



Our children are receptive, inquisitive learners who, through our Gospel values, have a unique sense of the world

The English Curriculum K&S at St Teresa's
Catholic Academy – Year 1

Spoken Language	Reading	Writing	Transcription
<p>Speaking, Listening and Discussion Tell a story or describe an incident clearly Listen and respond appropriately to adults and peers Take turns in a group</p> <p>Drama Respond to other characters in role</p>	<p>Word Reading Respond quickly with the correct sound for graphemes (using phonemes taught so far in RWI groups) Blend GPCs to read accurately Read and remember high frequency words that cannot be easily decoded at this stage Apply phonic knowledge across the curriculum Read aloud accurately books that match their phonic knowledge Re-read books to build fluency and confidence.</p> <p>Being a Reader Listen to and discuss a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently</p>	<p>Planning, Composing and Evaluating Say out loud what they are going to write about Compose a sentence orally or visually using mighty writer before writing it Write a sequence of sentences Re-read what they have written to check that it makes sense Use basic verbs</p> <p>Grammar, Punctuation and Vocabulary Use correct grammatical terminology when discussing their writing. Leave spaces between words Join words with 'and' within sentences Use full stops and capitals</p>	<p>Spelling Spell words using the GPCs taught so far (ensure your programme covers English appendix 1 (Y1) of National Curriculum) Segment words into individual phonemes to aid spelling Spell high frequency words that cannot be easily decoded at this stage ('tricky' words) Spell simple words with adjacent consonants Spell words ending in -nk Name the letters of the alphabet in order Use letter names to talk about different grapheme choices Write simple dictated sentences using spelling knowledge taught so far Apply spellings and spelling conventions taught in their own work</p> <p>Handwriting and Presentation Sit correctly at a table, holding a pencil comfortably and correctly. Form lower case letters correctly (i, j, l, t, u (v and w if with rounded bases))</p>

	<p>Explain their understanding of what is read to them Offer an opinion on what is read to them and listen to the opinions of others Link what they read and hear read to their own experiences Enjoy stories (including fairy and traditional stories), poems and rhymes Retell a story using prompts Join in with stories being read aloud Discuss meanings of new words and link these to words already known</p> <p>Reading Comprehension Check that the text makes sense as they read and re-read if necessary Use imagination to re-enact stories in a variety of ways Discuss the title and talk about the events in a story Predict the next part of a story Recall the main events in a story Make simple inferences about characters from what they say and do Recognise and understand the terms title, author, illustrator and illustration Develop understanding by linking reading to prior knowledge and/or background information</p>		<p>Form the equivalent upper case letters correctly (I, J, L, T, U) Form 'one-armed robot' lower case letters correctly (b, h, k, m, n, p, r) Form the equivalent upper case letters correctly (B, H, K, M, N, P, R)</p> <p>Form the digits 2, 3 and 5 correctly</p>
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Spoken Language	Reading	Writing	Transcription
<p>Speaking, Listening and Discussion Retell a story or incident in which events are ordered Listen and follow instructions accurately, asking for help or clarification if necessary Listen to other pupils during group work</p> <p>Drama Pretend to be a character, showing feelings through words and actions</p>	<p>Word Reading Respond quickly with the correct sound for graphemes (using phonemes taught so far) Blend GPCs to read accurately Read and remember high frequency words that cannot be easily decoded at this stage</p> <p>Apply phonic knowledge across the curriculum Read aloud accurately books that match their phonic Knowledge and books which require them to use other reading strategies Re-read books to build fluency and confidence Listen to what they are reading to hear if it makes sense Read to the end of a sentence to help work out an unknown word</p> <p>Being a Reader Listen to and discuss a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently Explain their understanding of what is read to them</p>	<p>Planning, Composing and Evaluating Say out loud what they are going to write about Compose a sentence orally before writing it or visually using Mighty Writer. Write a sequence of sentences to form a short narrative or nonnarrative text Re-read what they have written to check that it makes sense Talk about their writing Add adjectives to describe nouns. E.g. size, colour, texture. Write in first and third person</p> <p>Grammar, Punctuation and Vocabulary Use correct grammatical terminology when discussing their writing Leave spaces between words Use full stops and capitals</p>	<p>Spelling Spell words using the GPCs taught so far (ensure your programme covers English appendix 1 (Y1) of National Curriculum) Segment words into individual phonemes to aid spelling Spell high frequency words that cannot be easily decoded at this stage ('tricky' words) Use letter names to talk about different grapheme choices Spell plural nouns with -s and -es Use -s and -es to spell third person singular verbs Spell words with the -ing suffix (where no change is needed to the root word) Divide words into syllables to aid spelling Spell common words ending in -ve Write simple dictated sentences using spelling knowledge taught so far Apply spellings and spelling conventions taught in their own work</p> <p>Handwriting and Presentation Form 'curly caterpillar' lower case letters correctly (c, a, d, e, g, o, q, f, s) Form the equivalent upper case letters correctly (C, A, D, E, G, O,</p>

