English scheme of work – Year 1 (from Sep 2026) -

Christian values underpinning learning: *Together we love and respect. We are creative, we are determined, we are confident, we are kind.*

Spoken Language:

Pupils should be taught to:

- listen and respond appropriately to adults and their peers
- ask relevant questions to extend their understanding and knowledge
- use relevant strategies to build their vocabulary
- articulate and justify answers, arguments and opinions
- give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings
- maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments
- use spoken language to develop understanding
- speak audibly and fluently
- participate in discussions, presentations, performances, role play, improvisations and debates
- gain, maintain and monitor the interest of the listener(s)
- consider and evaluate different viewpoints
- Select and use appropriate registers for effective communication.

Word Reading - Recognition:

Pupils should 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 GPCs 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 GPCs and –s, –es, –ing, –ed, –er and –est endings
- read other words of more than one syllable that contain taught GPCs
- 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 should 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 (see spelling year 1 –Appendix 1)

Pupils should be taught to spell:

- words containing each of the 40+ phonemes 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 and guidance, as listed in Appendix 1 – spelling year 1

- write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far

Handwriting

Pupils should 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 should 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 should be taught to:

- develop their understanding of the concepts set out in Appendix 2 – Grammar Year 1 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'
- learning the grammar for year 1 in Appendix 2
- use the grammatical terminology in Appendix 2 in discussing their writing

Appendix 1 - SPELLING LIST YEAR 1 Taught through and alongside Rocket Phonics

Basic revision should include:

- all letters of the alphabet and the sounds which they most commonly represent
- consonant digraphs which have been taught and the sounds which they represent
- vowel digraphs which have been taught and the sounds which they represent
- the process of segmenting spoken words into sounds before choosing graphemes to represent the sounds
- words with adjacent consonants
- guidance and rules which have been taught

Those highlighted will be taught explicitly through English/ spelling lessons

Statutory requirements	Example words (non-statutory)	Rules and guidance (non-statutory)
The sounds /f/, /l/, /s/, /z/ and /k/ spelt ff, ll, ss, zz and ck	off, well, miss, buzz, back	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.
The /ŋ/ sound spelt n before k	bank, think, honk, sunk	
Division of words into syllables	pocket, rabbit, carrot, thunder, sunset	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.
-tch	catch, fetch, kitchen, notch, hutch	The /tʃ/ sound is usually spelt as **tch** if it comes straight after a single vowel letter. **Exceptions**: rich, which, much, such.
The /v/ sound at the end of words	have, live, give	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'
Adding s and es to words (plural of nouns and the third person singular of verbs)	cats, dogs, spends, rocks, thanks, catches	If the ending sounds like /s/ or /z/, it is spelt as **–s**. If the ending sounds like /ɪz/ and forms an extra syllable or 'beat' in the word, it is spelt as **–es**.
Adding the endings –ing, –ed and –er to verbs where no change is needed to the root word	hunting, hunted, hunter, buzzing, buzzed, buzzer, jumping, jumped, jumper	**–ing** and **–er** always add an extra syllable to the word and **–ed** sometimes does. The past tense of some verbs may sound as if it ends in /ɪd/ (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.

