

# English in Year 1



During year 1, much of the focus is to develop confident readers, mainly using the phonics approach. We follow RWI and Letters and Sounds.

Phonics is the relationship between printed letters and the sounds they make. Children will first learn the most common letter sounds, and then look at more difficult patterns such as recognising that 'ow' sounds different in 'cow' than in 'low', or that both 'ai' and 'ay' make the same sound in different words. We call these two or three letters (digraphs and trigraphs) which make one sound, Special Friends. Therefore begin to ask your child how many special friends they can see in a word. The word 'speech' has 2 ee and ch.

Please attend our RWI evening November 3<sup>rd</sup> and ask your teacher for resources if you would like further support in this. We will be offering supportive resources on the night.

## Speaking and Listening

In Year 1, some focuses include:

- Listen and respond to adults and other children
- Ask questions to extend their understanding
- Learn new vocabulary related to topics or daily life

## Reading Skills

- Learn the 40+ main speech sounds in English and the letters that represent them
- Blend sounds together to form words
- Read aloud when reading books that contain familiar letter sound patterns
- Listen to, and talk about a range of stories, poems and non-fiction texts
- Learn about popular fairy tales and folk stories, and retell the stories
- Join in with repeated phrases in familiar books
- Make predictions about what might happen next in a book
- Explain clearly what has happened in a book they've read or listened to
- Explain through inference why something happens in a book they've read or listened to

## Writing Skills

- Hold a pen or pencil in the correct and comfortable way
- Name the letters of the alphabet in order

- Write lower-case letters starting and ending in the right place
- Write capital letters, and the digits 0 to 9
- Spell simple words containing the main sounds they've learned in reading
- Spell the days of the week
- Learn to write words with common endings, such as -ed, -ing, -er and -est
- Plan out sentences aloud before writing them
- Write simple sentences, and those using joining words such as 'and'
- Begin to use full stops and capital letters for sentences
- Combine some sentences to make short descriptions or stories

We use Nelson Handwriting to teach letter joins from Year 1:

abcdefghijklmnopqrstuvwxyz abcdefghijklmnopqrstuvwxyz

### Parent Tip:

We offer a range of books to read at home; these range from a mix of books which your child can read to you, and those which are more complex that they can listen to you read to them - both are important skills. We have a swap box for books in class and a library where you and your child can check books out. Children can also join the local library service. We also have a link to Oxford Owl where there are over 250 free online children's books available.

<http://www.oxfordowl.co.uk/for-home/reading-owl/find-a-book/library-page>

### Reading, try this at home:

- Visit your local library and let your child choose their own books
- Read regularly to your child - even if they're a fluent reader, they will still enjoy it
- If your child is not keen on stories, try fact-based non-fiction books or a comic to spark their interest

### Writing, try this at home:

- Give your child plenty of opportunities to draw and write with a range of materials
- Ask your child to help you write a shopping list and then look for the items when they get to the shop
- Encourage them to write to people as much as possible: Christmas cards, birthday invitations, thank you letters and postcards are a great way of giving them a real purpose for writing
- Help your child with their alphabet skills by asking them which letter comes before and after different letters in the alphabet.
- Try using a dictionary to look words up for spelling and reading purposes.

EYFS High Frequency Words			
a	all	am	and
are	at	away	big
can	cat	come	dad
day	dog	for	get
go	going	he	I
in	is	it	like
look	me	mum	my
no	of	on	play
said	see	she	the
they	this	to	up
was	we	went	yes
you			

EYFS Y1-2 High Frequency Words			
about	after		your
again	an	another	as
back	ball	be	because
bed	been	boy	brother
but	by	call	called
came	can't	could	did
dig	do	don't	door
down	first	from	girl
good	got	had	half
has	have	help	her
here	him	his	home
house	how	if	jump
just	last	laugh	little
live	lived	love	made
make	man	many	may
more	much	must	name
new	next	night	not
now	off	old	once
one	or	our	out
over	people	pull	push
put	ran	saw	school
seen	should	sister	so
some	take	than	that
their	them	then	there
these	three	time	too
took	tree	two	us
very	want	water	way
were	what	when	where
who	will	with	would

