



# Coundon Primary School

**T**ogether **E**veryone **A**chieves **M**ore



## Curriculum Map of Key Skills Year 1

### English

#### Word Reading

- Apply phonic knowledge and skills as the route to decode words.
- Respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes.
- Read accurately by blending sounds in unfamiliar words.
- Read accurately by blending sounds in unfamiliar words containing GPCs that have been taught.
- Read common exception words.
- Read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word.
- Read words containing taught GPCs and –s, –es, –ing, –ed, –er and –est endings.
- Read other words of more than one syllable that contain taught GPCs.
- Read words with contractions [for example, I'm, I'll, we'll], and understand that the apostrophe represents the omitted letter(s).
- 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.

Re-read these books to build up their fluency and confidence in word reading.

## **Comprehension**

**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 read to their own experiences;
- becoming very familiar with key stories, fairy stories and traditional tales;
- retelling key stories, fairy stories and traditional tales considering their particular characteristics;
- recognising and joining in with predictable phrases;
- learning to appreciate rhymes and poems;
- recite some rhymes and poems 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;
- as they read 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.
- Participate in discussion about what is read to them, taking turns and listening to what others say.
- Explain clearly their understanding of what is read to them.

## **Writing**

### **Transcription – 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. ['c' shapes start at top and are made anti-clockwise, no letter starts at the bottom.]
- 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.

### **Composition**

#### **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.
- Discuss what they have written with the teacher or other pupils.
- Read aloud their writing clearly enough to be heard by their peers and the teacher.

## **Vocabulary, Grammar and Punctuation**

### **Transcription – Spelling**

#### **Spelling revision from EYFS:**

- 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.

#### **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.

## **Vocabulary, Grammar and Punctuation**

**Develop their understanding of the concepts set out in English (Year 1):**

### **Word**

- Regular plural noun suffixes –s or –es (eg, 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 (eg, helping, helped, helper).
- How the prefix un– changes the meaning of verbs and adjectives (negation, eg, unkind, or undoing, eg, untie the boat).

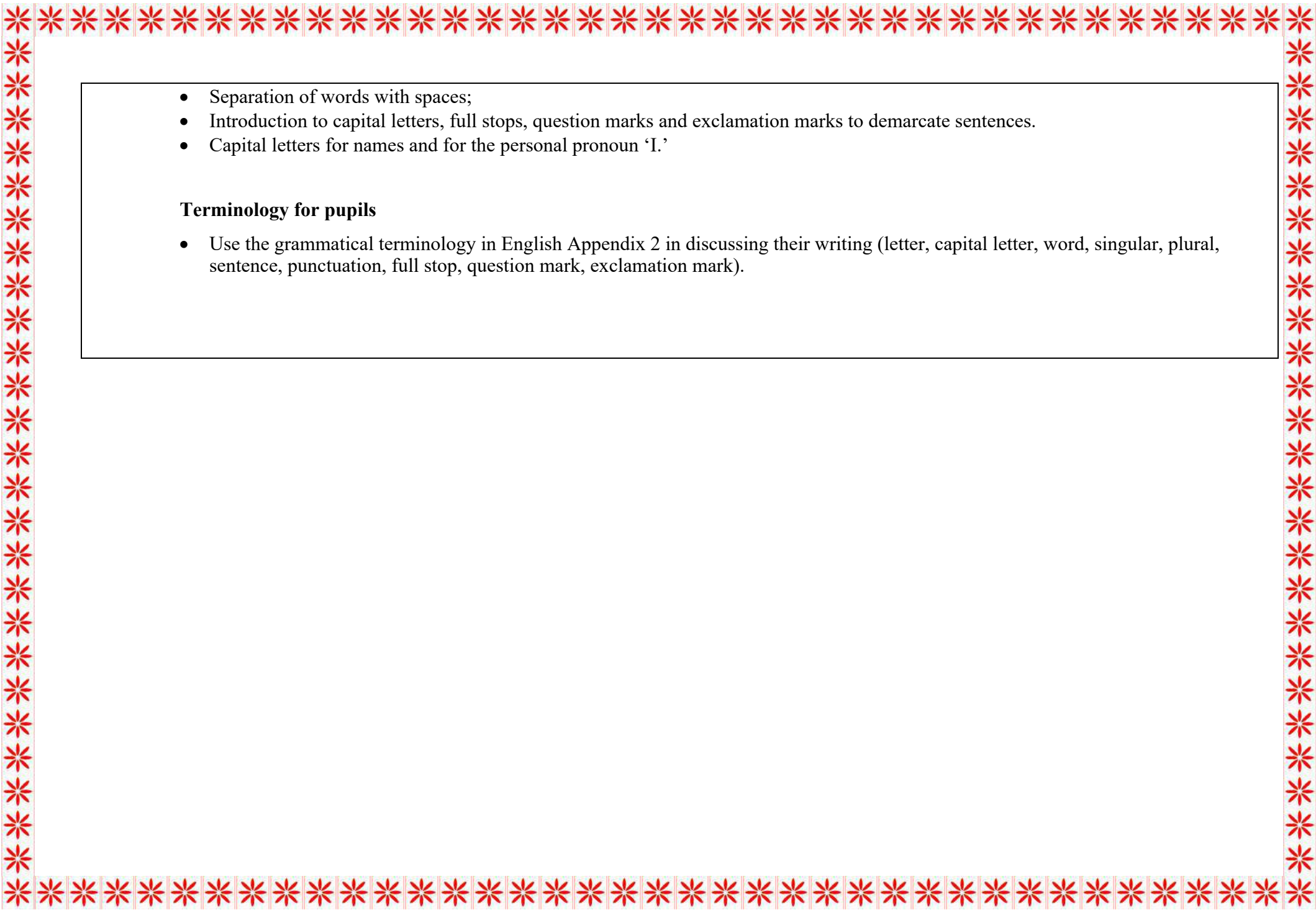
### **Sentence**

- How words can combine to make sentences.
- Joining words and joining clauses using and.

### **Text**

- Sequencing sentences to form short narratives. (also in composition)

### **Punctuation**

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- 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**

- Use the grammatical terminology in English Appendix 2 in discussing their writing (letter, capital letter, word, singular, plural, sentence, punctuation, full stop, question mark, exclamation mark).