

Nunney First School
English Curriculum for Year 1

| Year 1 Reading – Word Reading | Key Teaching Strategies |
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| apply phonic knowledge and skills as the route to decode words | <ul style="list-style-type: none"> • quality daily phonics teaching using the Read, Write Inc. (RWI) systematic synthetic phonics programme where pupils are grouped by stage not age • guided reading with a focus on word recognition • independent reading • use of <u>blend it</u>, <u>digraph</u>, <u>split digraph</u> prompts from North Somerset Learning Exchange's five prompts for decoding (blend it, digraph, split digraph, chunk it, sight word) |
| respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes | <ul style="list-style-type: none"> • quality daily phonics teaching using the RWI systematic synthetic phonics programme • frequent in class rehearsal of the letter sound correspondences |
| read accurately by blending sounds in unfamiliar words containing letter sound correspondences (GPCs) that have been taught | <ul style="list-style-type: none"> • quality daily phonics teaching using the RWI systematic synthetic phonics programme • guided reading with a focus on word recognition • independent reading • use of <u>blend it</u>, <u>digraph</u>, <u>split digraph</u> prompts from North Somerset Learning Exchange's five prompts for decoding |
| read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word | <ul style="list-style-type: none"> • quality daily phonics teaching using the RWI systematic synthetic phonics programme • guided reading with a focus on word recognition • independent reading • use of <u>sight word</u> prompt from North Somerset Learning Exchange's five prompts for decoding • in class and at home rehearsal of RWI 'red' words that need to be learnt by sight |
| read words containing taught GPCs and –s, –es, –ing, –ed, –er and –est endings | <ul style="list-style-type: none"> • quality daily phonics teaching using the RWI systematic synthetic phonics programme • guided reading with a focus on word recognition • independent reading • use of <u>chunk it</u> prompt from North Somerset Learning Exchange's five prompts for decoding |
| read other words of more than one syllable that contain taught GPCs | <ul style="list-style-type: none"> • quality daily phonics teaching using the RWI systematic synthetic phonics programme • guided reading with a focus on word recognition • independent reading • use of <u>chunk it</u>, <u>blend it</u>, <u>digraph</u>, <u>split digraph</u> prompts from North Somerset Learning Exchange's five prompts for decoding |

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| read words with contractions for example, I'm, I'll, we'll, and understand that the apostrophe represents the omitted letter(s) | <ul style="list-style-type: none"> • quality daily phonics teaching using the RWI systematic synthetics phonics programme • guided reading with a focus on word recognition • independent reading |
| 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 | <ul style="list-style-type: none"> • quality daily teaching of reading delivered within the RWI systematic synthetics phonics programme • guided reading with a focus on word recognition • independent reading • use of North Somerset Learning Exchange's five prompts for decoding |
| re-read these books to build up their fluency and confidence in word reading. | <ul style="list-style-type: none"> • quality daily teaching of reading delivered within the RWI systematic synthetics phonics programme • rereading RWI books to build fluency, confidence and expression • independent reading • use of North Somerset Learning Exchange's five prompts for decoding |

| Year 1 Reading – Comprehension | Key Teaching Strategies |
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| 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 | <ul style="list-style-type: none"> • reading aloud to children • guided reading with a focus on language comprehension • book talk • performance poetry • joining in with familiar action rhymes and stories |
| being encouraged to link what they read or hear read to their own experiences | <ul style="list-style-type: none"> • reading aloud to children • guided reading with a focus on language comprehension • parent engagement with children's reading |
| becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics | <ul style="list-style-type: none"> • class projects based on traditional tales and fairy stories • joining in with familiar action rhymes and stories • oral story-telling • drama and role play |
| recognising and joining in with predictable phrases | <ul style="list-style-type: none"> • reading aloud to children • joining in with familiar action rhymes and stories • use of Pie Corbett 'Talk for Writing' methodologies • oral story-telling |

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| learning to appreciate rhymes and poems, and to recite some by heart | <ul style="list-style-type: none"> • performance poetry • guided reading with a focus on language comprehension |
| discussing word meanings, linking new meanings to those already known | <ul style="list-style-type: none"> • systematic vocabulary development using books/texts that are the focus for each English loop of learning • semantic strategies |
| 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 | <ul style="list-style-type: none"> • guided reading with a focus on language comprehension including the use of prior knowledge activation strategies |
| checking that the text makes sense to them as they read and correcting inaccurate reading | <ul style="list-style-type: none"> • during guided and independent reading use of the prompt, "you said...does that make sense?" |
| discussing the significance of the title and events | <ul style="list-style-type: none"> • guided reading with a focus on language comprehension • book-talk |
| making inferences on the basis of what is being said and done | <ul style="list-style-type: none"> • guided reading with a focus on language comprehension • book-talk |
| predicting what might happen on the basis of what has been read so far | <ul style="list-style-type: none"> • guided reading with a focus on language comprehension • book-talk • use of reciprocal teaching strategies embedded within the reading aspects of the RWI phonics/reading programme used by the school |
| participate in discussion about what is read to them, taking turns and listening to what others say | <ul style="list-style-type: none"> • guided reading with a focus on language comprehension • book-talk |
| explain clearly their understanding of what is read to them. | <ul style="list-style-type: none"> • reading aloud to children • book-talk • independent story retelling |