Adding –er and –est to adjectives where no change is needed to the root word	grander, grandest, fresher, freshest, quicker, quickest	As with verbs (see above), if the adjective ends in two consonant letters (the same or different), the ending is simply added on.
Vowel digraphs and trigraphs:		Some may already be known, depending on the programmes used in reception, but some will be new.
ai	rain, wait, train, paid, afraid	The digraphs **ai** and **oi** are never used at the end of English words.
oi	oil, join, coin, point, soil	The digraphs **ai** and **oi** are never used at the end of English words.
ay	day, play, say, way, stay	**ay** is used at the end of words and at the end of syllables.
oy	boy, toy, enjoy, annoy	**oy** is used at the end of words and at the end of syllables.
a–e	made, came, same, take, safe	
e–e	these, theme, complete	
i–e	five, ride, like, time, side	
o–e	home, those, woke, hope, hole	
u–e	June, rule, rude, use, tube, tune	Both the /u:/ and /ju:/ ('oo' and 'yoo') sounds can be spelt as **u–e**.
		All split vowel digraphs
ar	car, start, park, arm, garden	
ee	see, tree, green, meet, week	
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, shirt, first, third	
ur	turn, hurt, church, burst, Thursday	
oo (/u:/)	food, pool, moon, zoo, soon	Very few words end with the letters **oo**.
oo (/ʊ/)	book, took, foot, wood, good	
oa	boat, coat, road, coach,	The digraph **oa** is very rare at the end of an English word.
oe	toe, goes	
ou	out, about, mouth, around, sound	The only common English word ending in **ou** is *you*.
ow (/aʊ/)	now, how, brown, down, town	
ow (/əʊ/)	own, blow, snow, grow, show	

ue	blue, clue, true, rescue, Tuesday	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**.
ew	new, few, grew, flew, drew, threw	
ie (/aɪ/)	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 (/ɛə/)	bear, pear, wear	
are (/ɛə/)	bare, dare, care, share, scared	
Consolidation		Which grapheme Distinguishing between different spellings of long vowel phonemes. Use these after each phoneme has been introduced.
Consolidation		Rhyming words: Long vowel phonemes Use to hear, sort, read and spell, words using different spellings of long vowel phonemes
Consolidation		Phoneme Spotter stories Use to hear, sort, read and spell, words using different spellings of long vowel phonemes
Consolidation		Silly questions Use to read words containing different graphemes for er, or and ar
Words ending –y (/i:/ or /ɪ/)	very, happy, funny, party, family	
New consonant spellings ph and wh	dolphin, alphabet, phonics, elephant when, where, which, wheel, while	The /f/ sound is not usually spelt as **ph** in short everyday words (e.g.*fat*, *fill*, *fun*).
Using k for the /k/ sound	Kent, sketch, kit, skin, frisky	The /k/ sound is spelt as **k** rather than as **c** before **e**, **i** and **y**.
Adding the prefix –un	unhappy, undo, unload, unfair, unlock	The prefix **un–** is added to the beginning of a word without any change to the spelling of the root word.
Compound words	football, playground, farmyard, bedroom,	Compound words are two words joined together. Each part of the longer word

	blackberry	is spelt as it would be if it were on its own.
Consolidation		
Common exception words	*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*	*Pupils' attention should be drawn to the grapheme-phoneme correspondences that do and do not fit in with what has been taught so far.*

Appendix 2 – Grammar Year 1

Terminology for pupils

- letter
- capital letter
- word
- singular
- plural
- sentence
- punctuation; full stop, question mark, exclamation mark
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Word Year 1	SENTENCE Year 1	TEXT Year 1	PUNCTUATION Year 1
• Regular plural noun suffixes –s or –es [for example, dog, dogs; wish, wishes], 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. helping, helped, helper) • How the prefix un– changes the meaning of verbs and adjectives [negation, for example, unkind, or undoing: untie the boat]	• How words can combine to make sentences • Joining words and joining clauses using and	• Sequencing sentences to form short narratives	• 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

Year	Grammar Objectives	Example	Terminology
1	Using full stops and capital letters to demarcate sentences	We sailed to the land where the wild things are.	Sentence Word Letter Capital letter Full stop
1	Use capital letters for proper names	My name is Rosie and I have a dog called Woof.	Name Capital letter
1	Leaving spaces between words	Understanding the difference between letters and words and using appropriate spacing.	
1	Using 'and' to join words and clauses	Using 'and' to join sentences	Joining words
1	Using a question mark at the end of a sentence to indicate a question	Why did Max want to come home?	Question Question mark
1	Using an exclamation mark at the end of a sentence to indicate an exclamation	There was a terrible mess!	Exclamation Exclamation mark