

Year 1- Literacy

Purpose of study

English has a pre-eminent place in education and in society. A high-quality education in English will teach pupils to write and speak fluently so that they can communicate their ideas and emotions to others and through their reading and listening, others can communicate with them. Through reading in particular, pupils have a chance to develop culturally, emotionally, intellectually, socially and spiritually. Literature, especially, plays a key role in such development. Reading also enables pupils both to acquire knowledge and to build on what they already know. All the skills of language are essential to participating fully as a member of society; pupils, therefore, who do not learn to speak, read and write fluently and confidently are effectively disenfranchised.

Aims

The overarching aim for English in the national curriculum is to promote high standards of literacy by equipping pupils with a strong command of the written and spoken word, and to develop their love of literature through widespread reading for enjoyment. The national curriculum for English aims to ensure that all pupils:

- read easily, fluently and with good understanding
- develop 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.

Spoken language

The national curriculum for English reflects the importance of spoken language in pupils' development across the whole curriculum – cognitively, socially and linguistically. Spoken language underpins the development of reading and writing. The quality and variety of language that pupils hear and speak are vital for developing their vocabulary and grammar and their understanding for reading and writing. Teachers should therefore ensure the continual development of pupils' confidence and competence in spoken language and listening skills.

Pupils should develop a capacity to explain their understanding of books and other reading, and to prepare their ideas before they write. They must be assisted in making their thinking clear to themselves as well as to others and teachers should ensure that pupils build secure foundations by using discussion to probe and remedy their misconceptions. Pupils should also be taught to understand and use the conventions for discussion and debate.

Statutory requirements which underpin all aspects of speaking and listening across the six years of primary education form part of the national curriculum. These are reflected and contextualised within the reading and writing domains which follow.

Reading

The programmes of study for reading at key stages 1 and 2 consist of two dimensions:

- word reading
- comprehension (both listening and reading).

It is essential that teaching focuses on developing pupils' competence in both dimensions; different kinds of teaching are needed for each.

Skilled word reading involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Underpinning both is the understanding that the letters on the page represent the sounds in spoken words. This is why phonics should be emphasised in the early teaching of reading to beginners (i.e. unskilled readers) when they start school.

Good comprehension draws from linguistic knowledge (in particular of vocabulary and grammar) and on knowledge of the world. Comprehension skills develop through pupils' experience of high-quality discussion with the teacher, as well as from reading and discussing a range of stories, poems and non-fiction. All pupils must be encouraged to read widely across both fiction and non-fiction to develop their knowledge of themselves and the world in which they live, to establish an appreciation and love of reading, and to gain knowledge across the curriculum. Reading widely and often increases pupils' vocabulary because they encounter words they would rarely hear or use in everyday speech. Reading also feeds pupils' imagination and opens up a treasure-house of wonder and joy for curious young minds.

It is essential that, by the end of their primary education, all pupils are able to read fluently, and with confidence, in any subject in their forthcoming secondary education.

Writing

The programmes of study for writing at key stages 1 and 2 are constructed similarly to those for reading:

- transcription (spelling and handwriting) composition (articulating ideas and structuring them in speech and writing).

It is essential that teaching develops pupils' competence in these two dimensions. In addition, pupils should be taught how to plan, revise and evaluate their writing. These aspects of writing have been incorporated into the programmes of study for composition.

Writing down ideas fluently depends on effective transcription: that is, on spelling quickly and accurately through knowing the relationship between sounds and letters (phonics) and understanding the morphology (word structure) and orthography (spelling structure) of words. Effective composition involves articulating and communicating ideas, and then organising them coherently for a reader. This requires clarity, awareness of the audience, purpose and context, and an increasingly wide knowledge of vocabulary and grammar. Writing also depends on fluent, legible and, eventually, speedy handwriting.

Spelling, vocabulary, grammar, punctuation and glossary

The two statutory TPS spelling and grammar and spelling document give an overview of the specific features that should be included in teaching the programmes of study. Pupils should be taught to control their speaking and writing consciously and to use Standard English. They should be taught to use the elements of spelling, grammar, punctuation and 'language about language' listed. This is not intended to constrain or restrict teachers' creativity, but simply to provide the structure on which they can construct exciting lessons. A non-statutory glossary is provided for teachers.