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<p>Speaking, Listening and Discussion Read aloud clearly and use some intonation for effect Listen with sustained concentration Explain their thoughts to a group</p> <p>Drama Take turns speaking their part in acting out familiar stories</p>	<p>Word Reading Respond quickly with the correct sound for graphemes (for all 40+ phonemes) Blend GPCs to read accurately Read and remember high frequency words that cannot be easily decoded at this stage</p> <p>Read words containing taught GPCs and ending in –ed, -er and est Read words of more than one syllable Read words with contractions and understand how apostrophes work in these words Apply phonic knowledge across the curriculum Read aloud accurately books that match their phonic knowledge and books which require them to use other reading strategies Re-read books to build fluency and confidence</p> <p>Being a Reader Listen to and discuss a wide range of poems, stories and non-fiction at a level beyond that at which they can</p>	<p>Planning, Composing and Evaluating Use ideas from their reading in their writing</p> <p>Say out loud what they are going to write about Compose a sentence orally before writing it Write a sequence of sentences to form a short narrative or nonnarrative text Re-read what they have written to check that it makes sense Read aloud their writing clearly (link with Spoken Language) Talk about their writing Use exclamation marks to grab the reader's attention Use repetition for effect Use senses</p>	<p>Spelling Spell words using the GPCs taught so far (all GPCs in English appendix 1 (Y1) of National Curriculum should be learned by the end of the year) Segment words into individual phonemes to aid spelling Spell high frequency words that cannot be easily decoded at this stage ('tricky' words) Spell the days of the week Spell words with the –ed suffix (where no change is needed to the root word) Spell words with the –er suffix (where no change is needed to the root word) Spell words with the –est suffix (where no change is needed to the root word) Spell simple words with the un-prefix Divide words into syllables to aid spelling Spell common compound words Write simple dictated sentences using spelling knowledge taught so far Apply spellings and spelling conventions taught in their own work Handwriting and Presentation</p>

	<p>read independently Explain their understanding of what is read to them Offer opinions and preferences about books Link what they read and hear read to their own experiences Enjoy stories Enjoy poems and rhymes and recite some by heart Read aloud a well known story with some expression Discuss meanings of new words and link these to words already known</p> <p>Reading Comprehension Check that the text makes sense as they read and re-read if necessary Use imagination to re-enact stories in a variety of ways Answer questions after the end of the story Predict the next part of a story Recall the main events in a story Make simple inferences about characters from what they say and do Understand that text, illustration and other features combine to give meaning Develop understanding by linking reading to prior knowledge and/or background information</p>	<p>Grammar, Punctuation and Vocabulary Use correct grammatical terminology when discussing their writing Join sentences with 'and' Use question marks Use exclamation marks Change the meaning of words by adding un- (link with spelling) Form new nouns by compounding e.g. whiteboard (link with spelling)</p>	<p>Form 'zigzag' lower case letters correctly (v, w, x, y, z) Form the equivalent upper case letters correctly (V, W, X, Y, Z) Form the digits 1, 4, and 7 correctly</p>
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