

Spelling Patterns to be taught in Y1

Words	Phonics	Rules and Conventions	Affixes and Roots
<p>Children should be taught to spell:</p> <ul style="list-style-type: none"> • common exception words (CEW) • high frequency words (HFW) - the first 100 • compound words e.g. football, laptop, playground <p>Plus:</p> <ul style="list-style-type: none"> • days of the week • numbers to 20 	<p>Children should be taught to spell:</p> <ul style="list-style-type: none"> • VC words • CVC words with short vowels • CVC words with long vowels • words with adjacent consonants • words with consonant digraphs and some vowel digraphs/ trigraphs • alternative spellings for vowel phonemes e.g /ai/, /ay/, /ae/ • new consonant spellings 'ph' and 'wh' e.g. dolphin, alphabet, which wheel, • words ending in - y e.g. very, happy, funny 	<p>Children should be taught to spell:</p> <p>words ending 'ff', 'll', 'ss', 'zz' and 'ck' (Usually after a short vowel letter in short words)</p> <ul style="list-style-type: none"> • the /ng/ sound spelt n before k • words ending in 'tch' (/ch/ sound after a short vowel is usually 'tch') • plurals of nouns adding -s and -es to words • verbs where no change is needed to the root word: • adding endings -ing, -ed, -er • adjectives where no change is needed to the root word: • adding -er and -est 	<p>Children should be taught to spell:</p> <ul style="list-style-type: none"> • words with the addition of the prefix un

Vocabulary, Grammar and Punctuation – Y1

Word Structure	Sentence Structure	Text Structure	Punctuation	Terminology
<p>Content to be introduced:</p> <ul style="list-style-type: none"> • regular plural noun suffixes -s or -es (e.g. dog, dogs; wish, wishes) • suffixes that can be added to verbs (e.g. helping, helped, helper) • how the prefix 'un' changes the meaning of verbs and adjectives (negation, e.g. unkind, or undoing, e.g. untie the boat) 	<p>Content to be introduced:</p> <ul style="list-style-type: none"> • how words can combine to make sentences • how to join words and join sentences • joining words and joining clauses using and 	<p>Content to be introduced:</p> <ul style="list-style-type: none"> • sequencing sentences to form short narratives 	<p>Content to be introduced:</p> <ul style="list-style-type: none"> • separation of words with spaces • introduction to the use of capital letters, full stops, question marks and exclamation marks to demarcate sentences • capital letters for names of people, places, days of the week and for the personal pronoun I 	<p>Terminology to be introduced:</p> <ul style="list-style-type: none"> • word • sentence • letter • capital letter • full stop • punctuation • singular • plural • question mark • exclamation mark

Handwriting - Y1

Pupils should be taught to:

- 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
- 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.

Writing: Text Type Coverage and Progression - Y1

Stories	sequencing <ul style="list-style-type: none">• simple retells• fairy/ traditional tales• some simple innovations
Description	simple character and setting
Recounts	simple based on own experience <ul style="list-style-type: none">• simple based on the experiences of others simple postcards, letters, diaries
Instructions	simple giving and following of verbal instructions, -sequencing of instructions <ul style="list-style-type: none">• writing 1 to 2 sequential commands
Non-chronological reports	simple fact files

