  |  |  |  |  |

**Appendix 1**

**Spelling – work for year 1**

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| **Statutory requirements**  The boundary between revision of work covered in Reception and the introduction of new work may vary according to the programme used, but basic revision should include:   * all letters of the alphabet and the sounds which they most commonly represent * consonant digraphs which have been taught and the sounds which they represent * vowel digraphs which have been taught and the sounds which they represent * the process of segmenting spoken words into sounds before choosing graphemes to represent the sounds * words with adjacent consonants * guidance and rules which have been taught |

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| **Statutory requirements** | **Rules and guidance (non-statutory)** | **Example words (non-statutory)** |
| The sounds /f/, /l/, /s/, /z/ and /k/ spelt ff, ll, ss, zz and ck | The /f/, /l/, /s/, /z/ and /k/ sounds are usually spelt as **ff, ll, ss, zz** and **ck** if they come straight after a single vowel letter in short words. **Exceptions**: if, pal, us, bus, yes. | Off, well, miss, buzz, back |
| The /ŋ/ sound spelt n before k |  | Bank, think, honk, sunk |
| Division of words into syllables | Each syllable is like a ‘beat’ in the spoken word. Words of more than one syllable often have an unstressed syllable in which the vowel sound is unclear. | pocket, rabbit, carrot, thunder, sunset |
| -tch | The /tʃ/ sound is usually spelt as **tch** if it comes straight after a single vowel letter. **Exceptions:** rich, which, much, such. | catch, fetch, kitchen, notch, hutch |
| The /v/ sound at the end of words | English words hardly ever end with the letter v, so if a word ends with a /v/ sound, the letter **e** usually needs to be added after the ‘v’. | have, live, give |
| Adding s and es to words (plural of nouns and the third person singular of verbs) | If the ending sounds like /s/ or /z/, it is spelt as **–s.** If the ending sounds like /ɪz/ and forms an extra syllable or ‘beat’ in the word, it is spelt as **–es.** | cats, dogs, spends, rocks, thanks, catches |
| Adding the endings –ing, –ed and –er to verbs where no change is needed to the root word | **–ing** and **–er** always add an extra syllable to the word and **–ed** sometimes does. The past tense of some verbs may sound as if it ends in /ɪd/ (extra syllable), /d/ or /t/ (no extra syllable), but all these endings are spelt **–ed.** If the verb ends in two consonant letters (the same or different), the ending is simply added on. | hunting, hunted, hunter, buzzing, buzzed, buzzer, jumping, jumped, jumper |
| Adding –er and –est to adjectives where no change is needed to the root word | As with verbs (see above), if the adjective ends in two consonant letters (the same or different), the ending is simply added on. | grander, grandest, fresher, freshest, quicker, quickest |

**Vowel digraphs and trigraphs**

Some may already be known, depending on the programmes used in Reception, but some will be new.

