

English Coverage - Year 1			
Group			Term
	Objectives	Coverage Notes	
Reading			
Word Reading	<ul style="list-style-type: none"><li>• apply phonic knowledge and skills as the route to decode words</li><li>• <b>respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes</b></li><li>• <b>read accurately by blending sounds in unfamiliar words containing GPCs that have been taught</b></li><li>• <b>read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word</b></li><li>• read words containing taught GPCs and –s, –es, –ing, –ed, –er and –est endings</li><li>• read other words of more than one syllable that contain taught GPCs</li><li>• read words with contractions [for example, I’m, I’ll, we’ll], and understand that the apostrophe represents the omitted letter(s)</li><li>• <b>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</b></li><li>• re-read these books to build up their fluency and confidence in word reading.</li></ul>		
Comprehension	<ul style="list-style-type: none"><li>• <b>develop pleasure in reading, motivation to read, vocabulary and understanding by:</b><ul style="list-style-type: none"><li>◦ <b>listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently</b></li><li>◦ being encouraged to link what they read or hear read to their own experiences</li><li>◦ <b>becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics</b></li><li>◦ recognising and joining in with predictable phrases</li><li>◦ learning to appreciate rhymes and poems, and to recite some by heart</li><li>◦ discussing word meanings, linking new meanings to those already known</li></ul></li><li>• <b>understand both the books they can already read accurately and fluently and those they listen to by:</b><ul style="list-style-type: none"><li>◦ drawing on what they already know or on background information and vocabulary provided by the teacher</li><li>◦ <b>checking that the text makes sense to them as they read</b></li><li>◦ <b>self-correcting inaccurate reading</b></li><li>◦ <b>discussing the significance of the title and events</b></li><li>◦ making inferences on the basis of what is being said and done</li><li>◦ <b>predicting what might happen on the basis of what has been read so far</b></li></ul></li><li>• participate in discussion about what is read to them, taking turns and listening to what others say</li><li>• explain clearly their understanding of what is read to them.</li></ul>		
Number of Objectives for Reading – 23 (each objective is worth just under 45)			
Writing			
Transcription	<ul style="list-style-type: none"><li>• spell:<ul style="list-style-type: none"><li>◦ words containing each of the 40+ phonemes already taught</li><li>◦ common exception words</li><li>◦ the days of the week</li></ul></li><li>• name the letters of the alphabet:<ul style="list-style-type: none"><li>◦ <b>naming the letters of the alphabet in order</b></li><li>◦ using letter names to distinguish between alternative spellings of the same sound</li></ul></li><li>• add prefixes and suffixes:<ul style="list-style-type: none"><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></ul></li><li>• apply simple spelling rules and guidance, as listed in <a href="#">English Appendix 1</a></li><li>• <b>write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far.</b></li></ul>		
Handwriting	<ul style="list-style-type: none"><li>• sit correctly at a table, holding a pencil comfortably and correctly</li><li>• <b>begin to form lower-case letters in the correct direction, starting and finishing in the right place</b></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>		
Composition	<ul style="list-style-type: none"><li>• write sentences by:<ul style="list-style-type: none"><li>◦ saying out loud what they are going to write about</li><li>◦ composing a sentence orally before writing it</li><li>◦ <b>sequencing sentences to form short narratives</b></li><li>◦ <b>re-reading what they have written to check that it makes sense</b></li></ul></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>		
Vocabulary, Grammar and Punctuation	<ul style="list-style-type: none"><li>•develop their understanding of the concepts set out in <a href="#">English Appendix 2</a> by:<ul style="list-style-type: none"><li>◦ combine words to make sentences</li><li>◦ leaving spaces between words</li><li>◦ joining words and joining clauses using ‘and’</li><li>◦ <b>beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark</b></li></ul></li></ul>		

	<ul style="list-style-type: none"><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>	
Spelling	<ul style="list-style-type: none"><li>• The sounds /f/, /l/, /s/, /z/ and /k/ spelt ff, ll, ss, zz and ck; The /ŋ/ sound spelt n before k</li><li>• Division of words into syllables; Compound words</li><li>• -tch; The /v/ sound at the end of words; Words ending –y (/i:/ or /ɪ/); Using k for the /k/ sound; New consonant spellings ph and wh</li><li>• Adding s and es to words (plural of nouns and the third person singular of verbs); Adding the endings –ing, –ed and –er to verbs where no change is needed to the root word; Adding –er and –est to adjectives where no change is needed to the root word</li><li>• Adding the prefix –un</li><li>• Common exception words</li><li>• All vowel digraphs and trigraphs</li></ul>	
Number of Objectives for Writing – 35 (each objective is worth just under 3%)		
Spoken Language		
Objectives the same for each group	<ul style="list-style-type: none"><li>• listen and respond appropriately to adults and their peers</li><li>• ask relevant questions to extend their understanding and knowledge</li><li>• use relevant strategies to build their vocabulary</li><li>• articulate and justify answers, arguments and opinions</li><li>• give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings</li><li>• maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments</li><li>• use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas</li><li>• speak audibly and fluently with an increasing command of Standard English</li><li>• participate in discussions, presentations, performances, role play, improvisations and debates</li><li>• gain, maintain and monitor the interest of the listener(s)</li><li>• consider and evaluate different viewpoints, attending to and building on the contributions of others</li><li>• select and use appropriate registers for effective communication.</li></ul>	