

## Hampton Court House - Lower Years Curriculum - English: Year 1

	Autumn Term	Spring Term	Summer Term
Skills	<p>Pupils begin to develop their knowledge and understanding of English through being read to and reading aloud as a class simple comprehension texts, basic exploration of their meaning, exciting and engaging discussion of the story content and engaging with the text through fun activities to consolidate comprehension and understanding of the text. They learn to read, write and select information from the text in order to verbally articulate their understanding of the text. They develop a range of skills in order to learn spelling patterns and begin using these in their own writing. They learn about basic punctuation such as the full stop and capital letter and simple word classifications such as the noun and the verb. They begin to grasp adjectival vocabulary.</p>		
Spelling patterns and rules (taken from Schonell's Spelling list)	<p>Long and short vowel sounds                      Words ending in -oll, -ull, -all, -ell, -ill                      Words beginning with wh-                      Sounds: -ea, -ee                      Simple one and two syllable words and consolidation of phonics study from nursery and reception level.</p>	<p>Learning of spelling rules:                      Consolidation of previous learning, taking time to really sound out the words and understand how different letter combinations can have different sounds depending on the word in which it is used.</p>	<p>Learn the spelling rules:                      Double the last consonant when adding a vowel suffix to words ending in one vowel followed by one consonant only if the syllable before the suffix is accented.*                      *This is always true for one-syllable words.                      To make a verb past tense, add the ending -ed unless it is an irregular verb.                      -ck is used only after a single vowel which says its short (first) sound.</p>

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<p>Reading: Comprehension texts</p>	<p>Focus on reading aloud and building up confidence to read fluently. Punctuation identified and reading adjusted accordingly- e.g. comma parenthesis, clear annunciation, projecting the voice.</p>	<p>Fluency of reading and projecting of the voice. Reading and rereading an archaic text. Looking at the language and gaining a basic understanding of the context of the text. Understanding what attitudes, values and ideas the author was putting across through the literature. Being able to articulate basic comments on what the effect is on the reader. Attempting to understand why the text was written, the purpose of written communication and the history behind such communication.</p>	<p>Performing the text. Poetry recitation – learning texts and poems by heart. Understanding why the writer chose specific words rather than others to achieve their desired effect on the reader. Being able to make simple comments vocally to that effect - commenting on how the author is using punctuation, vocabulary and structure in their writing to achieve a specific effect on the reader.</p>
<p>Writing: Comprehension texts</p>	<p>Be able to select information from the text to support an answer to a comprehension question. These usually relate to basic word classifications such as ‘find the noun in this sentence’. Be able to articulate in clear writing a basic understanding of the question.</p>	<p>Use phrases or basic sentences to answer questions, moving forward from one-word answers. More easily and readily able to find information from the text in order to answer the comprehension questions.</p>	<p>To have a clear understanding of the effect of the text and verbally comment on the meaning of the text and articulate a basic understanding of the effect the writer is having on the reader.</p>

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<p style="text-align: center;">Handwriting</p>	<p>Revision of forming single, double and multiple letters combinations correctly within the guidelines on the largest cahier books.</p>	<p>Forming full words and phrases in the large sized cahier books. Using capital letters and full stops with prompting in their work. Writing in simple sentences, copying the correct information and words from the text.</p>	<p>Forming full, simple sentences in their writing. Beginning to use their own words to answer the questions verbally. Use the medium guidelines cahier books, clear word and letter formation throughout.</p>
<p>Reading: Class reader (Alice in Wonderland)</p>	<p>To listen attentively to the text being read by the teacher. When questioned, to be able to simply say why the text is being read in a particular tone, style, pitch, volume, pace. To identify simple errors in reading such as missing punctuation marks and understand why these errors occur in reading. To make a basic comment on how the reading should be done most effectively and why it is important to read in a particular way to have a particular impact on the audience. To begin to read independently while supported at home and aloud in class.</p>	<p>Recalling information that has been read to them. Tell and write the basic meaning of the text and make simple comments on the effect on the audience. Simply explain the story sequence and characters. To begin to read aloud in front of the class without missing out words and in a fluent style.</p>	<p>To read aloud in a clear way. Recall information from the story - specifically the plot, character make up, features of the writing which make it interesting to listen to.</p>