Throughout the programmes of study, teachers should teach pupils the vocabulary they need to discuss their reading, writing and spoken language. It is important that pupils learn the correct grammatical terms in English and that these terms are integrated within teaching.

Year 2 - Overview

Reading Word

Pupils should revise and consolidate the grapheme-phoneme correspondences (GPCs) and the common exception words taught in Reception. As soon as they can read words comprising the year 1 GPCs accurately and speedily, they should move on to the year 2 programme of study for word reading.

The number, order and choice of exception words taught will vary according to the phonics programme being used. Ensuring that pupils are aware of the GPCs they contain, however unusual these are, supports spelling later.

Young readers encounter words that they have not seen before much more frequently than experienced readers do, and they may not know the meaning of some of these. Practice at reading such words by sounding and blending can provide opportunities not only for pupils to develop confidence in their decoding skills, but also for teachers to explain the meaning and thus develop pupils' vocabulary.

Pupils should be taught how to read words with suffixes by being helped to build on the root words that they can read already. Pupils' reading and re-reading of books that are closely matched to their developing phonic knowledge and knowledge of common exception words supports their fluency, as well as increasing their confidence in their reading skills. Fluent word reading greatly assists comprehension, especially when pupils come to read longer books.

Reading Comprehension

Pupils should have extensive experience of listening to, sharing and discussing a wide range of high-quality books with the teacher, other adults and each other to engender a love of reading at the same time as they are reading independently.

Pupils' vocabulary should be developed when they listen to books read aloud and when they discuss what they have heard. Such vocabulary can also feed into their writing. Knowing the meaning of more words increases pupils' chances of understanding when they read by themselves. The meaning of some new words should be introduced to pupils before they start to read on their own, so that these unknown words do not hold up their comprehension.

However, once pupils have already decoded words successfully, the meaning of those that are new to them can be discussed with them, so contributing to developing their early skills of inference. By listening frequently to stories, poems and non-fiction that they cannot yet read for themselves, pupils begin to understand how written language can be structured, such as how to build surprise in narratives, and the characteristic features of non-fiction. Listening to and discussing information books and other non-fiction establishes the foundations for their learning in other subjects. Pupils should be shown some of the processes for finding out information.

Through listening, pupils also start to learn how language sounds and increase their vocabulary and awareness of grammatical structures. In due course, they will be able to draw on such grammar in their own writing.

Rules for effective discussions should be agreed with and demonstrated for pupils. They should help to develop and evaluate them, with the expectation that everyone takes part. Pupils should be helped to consider the opinions of others.

Role-play can help pupils to identify with and explore characters and to try out the language they have listened to.

Writing Composition

At the beginning of year 1, not all pupils will have the spelling and handwriting skills they need to write down everything that they can compose out loud.

Pupils should understand, through demonstration, the skills and processes essential to writing: that is, thinking aloud as they collect ideas, drafting, and re-reading to check their meaning is clear.

Writing Transcription

Spelling

Spelling should be taught alongside reading, so that pupils understand that they can read back words they have spelt.

Pupils should be shown how to segment words into individual phonemes and then how to represent the phonemes by the appropriate grapheme(s). It is important to recognise that phoneme-grapheme correspondences (which underpin spelling) are more variable than GPCs (which underpin reading). For this reason, pupils need to do much more word-specific rehearsal for spelling than for reading.

At this stage pupils will be spelling some words in a phonically plausible way, even if sometimes incorrectly. Misspellings of words that pupils have been taught should be corrected; other misspelt words should be used to teach pupils about alternative ways of representing those sounds.

Writing simple dictated sentences that include words taught so far gives pupils opportunities to apply and practise their spelling.

Handwriting

Handwriting requires frequent and discrete, direct teaching. Pupils should be able to form letters correctly and confidently. The size of the writing implement (pencil, pen) should not be

too large for a young pupil's hand. Whatever is being used should allow the pupil to hold it easily and correctly so that bad habits are avoided. Left-handed pupils should receive specific teaching to meet their needs.

Reading

Composition

Comprehension

- Pupils should be taught to:
 - 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 containing GPCs that have been taught
 - 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, e.g. 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.

- Pupils should be taught to:
 - 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 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
 - 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
 - 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

- Pupils should be taught to:
- 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.

