



Progress through the curriculum

English – Year 1



Detail of content to be introduced (statutory requirement)		Writing at the expected standard
Word	Regular plural noun suffixes –s or –es [for example, <i>dog, dogs; wish, wishes</i>], including the effects of these suffixes on the meaning of the noun Suffixes that can be added to verbs where no change is needed in the spelling of root words (e.g. <i>helping, helped, helper</i>) How the prefix un- changes the meaning of verbs and adjectives [negation, for example, <i>unkind, or undoing: untie the boat</i>]	<p>The pupil can, after discussion with the teacher:</p> <ul style="list-style-type: none">• read own writing aloud clearly for others to hear and discuss• orally rehearse sentences and sequence them to form short narratives• join words and clauses with the conjunction 'and'• use past, present and future accurately in speech and begin to incorporate these in their writing• demarcate many sentences using a capital letter and a full stop, question mark or exclamation mark• spell some Y1 common exception words* and the days of the week• segment spoken words into phonemes and represent these by graphemes, spelling many words in a phonically-plausible way• form many letters and digits correctly, with some difference between upper and lower-case letters• use spaces between words.
Sentence	How words can combine to make sentences Joining words and joining clauses using <i>and</i>	
Text	Sequencing sentences to form short narratives	
Punctuation	Separation of words with spaces Introduction to capital letters, full stops, question marks and exclamation marks to demarcate sentences Capital letters for names and for the personal pronoun I	
Terminology for pupils	letter, capital letter word, singular, plural sentence punctuation, full stop, question mark, exclamation mark	