



Coplestone Primary School

A Guide to English in Year 1

In Year 1, children write more independently. Before writing, children are encouraged to say what they will write before actually writing it in order to plan ideas in their head first. They will practise sequencing their sentences correctly and be encouraged to re-read their work as they go to check that it makes sense. Children will also practise writing simple sentences dictated by the teacher.

By the end of Year 1, children will be able to use a range of sentence structures and will be familiar with the following terminology:

Writing composition, punctuation and grammar

Objective	Glossary
I can say/write a sentence that makes sense	<p>sentence</p> <ul style="list-style-type: none">a simple sentence usually contains a <i>subject</i> and always contains a <i>verb</i> <p>subject</p> <ul style="list-style-type: none">The <i>subject</i> of a sentence is the thing or person carrying out the main action e.g. '<u>The cow</u> ate the grass.' <p>verb</p> <ul style="list-style-type: none">A word used to describe an action, occurrence or state e.g. 'The cow <u>ate</u> the grass.'
I can punctuate sentences using capital letters	<p>capital letter</p> <ul style="list-style-type: none">A letter used at the beginning of a sentenceUsed for proper nouns. Proper nouns name a person e.g. Sarah, or place e.g. DevonUsed to punctuate the days of the week and months of the yearUsed for punctuating the person pronoun / e.g. As I entered the park, I saw a massive slide.
I can punctuate sentences using a full stop	<p>full stop .</p> <ul style="list-style-type: none">A punctuation mark used to show the end of a statement or command

<p>I can separate my words using finger spaces</p>	<p>finger space</p> <ul style="list-style-type: none"> • The space left between words so that they can be easily read
<p>I can use an exclamation mark</p>	<p>exclamation mark !</p> <ul style="list-style-type: none"> • Used in place of a full stop when a sentence expresses surprise or wonder. The sentence will begin with the words 'how' or 'what' and must also contain a verb e.g. 'What big eyes you have, Grandma!' or 'How cold it is today!'
<p>I can use a question mark</p>	<p>question mark ?</p> <ul style="list-style-type: none"> • Used to indicate a question and comes at the end of the sentence in place of the full stop. The sentence will begin with one of the question words (who, what, where, when, how, why)
<p>I can use the conjunction 'and' to join two words</p>	<p>conjunctions</p> <ul style="list-style-type: none"> • Conjunctions are words used to connect words or phrases e.g. 'and', 'but', 'so', 'because' I like chicken and chips. I am happy because it's my birthday.

Phonics and spelling

Objective	Glossary
I can name all the letters of the alphabet in order	letter sound <ul style="list-style-type: none">• The sound a single letter makes letter name <p>The name we give each of the 26 letters of the alphabet</p>
I can identify known phonemes in unfamiliar words	phoneme <ul style="list-style-type: none">• A sound which makes up all or part of a word• For example: 'cat' is made up of the phonemes: 'c', 'a' and 't' 'light' is made up of the phonemes: 'l', 'igh' and 't'
I use what I know about alternative phonemes to narrow down possibilities for accurate spelling	alternative phonemes <ul style="list-style-type: none">• Knowing how a sound in a word (phoneme) can be spelled in different ways e.g. the sound /ee/: can be spelled in a number of ways: see, me, real, key, field, happy, Pete and ceiling These alternative phonemes are taught in Phases 5 and 6 of our phonics programme
I can use syllables to divide words when spelling	syllable <ul style="list-style-type: none">• The number of syllables in a word sounds like the 'beats' in the word, and breaking a word into syllables can help with spelling. Syllables consist of at least one <i>vowel</i>, and possibly one or more <i>consonants</i>. <p>one syllable words include words such as, 'dog', 'cat', 'walk' and 'bath'; two-syllable words include, 'teacher' and 'Christmas'; three-syllable words include, 'beautiful', 'manager'</p>

<p>I can use the spelling rule for adding 's' or 'es' changing nouns from singular to plural</p>	<p>noun</p> <ul style="list-style-type: none"> • A naming word for things, animals, people, places and feelings e.g. dog, nurse, kitchen, happy <p>singular</p> <ul style="list-style-type: none"> • Meaning only one. There will often be 'a', 'an' or 'the' in front of it e.g. a dog, an elephant, the boy <p>plural</p> <ul style="list-style-type: none"> • Meaning more than one e.g. dogs, elephants, boxes, brushes
<p>I can add the suffix -ed, -ing, -er, and -est to words needing no change to the root word</p>	<p>suffix</p> <ul style="list-style-type: none"> • A string of letters that go at the end of a root word, changing or adding to its meaning <p>root word</p> <p>A basic word with no prefix or suffix added to it. Adding prefixes and suffixes can change the meaning of a root word</p>
<p>I can use the prefix 'un'</p>	<p>prefix</p> <ul style="list-style-type: none"> • Letters that go in front of a root word and change its meaning e.g. 'un-' (happy/unhappy), (kind/unkind), tidy/untidy)

Handwriting

I can sit correctly at a table, holding a pencil comfortable and correctly	pencil grip <ul style="list-style-type: none">• The ideal pencil grip is a tripod grip as this suits the structure of children's hands and configuration of the fingers on the pencil shaft<ul style="list-style-type: none">- The pencil shaft is supported between the thumb and the middle finger and the forefinger rests on the top of the pencil shaft- The ring and the little finger rest lightly in the palm of the hand
I can write all the letters of the alphabet in lower case and capitals and identify each letter	lower case <ul style="list-style-type: none">• a b c d e f g h i j k l m n o p q r s t u v w x y z capital letters <ul style="list-style-type: none">• A B C D E F G H I J K L M N O P Q R S T U V W X Y Z
I can form the digits 0 - 9	digits <ul style="list-style-type: none">• 0 1 2 3 4 5 6 7 8 9