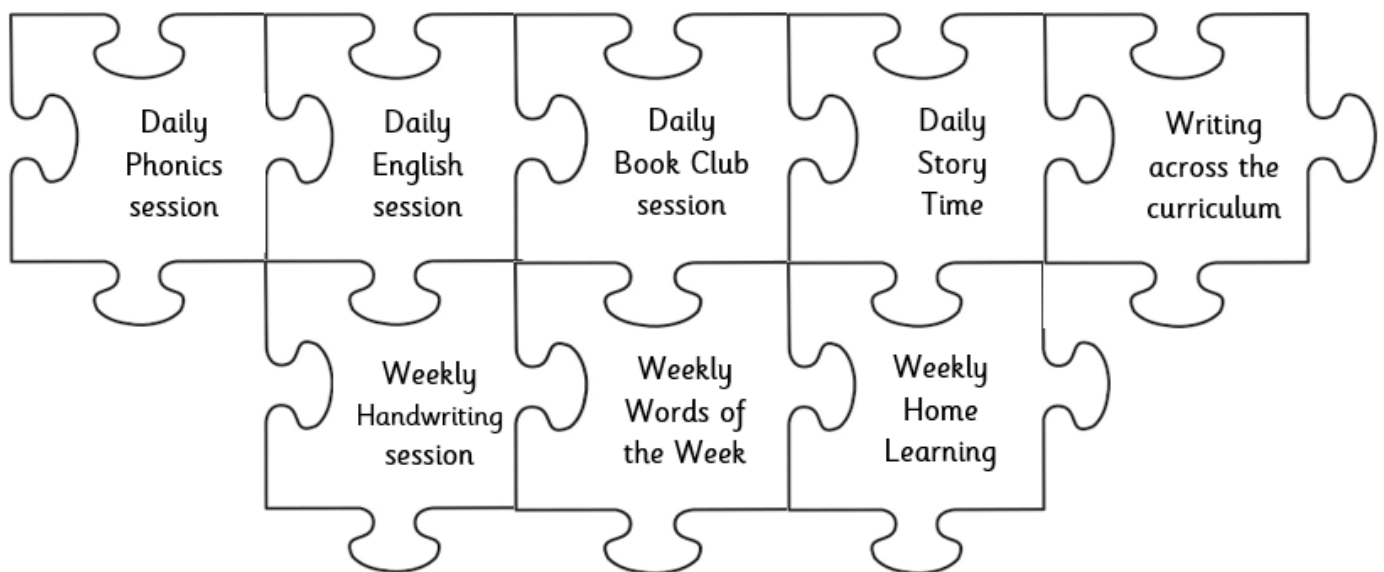




## English Overview Year One

In Year One our English Curriculum is split into daily sessions of Phonics, English (which incorporates Writing, Grammar, Speaking and Listening and Drama), and an additional daily reading session known as 'Book Club'. Every class has daily story times as well as regular opportunities to read for pleasure and to listen to stories, non-fiction texts, rhymes and poems. Our English curriculum is enhanced through home learning challenges which include 'words of the week' common spelling practice, handwriting and reading at home.



We follow the English programme of study from the National Curriculum with the aim for English to promote high standards of language and literacy by equipping all pupils with a strong command of spoken and written language. Our main objectives are for all pupils to:

- read easily, fluently and with good understanding
- develop a love for literature and the habit of reading widely and often, for both pleasure and information
- acquire a wide vocabulary, an understanding of grammar, and knowledge of linguistic conventions for reading, writing and spoken language
- appreciate our rich and varied literary heritage
- write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences
- use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas
- are competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate

## **Phonics sessions and Reading sessions (Book Club)**

Reading is taught through daily Phonics sessions for all pupils following the *Little Wandle for Letters and Sounds Systematic Synthetic Phonics Programme* as well as through daily, discrete teaching reading sessions known as *Book Club*. In our daily English sessions the children learn about and have exposure to a wide range of different text types. Our aims for pupils in each area of reading are below:

### **Word Reading in Year One**

- 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 GPCs 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 books aloud, accurately, that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words
- to reread these books to build up their fluency and confidence in word reading

### **Reading Comprehension in Year One**

We 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 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 to recite some by heart
- discussing word meanings, linking new meanings to those already known
- 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
  - checking that the text makes sense to them as they read, 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
  - participating in discussion about what is read to them, taking turns and listening to what others say

- explaining clearly their understanding of what is read to them

### **Writing sessions**

Writing is taught daily through English sessions based around key texts and topic themes. Teachers model writing and encourage children to identify the key features and tools used within different genres of writing. The children practise writing across all areas of the curriculum and also take part in a weekly '*Spell Check*' session where they learn and recall common words. Handwriting is also taught discretely within a weekly Handwriting practise session following the *Nelson Handwriting Scheme*. Our aims for pupils in each area of writing are below:

### **Writing – transcription in Year One**

#### **Spelling**

The children are taught to spell:

- words containing each of the 40+ phonemes already taught
- common exception words
- the days of the week
- 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
- 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]
- apply simple spelling rules and guidance, as listed in English appendix 1
- write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far

#### **Handwriting**

- 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' (ie letters that are formed in similar ways) and to practise these

### **Writing – composition**

The children 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
- discussing what they have written with the teacher or other pupils
- reading their writing aloud, clearly enough to be heard by their peers and the teacher

### **Writing - vocabulary, grammar and punctuation**

The children develop their understanding of grammar by:

- developing their understanding of the concepts set out in the National Curriculum
- 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 and terminology for Year One set out in the National Curriculum.