Transcription	Vocabulary, grammar and punctuation	Handwriting
<ul style="list-style-type: none"> ▪ Spelling (see TPS Spelling document) <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • 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 (e.g. helping, helped, helper, eating, quicker, quickest) • apply simple spelling rules and guidelines, as listed in TPS Spelling document • write from memory simple sentences dictated by the teacher that include words taught so far 	<p>Pupils should be taught to:</p> <p>develop their understanding of the concepts set out in TPS grammar document by:</p> <ul style="list-style-type: none"> • leaving spaces between words • joining words and joining sentences 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' • use the grammatical terminology in TPS grammar document in discussing their writing. 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> ▪ 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 ▪ understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and to practise these.



Year 1

Punctuation.	Sentence	Phrases and Clauses	Parts of Speech.
(Y1) Understand and use full stops accurately.	(Y1) Know how words can combine to make sentences.	(Y1) Use 'and' to join 2 simple sentences.	(Y1) Singular and Plural
(Y1) Add question marks to questions.	(Y1) Use finger spaces to separate words.		(Y1) Pronouns
(Y1) Add exclamation marks to sentences.	(Y1) Re-read their own writing and check whether it makes sense.		(Y1) Understand and use the term adjective
(Y1) Use capitalisation letters for the personal pronoun "I", for names and for the first word in a sentence.			(Y1) Understand and use the term verb
(Y1) Understand other common uses of capitalisation e.g. for personal titles (Mr, Miss), headings, book titles, emphasis.			
(Y1) Read aloud with pace and expression appropriate to the grammar, e.g. pausing at full stops, raising voice for questions.			
 Capital letter, pronoun, word, singular, plural sentence punctuation, full stop, question mark, adjective, exclamation mark, verb, noun			

Year 1 Spelling

Spelling Pattern	Spelling Rule	Examples
<p>Revision of Reception work The boundary between revision of work covered in Reception and the introduction of new work may vary according to the programme used, but basic revision should include:</p> <ul style="list-style-type: none"> □ all letters of the alphabet and the sounds which they most commonly represent □ consonant digraphs and the sounds which they represent □ vowel digraphs which have been taught and the sounds which they represent □ the process of segmenting words into sounds before choosing graphemes to represent the sounds □ words with adjacent consonants □ rules and guidelines which have been taught 		
<p>The sounds /f/, /l/, /s/, /z/ and /k/ spelt ff, ll, ss, zz and ck</p>	<p>The /f/, /l/, /s/, /z/ and /k/ sounds are usually spelt as ff, ll, ss, zz and ck if they come straight after a single vowel letter in short words. Exceptions: if, pal, us, bus, yes.</p>	<p>off, well, miss, buzz, back</p>
<p>The /ŋ/ sound spelt n before k</p>		<p>bank, think, honk, sunk</p>
<p>Division of words into syllables Each syllable is like a 'beat' in the spoken word.</p>	<p>Words of more than one syllable often have an unstressed syllable in which the vowel sound is unclear.</p>	<p>pocket, rabbit, carrot, thunder, sunset</p>
<p>-tch The /tʃ/ sound is usually spelt as tch if it comes straight after a single vowel letter.</p>	<p>Exceptions: rich, which, much, such</p>	<p>catch, fetch, kitchen, notch, hutch</p>
<p>The /v/ sound at the end of words</p>	<p>English words hardly ever end with the letter v, so if a word ends with a /v/ sound, the letter e usually needs to be added after the 'v'.</p>	<p>have, live, give</p>