## Spelling Year 1

Statutory	Non Statutory	Example words
Sounds 'f', 'l', 's', 'z' and 'k' spelt ff, ll, ss, zz and ck	The 'f', 'l', 's', 'z' and 'k' sounds are usually spelt as ff, ll, ss, zz and ck if they come straight after a single vowel letter in short words.  Exceptions: if, pal, us, bus, yes	off, well, miss, buzz, back
The 'n' sound spelt 'n' before 'k'		bank, think, honk, sunk
Division of words into syllables	Each syllable is like a beat in the spoken word. Words of more than one syllable often have an unstressed syllable in which the vowel sound is unclear	pocket, rabbit, carrot, thunder, sunset
-tch	The 'tʃ' sound is usually spelt as tch if it comes straight after a single vowel letter.  Exceptions: rich, which, much, such.	catch, fetch, kitchen, notch, hutch
The 'v' sound at the end of words	English words hardly ever end with the letter 'v', so if a word ends with a 'v' sound, the letter 'e' usually needs to be added after the 'v'.	have, live, give
Adding s and es to words (plural of nouns and the third person singular of verbs)	If the ending sounds like 's' or 'z', it is spelt as -s. If the ending sounds like 'iz' and forms an extra syllable or 'beat' in the word, it is spelt as -es.  -ing and -er always add an extra syllable to the word and -ed sometimes does.	cats, dogs, spends, rocks, thanks, catches
Adding the endings -ing, -ed and -er to verbs where no change is needed to the root word	The past tense of some verbs may sound as if it ends in 'id' (extra syllable), 'd' or 't' (no extra syllable), but all these endings are spelt -ed.  If the verb ends in two consonant letters (the same or different), the ending is simply added on.	hunting, hunted, hunter, buzzing, buzzed, buzzer, jumping, jumped, jumper
Adding -er and -est to adjectives where no change is needed to the root word	As with verbs (see above), if the adjective ends in two consonant letters (the same or different), the ending is simply added on.	grander, grandest, fresher, freshest, quicker, quickest

Vowel digraphs and trigraphs	Rules and guidance Non Statutory	Example words Non Statutory
ai, ao	The digraphs 'ai' and 'oi' are virtually never used at the end of English words.	rain, wait, train, paid, afraid oil, join, point, coin
ay, oy	'ay' and 'oy' are used for those sounds at the end of words and at the end of syllables.	day, play, way, say, stay boy, toy, enjoy, annoy
a-e	Split Digraphs- Special Friends split apart	made, came, sake, take, safe
e-e	Special Friends split apart	these, theme, complete
i-e	Special Friends split apart	five, ride, time, like, side
o-e	Special Friends split apart	home, those, woke, hope, hole
u-e	Both the 'u:' and 'ju:' ('oo' and 'yoo') sounds can be spelt as u-e.	June, rule, rude, use, tube, tune
ar		car, park, start, arm, garden
ee		see, tree, meet, week, green
ea ('i:')		sea, dream, meat, each, read (present tense)
ea ('ɛ')		head, bread, meant, instead, read (past tense)
er ('ɜ:')		(stressed sound): her, term, verb, person
er ('ə')		(unstressed schwa sound): better, under, summer, winter, sister
ir		girl, bird, first, shirt, third
ur		turn, hurt, church, burst, Thursday
oo ('u:')	Very few words end with the letters oo, although the few that do are often words that primary children in year 1 will encounter, for example, zoo	food, pool, moon, zoo, soon

oo ('u')		book, took, foot, wood, good
oa	The digraph oa is very rare at the end of an English word.	boat, coat, road, coach, goal
oe		toes, goes
ou	The only common English word ending in 'ou' is you.	out, about, mouth, around, sound
ow ('au')	Both the 'u:' and 'ju:' ('oo' and 'yoo') sounds can be spelt as u-e, ue and ew. If words end in the /oo/ sound, ue and ew are more common spellings than oo.	now, how, brown, down, town
ow ('au')		own, blow, snow, grow, show
ue		blue, true, clue, rescue, Tuesday
ew		new, few, grew, flew, drew, threw
ie ('ai')		lie, tie, pie, cried, tried, dried
ie ('I:')		chief, field, thief
igh		high, night, light, bright, right
or		for, short, born, horse, morning
ore		more, score, before, wore, shore
aw		saw, draw, yawn, crawl
au		author, August, dinosaur, astronaut
air		air, fair, pair, hair, chair
ear		dear, hear, beard, near, year
ear ('ea')		bear, pear, wear
are ('e')		bare, dare, care, share, scared
<b>Statutory</b>	<b>Non Statutory</b>	<b>Example words</b>
Words ending -y ('i:' or 'I')		very, happy, funny, party, family
New consonant spellings ph and wh	The 'f' sound is not usually spelt as ph in short everyday words (e.g. fat, fill, fun).	dolphin, alphabet, phonics, elephant when, where, which, wheel, while
Using k for the 'k'	The 'k' sound is spelt as k rather than as	Kent, sketch, kit, skin, frisky

sound	c before e, i and y.	
Adding the prefix - un	The prefix un- is added to the beginning of a word without any change to the spelling of the root word.	unhappy, undo, unload, unfair, unlock
Compound words	Compound words are two words joined together.  Each part of the longer word is spelt as it would be if it were on its own.	football, playground, farmyard, bedroom, blackberry
Common exception words	Pupils attention should be drawn to the grapheme-phoneme correspondences that do not fit in with what has been taught so far.	the, a, do, to, today, of, said, says, are, were, was, is, his, has, I, you, your, they, be, he, me, she, we, no, go, so, by, my, here, there, where, love, come, some, one, once, ask,  friend, school, put, push, pull, full, house, our - and /or others, according to the programme used.