| Year 1 Writing - Transcription | Key Teaching Strategies |
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| spell: words containing each of the 40+ phonemes already taught common exception words the days of the week | <ul style="list-style-type: none"> • quality daily phonics teaching using the RWI systematic synthetic phonics programme • Nunney First School's handwriting programme (Nelson Handwriting) • guided writing |

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| name the letters of the alphabet naming the letters of the alphabet in order using letter names to distinguish between alternative spellings of the same sound | <ul style="list-style-type: none"> regular in class rehearsal of letter names and chanting of the alphabet |
| 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 for example, helping, helped, helper, eating, quicker, quickest | <ul style="list-style-type: none"> quality daily phonics teaching using the RWI systematic synthetics phonics programme |
| apply simple spelling rules and guidance, as listed in English Appendix 1 | <ul style="list-style-type: none"> quality daily phonics teaching using the RWI systematic synthetics phonics programme guided writing with a focus on transcription |
| write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far | <ul style="list-style-type: none"> guided writing with a focus on transcription |

| Year 1 Writing – Handwriting | Key Teaching Strategies |
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| sit correctly at a table, holding a pencil comfortably and correctly begin to form lower-case letters in the correct direction, starting and finishing in the right place form capital letters form digits 0-9 understand which letters belong to which handwriting ‘families’ (i.e. letters that are formed in similar ways) and to practise these | <ul style="list-style-type: none"> systematic use of Nunney First School’s Handwriting Programme (Nelson Handwriting) and progression through the exercises in the programme Note: these objectives are taught in Foundation Stage and consolidated in Year 1 |

| Year 1 Writing – Composition | Key Teaching Strategies |
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| write sentences by: <ul style="list-style-type: none"> 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 | <ul style="list-style-type: none"> shared writing (including modelled, teacher scribed and supported composition) guided writing - transcriptional focus guided writing – compositional focus oral story-telling |

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| Note: In line with the progression papers and text type guidance, children will be taught to write sentences in the context of a wide range of genre (non-fiction, narrative and poetry). | |
| discuss what they have written with the teacher or other pupils | <ul style="list-style-type: none"> • see Nunney First School's 'Feedback and Marking Policy' |
| read aloud their writing clearly enough to be heard by their peers and the teacher | <ul style="list-style-type: none"> • teacher modelling • quality speaking |

| Year 1 Writing – Vocabulary, Grammar And Punctuation | Key Teaching Strategies |
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| develop their understanding of the concepts set out in English Appendix 2 by: <ul style="list-style-type: none"> – leaving spaces between words – joining words and joining clauses 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, places, the days of the week, and the personal pronoun 'I' – learning the grammar for year 1 in English Appendix 2 | <ul style="list-style-type: none"> • shared writing (including modelled, teacher scribed and supported composition) • guided writing - transcriptional focus • guided writing - compositional focus • application of 'Every Time We Write' success criteria |
| use the grammatical terminology in English Appendix 2 in discussing their writing | <ul style="list-style-type: none"> • shared writing (including modelled, teacher scribed and supported composition) • guided writing - transcriptional focus • guided writing - compositional focus |

| Year 1 Writing – vocabulary, grammar and punctuation | Key teaching strategies |
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| <ul style="list-style-type: none"> • develop their understanding of the concepts set out in English Appendix 2 by: <ul style="list-style-type: none"> ○ leaving spaces between words ○ joining words and joining clauses 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, places, the days of the | <ul style="list-style-type: none"> • shared writing (including modelled, teacher scribed and supported composition) • guided writing - transcriptional focus • guided writing – compositional focus • application of 'Every Time We Write' success criteria |

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| <p>week, and the personal pronoun 'I'</p> <ul style="list-style-type: none"> ○ learning the grammar for year 1 in English Appendix 2 | |
| <ul style="list-style-type: none"> • use the grammatical terminology in English Appendix 2 in discussing their writing. | <ul style="list-style-type: none"> • shared writing (including modelled, teacher scribed and supported composition) • guided writing - transcriptional focus • guided writing – compositional focus |