

<p>En1/1 Spoken Language (The objectives for Spoken Language are common across Key Stages 1 and 2)</p> <p>En1/1a listen and respond appropriately to adults and their peers</p> <p>En1/1b ask relevant questions to extend their understanding and knowledge</p> <p>En1/1c use relevant strategies to build their vocabulary</p> <p>En1/1d articulate and justify answers, arguments and opinions</p> <p>En1/1e give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings.</p> <p>En1/1f maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments</p> <p>En1/1g use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas</p> <p>En1/1h speak audibly and fluently with an increasing command of Standard English</p> <p>En1/1i participate in discussions, presentations, performances, roleplay/improvisations and debates</p> <p>En1/1j gain, maintain and monitor the interest of the listener(s)</p> <p>En1/1k consider and evaluate different viewpoints, attending to and building on the contributions of others</p> <p>En1/1l select and use appropriate registers for effective communication</p>	<p>Reading</p> <p>En1/2.1 Word Reading</p> <p>En1/2.1a apply phonic knowledge and skills as the route to decode words</p> <p>En1/2.1b respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes</p> <p>En1/2.1c read accurately by blending sounds in unfamiliar words containing GPCs that have been taught</p> <p>En1/2.1d read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word</p> <p>En1/2.1e read words containing taught GPCs and –s, –es, –ing, –ed, –er and –est endings</p> <p>En1/2.1f read other words of more than one syllable that contain taught GPCs</p> <p>En1/2.1g read words with contractions, and understand that the apostrophe represents the omitted letter(s)</p> <p>En1/2.1h read books aloud, accurately that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words</p> <p>En1/2.1i reread these books to build up their fluency and confidence in word reading.</p>	<p>En1/2.2 Comprehension</p> <p>En1/2.2a develop pleasure in reading, motivation to read, vocabulary and understanding by:</p> <ul style="list-style-type: none"> • 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 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 • discussing word meanings, linking new meanings to those already known <p>En1/2.2b understand both the books they can already read accurately and fluently and those they listen to by</p> <ul style="list-style-type: none"> • 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 <p>En1/2.2c participate in discussion about what is read to them, taking turns and listening to what others say</p> <p>En1/2.2d explain clearly their understanding of what is read to them</p>	
<p>Writing</p> <p>En1/3.1 Spelling</p> <p>En1/3.1a spell: words containing each of the 40+ phonemes already taught common exception words the days of the week</p> <p>En1/3.1b 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</p> <p>En1/3.1c 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</p> <p>using the prefix un– using –ing, –ed, –er and –est where no change is needed in the spelling of root words</p> <p>En1/3.1d apply simple spelling rules and guidance, as listed in English Appendix 1</p> <p>En1/3.1e write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far.</p>	<p>En1/3.2 Handwriting and Presentation</p> <p>En1/3.2a sit correctly at a table, holding a pencil comfortably and correctly</p> <p>En1/3.2b begin to form lower-case letters in the correct direction, starting and finishing in the right place</p> <p>En1/3.2c form capital letters</p> <p>En1/3.2d form digits 0-9</p> <p>En1/3.2e understand which letters belong to which handwriting ‘families’ (ie letters that are formed in similar ways) and to practise</p>	<p>En1/3.3 Composition</p> <p>En1/3.3a write sentences by: saying out loud what they are going to write about</p> <p>composing a sentence orally before writing it</p> <p>sequencing sentences to form short narratives</p> <p>re-reading what they have written to check that it makes sense</p> <p>En1/3.3b discuss what they have written with the teacher or other pupils</p> <p>En1/3.3c read their writing aloud clearly enough to be heard by their peers and the teacher.</p>	<p>En1/3.4 Vocabulary, grammar & punctuation</p> <p>En1/3.4a develop their understanding of the concepts set out in English Appendix 2 by: leaving spaces between words</p> <p>joining words and joining clauses using "and"</p> <p>beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark</p> <p>using a capital letter for names of people, places, the days of the week, and the personal pronoun ‘I’</p> <p>learning the grammar for year 1 in English Appendix 2</p> <p>En1/3.4b use the grammatical terminology in English Appendix 2 in discussing their writing and reading.</p>



Mill Hill Primary School English Curriculum Overview – Year 1

