

The English Curriculum at Bernards Heath Infant School

During Year 1 we teach skills and knowledge in English to prepare the children for lifelong learning, to achieve economic wellbeing and to enable them to make a positive contribution as an adult. Children learn at different rates and we differentiate learning so all children can succeed and be challenged. The information below outlines the expectations for key skills and knowledge as well as the context including experiences children have to acquire these. The National Curriculum has a focus on making sure that the children are taught basic principles explicitly and that they have a broad and balanced curriculum with plenty of opportunities to apply what they have learnt.

Subject: English – Year 1 – Reading		
Skills	Knowledge	Context - How we teach this:
<ul style="list-style-type: none"> • Re-read sentences if they have had to decode lots and have lost the meaning • Use pictures and own experiences to explain the meaning of words • Talk about stories and predict what might happen next • Read fluently and pause at full stops, add expression for speech or where exclamation marks have been used • When reading, make connections between what they have read and their own lives • Answer questions about what they have read • Ask questions if they do not understand - this could be the meaning of an unfamiliar word or something linked to the plot • Talk about the main character and their motives (I think she wants...) • Use 'because' to justify (She was cross because...) • Recognise repeated phrases and patterns in stories 	<p>Use the following vocabulary and explain what it is and why it is used in books:</p> <ul style="list-style-type: none"> • Capital letter • Word • Singular • Plural • Sentence • Punctuation • Full stop • Question mark • Exclamation mark 	<ul style="list-style-type: none"> • All children have individual books chosen from a wide selection by a number of publishers. Each book has a colour band and this links to assessments we make (see individual stickers in your child's reading record). Sometimes children choose their own books from a selection and other times their teacher or teaching assistant may choose them. Some books focus on particular phonemes and graphemes children are learning, some are fiction and some are non-fiction. A list of success criteria is shared with parents in reading records. Every time a child moves on to the next book band the sticker describes what the child is learning next in their reading. Children read independently with their teacher, teaching assistant, parent volunteers and a variety of different adults at home. The aim is that children are confidently reading their individual reading books and are 95-100% accurate. • Guided reading takes place each day in the classroom and is taught by the teacher. Each child takes part in guided reading once a week and these sessions involve children of similar attainments learning the skills of reading. • In English lessons children are immersed in a range of fiction, non-fiction and poetry texts. Texts are chosen

carefully to provide opportunities for the key skills in reading and writing to be taught. Adults demonstrate skills such as decoding unfamiliar words and reading with expression and intonation.

Subject: English – Year 1 – Writing		
Skills	Knowledge	Context - How we teach this:
<ul style="list-style-type: none"> Choose what to write about independently using finger spaces between words and punctuating with a capital letter, full stop and sometimes using a question mark or exclamation mark Re-read what they have written to check sense, editing or responding to teacher feedback Use 'and' to join words and clauses 	<ul style="list-style-type: none"> Use a capital letter for people, places, days of the week and personal pronoun 'I' Talk about the difference between fiction and non-fiction texts Include story language and patterns e.g. one day, suddenly, in the end Organise events in writing using words such as then, next, finally Clearly distinguish between similar looking letters e.g. h/n a/g/a/e etc Make distinctions between ascenders and descenders and other between the line letters <p>Form the following in the correct direction, starting and finishing in the right place with a flick on the end:</p> <ul style="list-style-type: none"> Lower case letters Capital letters Digits 0-9 	<ul style="list-style-type: none"> Writing opportunities are provided in a variety of situations during Year 1. Children practice letter formation and independent writing daily in focus tasks. They engage in lessons where learning is made clear and success criteria are used so children know what they are trying to achieve. Mini plenaries (where the teacher stops the class and discusses the learning so far) during the lesson allow children to work independently or evaluate their writing with peers, talking about what is good and what can be improved. Adults give clear feedback using yellow to highlight places where children have demonstrated their learning clearly and green where there is something that can be improved. Correct spellings are given to children as part of feedback. Children are given time to respond to and ask questions about the marking and feedback given by their teacher. Writing targets provide a clear structure for how to improve writing and these are discussed in lessons across the curriculum as appropriate. 'Every Time We Write' posters remind children of our expectations about writing in any situation. In CIP the writing area has prompts so that

		<p>children can be independent in their writing, these come in the form of high frequency word mats and grapheme mats.</p> <ul style="list-style-type: none"> • Displays in the classrooms remind children of the correct formation of letters and digits.
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Subject: English – Year 1 – Spelling, Punctuation and Grammar		
Skills	Knowledge	Context - How we teach this:
<ul style="list-style-type: none"> • Choose what to write about independently using correct spelling of high frequency words • Spell words by segmenting spoken words into phonemes and representing these with graphemes, including plausible attempts 	<ul style="list-style-type: none"> • Use the spelling rule for adding -s or -es as the plural marker for nouns and third person singular marker for verbs e.g. jumps, breathes • Add un- to the beginning of a word and know the root word remains unaltered e.g. unkind, uninterested • Use -ing, -ed, -er and -est where no change is needed in the spelling of root words e.g. helping, helped, helper • Give the correct phoneme when shown any grapheme that has been taught • Write any grapheme that has been taught in response to a given phoneme 	<ul style="list-style-type: none"> • In Letters and Sounds lessons children are taught graphemes and their corresponding phonemes. This is done through the use of flashcards, phoneme frames, games, the interactive whiteboard and quality texts showing good examples. • Segmenting and blending are taught throughout the Key Stage so children can decode unfamiliar real words and alien words (alien words are not real words, children encounter these in the phonics screening materials). • Resources are provided for independent learning including graphemes with pictures, high frequency word mats and letter formation reminders. Children may have additional resources provided as appropriate. • Praise is given for 'checking' using prompts in the classroom and self correcting written work. • In June of Year 1 children take part in the DfE Phonics Screening Check.

Please see the 'Grammatical Terms' document for definitions of specific vocabulary.