

GOALS AND CONTENT FOR ENGLISH IN YEAR 1.

The use of workbooks will be introduced but there will remain a strong emphasis on the class library, use of varied texts, production and reading of materials related to wider projects and topics.

YEAR 1	COMPREHENSION	COMPOSITION	VOCABULARY, GRAMMAR AND PUNCTUATION	SPELLINGS
TERM 1 SEPTEMBER -DECEMBER	Fairy tales and traditional stories	Writing sentences	Adding endings to root words -ed,-ing, -er , -est adding prefix -un	-Review of Phase 3 Ss, zz, ff, ll, ck, nk, words with two syllables, tch, words ending in V sound,
TERM 2 JANUARY -MARCH	Non fiction (recipes and instructions)	Writing a variety of short texts (recipes, stories, letters(Building sentences Using and Using capital letters and full stops Producing structured short texts	<ul style="list-style-type: none"> • Plurals (s/es), • -ing, -er, -ed, -er, -est, -y ending,
TERM 3 APRIL- JULY	Letters and messages	<i>Writing stories</i>	Using question and exclamation marks Review	Ph, wh, k, un-, compound words, days of the week

YEAR 1 WRITING 25% READING 25% SPEAKING 25% LISTENING 25%

ASSESSMENT CRITERIA YEAR 1

READING

The pupils can:
Read accurately words of two or more syllables
Read most words containing common suffixes
Read most common exception words
Read words accurately and fluently without overt sounding and blending, in age appropriate texts
Sound out most unfamiliar words accurately with some hesitation
Check a familiar text, which they can read accurately and fluently, makes sense to them.
Answer questions and make some inferences on the basis of what is being said and done in a familiar text.

WRITING

Pupils can write a simple, coherent narrative about their own and others' experiences (real and fictional) after discussion with their teacher
Writing about real events, recording these simply and clearly
Demarcating most sentences with capital letters and full stops
And with use of question marks
Using present and past tense mostly correctly and consistently
Using coordination (or/and/but)
Using some subordination (when/if/that/because)
Segmenting spoken words into phonemes and representing these by graphemes spelling many of these words correctly and making phonically-plausible attempts at others
Spelling many KS1 common exception words
Writing capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters
Using spacing between words that reflects the size of the letters