

# Year 1 Programme of Study

## Reading – word reading

Pupils will be taught to:

- apply phonic knowledge and skills as the route to decode words
- respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes
- read accurately by blending sounds in unfamiliar words containing sounds that have been taught
- read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word
- read words containing taught sounds and –s, –es, –ing, –ed, –er and –est endings
- read other words of more than one syllable that contain taught sounds
- read words with contractions [for example, I'm, I'll, we'll], and understand that the apostrophe represents the omitted letter(s)
- read aloud accurately books that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words
- re-read these books to build up their fluency and confidence in word reading.

## Reading – comprehension

Pupils will be taught to:

- develop pleasure in reading, motivation to read, vocabulary and understanding by:
  - 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 read 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
- understand both the books they can already read accurately and fluently and those they listen to by:
  - 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
- participate in discussion about what is read to them, taking turns and listening to what others say
- explain clearly their understanding of what is read to them.

## **Writing – transcription**

### **Spelling**

Pupils will be taught to:

- spell:
  - words containing each of the 40+ sounds already taught
  - common exception words
  - the days of the week
- 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
- 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
- using the prefix un–
- using –ing, –ed, –er and –est where no change is needed in the spelling of root words [for example, helping, helped, helper, eating, quicker, quickest]
- apply simple spelling rules
- write from memory simple sentences dictated by the teacher that include words taught so far.

### **Handwriting**

Pupils will 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 - composition**

Pupils will be taught to:

- write sentences by:
  - saying out loud what they are going to write about
  - composing a sentence orally before writing it
  - sequencing sentences to form short narratives
  - 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.

## **Writing – vocabulary, grammar and punctuation**

Pupils will be taught to:

- develop their understanding by:
  - leaving spaces between words
  - joining words and joining clauses using and
  - beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark
  - using a capital letter for names of people, places, the days of the week, and the personal pronoun ‘I’

## **Mathematics**

Pupils will be taught to:

- Count to 10 forwards
- Count from 10 backwards
- Read numbers to 10
- Write numbers to 10
- Compare and order numbers to 10
- Make number bonds to 10
- Add within 10
- Subtract within 10
- Describe numerical position
- Count to 20 forwards
- Count from 20 backwards
- Read numbers to 20
- Write numbers to 20
- Compare and order numbers to 20
- Add within 20
- Subtract within 20
- Recognise and name solids
- Recognise and name shapes
- Compare and measure height and length
- Count to 40 (forwards and backwards)
- Read and write numbers to 40
- Compare and order numbers to 40
- Solve addition and subtraction word problems
- Make equal groups
- Share and group equally
- Solve multiplication and division problems using concrete materials and pictorial representations
- Recognise, name and show the fraction  $\frac{1}{2}$
- Recognise, name and show the fraction  $\frac{1}{4}$
- Count to 100 (forwards and backwards)
- Know the place value headings 1's and 10's
- Compare and order numbers to 100
- Count in 2s to 100
- Count in 5s to 100
- Count in 10s to 100
- Tell the time to the hour and half past the hour
- Estimate and compare time
- Know the days of the week and the meaning of weeks, months and years
- Recognise coins and notes
- Compare and find volume, capacity and mass
- Describe position, movement and turns