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| **Vowel digraphs and trigraphs** | **Rules and guidance (non-statutory)** | **Example words (non-statutory)** |
| **ai, oi** | The digraphs ai and oi are virtually never used at the end of English words | rain, wait, train, paid, afraid oil, join, coin, point, soil |
| **ay, oy** | **ay** and **oy** are used for those sounds at the end of words and at the end of syllables | day, play, say, way, stay boy, toy, enjoy, annoy |
| **a–e** |  | made, came, same, take, safe |
| **e–e** |  | these, theme, complete |
| **i–e** |  | five, ride, like, time, side |
| **o–e** |  | home, those, woke, hope, hole |
| **u–e** | Both the /u:/ and /ju:/ (‘oo’ and ‘yoo’) sounds can be spelt as **u–e.** | June, rule, rude, use, tube, tune |
| **ar** |  | car, start, park, arm, garden |
| **ee** |  | see, tree, green, meet, week |
| **ea** (/i:/) |  | sea, dream, meat, each, read (present tense |
| **ea** (/ɛ/) |  | head, bread, meant, instead, read (past tense) |
| **er** (/ə/) |  | (stressed sound): her, term, verb, person |
| **er** (/ɜ:/) |  | (unstressed schwa sound): better, under, summer, winter, sister |
| **ir** |  | girl, bird, shirt, first, third |
| **ur** |  | turn, hurt, church, burst, Thursday |
| **oo** (/u:/) | Very few words end with the letters **oo,** although the few that do are often words that primary children in year 1 will encounter, for example, zoo | food, pool, moon, zoo, soon |
| **oo** (/ʊ/) |  | book, took, foot, wood, good |
| **oa** | The digraph **oa** is very rare at the end of an English word. | boat, coat, road, coach, goal |
| **oe** |  |  |
| **ou** | The only common English word ending in **ou** is you. | out, about, mouth, around,  sound |
| **ow** (/aʊ/)  **ow** (/əʊ/)  **ue**  **ew** | Both the /u:/ and /ju:/ (‘oo’ and  ‘yoo’) sounds can be spelt as **u–e,**  **ue** and **ew.** If words end in the  /oo/ sound, **ue** and **ew** are more common spellings than **oo.** | now, how, brown, down, town  own, blow, snow, grow, show  blue, clue, true, rescue, Tuesday  new, few, grew, flew, drew, threw |
| **ie** (/aɪ/) |  | lie, tie, pie, cried, tried, dried |
| **ie** (/i:/) |  | chief, field, thief |
| **igh** |  | high, night, light, bright, right |
| **or** |  | for, short, born, horse, morning |
| **ore** |  | more, score, before, wore, shore |
| **aw** |  | saw, draw, yawn, crawl |
| **au** |  | author, August, dinosaur, astronaut |
| **air** |  | air, fair, pair, hair, chair |
| **ear** |  | dear, hear, beard, near, year |
| **ear** (/ɛə/) |  | bear, pear, wear |
| **are** (/ɛə/) |  | bare, dare, care, share, scared |
| Words ending **–y** (/i:/ or /ɪ/) |  | very, happy, funny, party, family |
| New consonant spellings **ph** and **wh** | The /f/ sound is not usually  spelt as **ph** in short  everyday words (e.g. *fat*,  *fill*, *fun*). | dolphin, alphabet, phonics, elephant  when, where, which, wheel, while |
| Using **k** for the /k/ sound | The /k/ sound is spelt as **k**  rather than as **c** before **e**, **i**  and **y**. | Kent, sketch, kit, skin, frisky |
| Adding the prefix **–un** | The prefix **un–** is added to  the beginning of a word  without any change to the  Spelling of the root word. | unhappy, undo, unload, unfair, unlock |
| Compound words | Compound words are two words joined together. Each part of the longer word is spelt as it would be if it were on its own. | football, playground, farmyard,  bedroom, blackberry |
| Common exception words | Pupils’ attention should be drawn to the grapheme- phoneme correspondences that do and do not fit in with what has been taught so far. | the, a, do, to, today, of, said, says,  are, were, was, is, his, has, I, you,  your, they, be, he, me, she, we, no,  go, so, by, my, here, there, where,  love, come, some, one, once, ask,  friend, school, put, push, pull, full,  house, our – and/or others,  according to the programme used |

**Appendix 2**

**Vocabulary, grammar and punctuation**

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| **Year 1: Detail of content to be introduced (statutory requirement)** | |
| **Word** | Regular **plural noun suffixes** –s or –es [for example, dog, dogs; wish, wishes], 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 (e.g. helping, helped, helper)  How the **prefix** un– changes the meaning of **verbs** and **adjectives** [negation, for example, unkind, or undoing: untie the boat] |
| **Sentence** | How **words** can combine to make **sentences**  Joining **words** and joining **clauses** using *and* |
| **Text** | Sequencing **sentences** to form short narratives |
| **Punctuation** | 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 |
| **Terminology**  **for pupils** | letter, capital letter  word, singular, plural  sentence  punctuation, full stop, question mark, exclamation mark |