Adding s and es to words (plural of nouns and the third person singular of verbs)	If the ending sounds like /s/ or /z/, it is spelt as –s. If the ending sounds like /ɪz/ and forms an extra syllable or ‘beat’ in the word, it is spelt as –es.	cats, dogs, spends, rocks, thanks, catches
Adding the endings –ing, –ed and –er to verbs where no change is needed to the root word	ing and –er always add an extra syllable to the word and –ed sometimes does. The past tense of some verbs may sound as if it ends in /ɪd/ (extra syllable), /d/ or /t/ (no extra syllable), but all these endings are spelt –ed. If the verb ends in two consonant letters (the same or different), the ending is simply added on.	hunting, hunted, hunter, buzzing, buzzed, buzzer, jumping, jumped, jumper
Adding –er and –est to adjectives where no change is needed to the root word	As with verbs (see above), if the adjective ends in two consonant letters (the same or different), the ending is simply added on.	grander, grandest, fresher, freshest, quicker, quickest
ai oi ay oy a–e e–e oo (/u:/) oo. oa. ou ow (/aʊ/) ow (/əʊ/)	<p>The digraphs ai and oi are never used at the end of English words. rain, wait, train, paid, afraid oil, join, coin, point, soil</p> <p>ay and oy are used for those sounds at the end of words and at the end of syllables.</p> <p>these, theme, complete i–e five, ride, like, time, side o–e home, those, woke, hope, hole u–e Both the /u:/ and /ju:/ (‘oo’ and ‘yoo’) sounds can be spelt as u–e.</p> <p>Very few words end with the let</p> <p>The digraph oa is very rare at the end of an English word</p> <p>The only common English word ending in ou is you.</p> <p>Both the /u:/ and /ju:/ (‘oo’ and ‘yoo’) sounds can be spelt as u–e, ue and ew. If words end in the /oo/ sound, ue and ew are more common spellings than oo.</p>	<p>day, play, say, way, stay boy, toy, enjoy, annoy</p> <p>made, came, same, take, safe</p> <p>June, rule, rude, use, tube, tune ar car, start, park, arm, garden</p> <p>see, tree, green, meet, week ea (/i:/) sea, dream, meat, each, read (present tense) ea (/ɛ/) head, bread, meant, instead, read (past tense) er (/ɜ:/) (stressed sound): her, term, verb, person er (/ə/) (unstressed schwa sound): better, under, summer, winter, sister ir girl, bird, shirt, first, third ur turn, hurt, church, burst, Thursday</p> <p>food, pool, moon, zoo, soon oo (/ʊ/) book, took, foot, wood, good</p> <p>boat, coat, road, coach, goal oe toe, goes</p> <p>out, about, mouth, around, sound</p>

<p>ue ew</p> <p>au</p> <p>Words ending –y (/i:/ or /ɪ/)</p>		<p>now, how, brown, down, town own, blow, snow, grow, show blue, clue, true, rescue, Tuesday new, few, grew, flew, drew, threw ie (/aɪ/) lie, tie, pie, cried, tried, dried ie (/i:/) chief, field, thief igh high, night, light, bright, right or for, short, born, horse, morning ore more, score, before, wore, shore aw saw, draw, yawn, crawl</p> <p>author, August, dinosaur, astronaut</p> <p>, fair, pair, hair, chair ear dear, hear, beard, near, year ear (/ɛə/) bear, pear, wear are (/ɛə/) bare, dare, care, share, scared</p> <p>air very, happy, funny, party, family</p>
<p>. Common exception.</p>	<p>The /f/ sound is not usually spelt as ph in short everyday words (e.g. fat, fill, fun).</p>	<p>dolphin, alphabet, phonics, elephant when, where, which, wheel, while</p>
<p>wh Using k for the /k/ sound The /k/ sound is spelt as k rather than as c before e, i and y.</p>	<p>The /k/ sound is spelt as k rather than as c before e, i and y. Kent, sketch, kit, skin, frisky</p>	<p>Kent, sketch, kit, skin, frisky</p>
<p>Adding the prefix –un The prefix un– is added to the beginning of a word without any change to the spelling of the root word.</p>	<p>Adding the prefix –un The prefix un– is added to the beginning of a word without any change to the spelling of the root word. unhappy</p>	<p>and unhappy, undo, unload, unfair, unlock</p>
<p>Compound words</p>	<p>Compound words are two words joined together. Each part of the longer word is spelt as it would be if it were on its own.</p>	<p>. football, playground, farmyard, bedroom, blackberry</p>
<p>words Pupils' attention should be drawn to the grapheme-phoneme correspondences that do and do not fit in with what has been taught so far</p>	<p>Pupils' attention should be drawn to the grapheme-phoneme correspondences that do and do not fit in with what has been taught so far.</p>	<p>the, a, do, to, today, of, said, says, are, were, was, is, his, has, I, you, your, they, be, he, me, she, we, no, go, so, by, my, here, there, where, love, come, some, one, once, ask, friend, school, put, push, pull, full, house, our - and/or others, according to the programme used</p>