**Year 1 Autumn Term**

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| **Spelling** | **Handwriting** | | **Punctuation** | **Grammar** | |
| * Words with ‘f’ and ‘s’ sound spelt ‘ff’ and ‘ss’ * Words with ‘l’, ‘k’ and ‘z’ sound spelt ‘ll’, ‘ck’ and ‘zz’ * Words with the suffixes ‘ing’, ‘ed’ and ‘er’ * Words with ‘ng’ and ‘nk’ * Words with ‘ch’ sound spelt ‘tch’ * Words with ‘v’ sound spelt ‘ve’ * Words with digraphs ‘ai’ and ‘oi’ * Words with digraphs ‘ay’ and ‘oy’ * Words with ‘oa’ sound spelt ‘oa, ‘ow’ and ‘oe’ * Words with ‘ee’ sound spelt with ‘e’ and ‘ee’ * Words with digraph ‘ea’ * Words with digraph ‘ie’ making ‘ie’ and ‘ee’ sound | * Sit correctly at a table, with a straight back and two feet flat on the floor. * Form lower-case letters in the correct direction, starting and finishing in the right place * Form digits 0-9 * Understand which letters belong to which handwriting ‘families’ (i.e. letters that are formed in similar ways) and to practise these. * Use spacing between words that reflects the size of the letters | | * Begin to punctuation sentences using a capital letter and full stop * Use capital letters for names * Use capital letters for the personal pronoun I | * Know how words combine to make sentences * Join words using and * Begin to use adjectives to modify nouns * Know that suffixes can be added to verbs when no change is needed in the spelling of the root word (-ing, -er,- est) | |
| **Text for the Term:** | | **Composition** | | | **Terminology** |
|  | | Pupils should be taught to:   * Composing a sentence orally before writing it * 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 | | | letter  capital letter  sentence  punctuation  full stop  exclamation mark  question mark  noun  adjective  prefix  verb  expanded noun phrase  conjunction  personal pronoun  imperative verb  plural / singular  suffix |

Year 1 Spring Term

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| **Spelling** | **Handwriting** | | **Punctuation** | **Grammar** | |
| * Words with trigraph ‘igh’ * Words with digraph ‘ar’ * Words with digraph ‘er’ * Words with diagraph ‘ir’ and ‘ur’ * Words adding -er and -est to adjective where no change is needed to root word * Days of the week and common exception words: there, here, they * Words with ‘k’ sound spelt with ‘k’ before e, I and y * Words with split digraph ‘a-e’ and ‘e-e’ * Words with split digraph ‘i-e’ and ‘o-e’ * Words with split digraph ‘u-e’ * Words with digraph ‘oo’ * Words with ‘ue’ and ‘ew’ | * Sit correctly at a table, with a straight back and two feet flat on the floor. * Form lower-case letters in the correct direction, starting and finishing in the right place * Form digits 0-9 * Understand which letters belong to which handwriting ‘families’ (i.e. letters that are formed in similar ways) and to practise these. * Use spacing between words that reflects the size of the letters * Form capital letters correctly – awareness for name and beginning of a sentence | | * Begin to punctuation sentences using a capital letter and full stop * Use capital letters for names * Use capital letters for the personal pronoun I * Use capital letters for days of the week * Use capital letters for places * Begin to use exclamation marks * Begin to use question marks | Pupils should revise and be secure:   * Know how words combine to make sentences   Pupils should be taught to:   * Join words using ‘and’ * Begin to use adjectives to modify nouns * Know that suffixes can be added to verbs when no change is needed in the spelling of the root word (-ing, -ed, -er,- est) * Know regular plural noun suffixes -s or -es * Join clauses using and | |
| **Texts for the Term** | | **Composition** | | | **Terminology** |
|  | | * Composing a sentence orally before writing it * 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 * Understand that words can join to form sentences and write simple and compound sentences, which can be read by themselves and others | | | letter  capital letter  sentence  punctuation  full stop  exclamation mark  question mark  noun  adjective  prefix  verb  expanded noun phrase  conjunction  personal pronoun  imperative verb  plural / singular  suffix |

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| **Spelling** | **Handwriting** | **Punctuation** | | **Grammar** | |
| * Words with digraph ‘ow’ and ‘ou’ * Words ending in ‘ee’ sound spelt with ‘y’ * Words with ‘or’ and ‘ore’ * Words with ‘aw’ and ‘au’ * Words with ‘air’ and ‘are’ * Words with ‘ear’ * Words with ‘ph’ and ‘wh’ * Words with prefix ‘un’ * Words with plurals ‘s’ and ‘es’ * Compound words * Contractions * Common exception words: of, said, was has, come, one, once, ask, your, is | * Sit correctly at a table, with a straight back and two feet flat on the floor. Paper slightly slanted. * Form lower-case letters in the correct direction, starting and finishing in the right place * Form capital letters correctly – awareness for name and beginning of a sentence * Form digits 0-9 * Understand which letters belong to which handwriting ‘families’ (i.e. letters that are formed in similar ways) and to practise these. * Use spacing between words that reflects the size of the letters | * Begin to punctuation sentences using a capital letter and full stop * Begin to use exclamation marks * Begin to use question marks * Use capital letters for names * Use capital letters for the personal pronoun I * Use capital letters for days of the week * Use capital letters for places | | * Know how words combine to make sentences * Join words using and * Join clauses using and * Begin to use adjectives to modify nouns * Know regular plural noun suffixes -s or -es * Know that suffixes can be added to verbs when no change is needed in the spelling of the root word (-ing, -ed, -er, -est) * Begin to use some of the distinctive features of Standard English in their writing * Begin to use present and past tense correctly * Know how a prefix un changes the meaning of verbs and adjectives * Know and use a range of nouns and adjectives | |
| **Texts for the Term** | | | **Composition** | | **Terminology** |
|  | | | * Composing a sentence orally before writing it * 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 * Sequence sentences to form short narratives * Understand that words can join to form sentences and write simple and compound sentences, which can be read by themselves and others * Sequencing sentences to form short narratives * Encourage pupils to think out loud as they collect their ideas for writing encourage pupils to draft, re-read and check their meaning is clear | | letter  capital letter  sentence  punctuation  full stop  exclamation mark  question mark  noun  adjective  prefix  verb  expanded noun phrase  conjunction  personal pronoun  imperative verb  plural / singular  suffix |

Year 1 Summer Term