

The English Curriculum at Bernards Heath Infant and Nursery 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 may 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 	<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. • All teachers place a high priority on reading to the children every day. Books are enjoyed repeatedly together so children become familiar with their language and plot. Through this a love of reading is encouraged.

patterns in stories

- Guided reading takes place every day in the classroom and is taught by the teacher and teaching assistant. Each child takes part in guided reading and these sessions involve children of similar attainment 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.
- 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).

Subject: English – Year 1 – Writing

Skills	Knowledge	Context - How we teach this:
<ul style="list-style-type: none"> • Children 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 • Children learn to form digits and letters correctly showing differentiation between tall letters and short letters 	<ul style="list-style-type: none"> • Use a capital letter for people, places, days of the week and personal pronoun 'I' • Begin to write effectively and coherently for different purposes • Include story language and patterns e.g. one day, suddenly, in the end • Organise events in writing using words such as then, next, finally • Spell year 1 common exception words including days of the week • Use past, present and future tense accurately in speech and begin to incorporate these in their writing 	<ul style="list-style-type: none"> • Children take part in shared writing as part of carpet time. • In group times children work closely with an adult in a small group and receive immediate feedback so they can improve their learning. • Children evaluate their writing with peers, talking about what is good and what can be improved. • Adults give clear feedback using yippee yellow to highlight places where children have demonstrated their learning clearly and green for growth where there is something that can be improved. As appropriate children practise spellings during the lesson as part of feedback. • 'Every Time We Write' visuals (full stops, capital letters, fingers spaces, use your phonics) remind children of our high expectations about writing in any situation. • Children's writing may be based on a familiar story resulting in high levels of motivation and context. • In CIP the writing area has prompts so that children can be independent in their writing, these come in the form of high frequency word mats and grapheme mats. • Displays in the classrooms celebrate children's writing.