



Grade 1 English Curriculum Framework Document

Phonics, spelling, and vocabulary

1. Hear, read, and write initial letter sounds.
2. Know the name of and the most common sound associated with every letter in the English alphabet.
3. Identify separate sounds (phonemes) within words, which may be represented by more than one letter, e.g. <th>, <ch>, <sh>.
4. Use knowledge of sounds to read and write single syllable words with short vowels.
5. Blend to read, and segment to spell, words with final and initial adjacent consonants, e.g. <b-l>, <n-d>.
6. Begin to learn common spellings of long vowel phonemes, e.g. <ee>, <ai>, <oo>.
7. Use knowledge of sounds to write simple regular words, and to attempt other words.
8. Spell familiar common words accurately, drawing on sight vocabulary.
9. Use rhyme and relate this to spelling patterns.
10. Recognise common word endings, e.g. -s, -ed and -ing.

Grammar and punctuation

Reading

1. Pause at full stops when reading.
2. Identify sentences in a text.
3. Know that a capital letter is used for *I*, for proper nouns, and for the start of a sentence.

Writing

1. Mark some sentence endings with a full stop.
2. Write sentence-like structures which may be joined by *and*.

Reading

1. The following genres and text types are recommended at Grade 1:
2. Fiction and poetry: real life stories, traditional tales from different cultures, fantasy stories, poetry and plays.
3. Non-fiction: non-chronological report, simple recount, instructions.

Fiction and poetry

1. Join in with reading familiar, simple stories and poems.

2. Demonstrate an understanding that one spoken word corresponds with one written word.
3. Know that in English, print is read from left to right and top to bottom.
4. Read a range of common words on sight.
5. Use phonic knowledge to read decodable words and to attempt to sound out some elements of unfamiliar words.
6. Read aloud from simple books independently.
7. Anticipate what happens next in a story.
8. Talk about events in a story and make simple inferences about characters and events to show understanding.
9. Recognise story elements, e.g. beginning, middle and end.
10. Retell stories, with some appropriate use of story language.
11. Talk about significant aspects of a story's language, e.g. repetitive refrain, rhyme, patterned language.
12. Enjoy a range of books, discussing preferences.
13. Make links to own experiences.
14. Learn and recite simple poems.
15. Join in and extend rhymes and refrains, playing with language patterns.

Non-fiction

1. Read labels, lists, and captions to find information.
2. Know the parts of a book, e.g. title page, contents.
3. Show awareness that texts for different purposes look different, e.g. use of photographs, diagrams, etc.
4. Read and talk about one's own writing.

Writing Fiction

1. Write simple storybooks with sentences to caption pictures.
2. Write a sequence of sentences retelling a familiar story or recounting an experience.
3. Begin to use some formulaic language, e.g. *Once upon a time...*, *Did you know...*
4. Compose and write a simple sentence with a capital letter and a full stop.
5. Use relevant vocabulary.

Non-fiction

1. Write for a purpose using some basic features of text type.
2. Write simple information texts with labels, captions, lists, questions, and instructions for a purpose.
3. Record answers to questions, e.g. as lists, charts.

Presentation

1. Develop a comfortable and efficient pencil grip.
2. Form letters correctly.

Speaking and listening

1. Speak clearly and choose words carefully to express feelings and ideas when speaking of matters of immediate interest.
2. Converse audibly with friends, teachers and other adults.
3. Show some awareness of the listener through non-verbal communication.
4. Answer questions and explain further when asked.
5. Speak confidently to a group to share an experience.
6. Take turns in speaking.
7. Listen to others and respond appropriately.
8. Listen carefully to questions and instructions.
9. Engage in imaginative play, enacting simple characters or situations.
10. Note that people speak in different ways for different purposes and meanings.