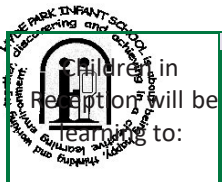


Writing: Transcription Spelling		
Phonics and Spelling Rules		
Birth to Three – babies, toddlers and young children will be learning to:	Literacy	<ul style="list-style-type: none"> <li>• Notice some print, such as the first letter of their name, a bus or door number, or a familiar logo.</li> </ul>
Three and Four-Year-Olds will be learning to:	Literacy	<ul style="list-style-type: none"> <li>• Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; writing ‘m’ for mummy.</li> </ul>
Children in Reception will be learning to:	Literacy	<ul style="list-style-type: none"> <li>• Spell words by identifying the sounds and then writing the sound with the letter/s.</li> <li>• Write short sentences with words with known letter-sound correspondences using a capital letter and a full stop.</li> </ul>

Writing: Transcription Handwriting		
Letter Formation, Placement and Positioning		
Birth to Three – babies, toddlers and young children will be learning to:	Physical Development	<ul style="list-style-type: none"> <li>• Gradually gain control of their whole body through continual practice of large movements, such as waving, kicking, rolling, crawling and walking.</li> </ul>
	Literacy	<ul style="list-style-type: none"> <li>• Add some marks to their drawings, which they give meaning to. For example: “That says mummy.”</li> <li>• Make marks on their picture to stand for their name.</li> </ul>
Three and Four-Year-Olds will be learning to:	Physical Development	<ul style="list-style-type: none"> <li>• Use large-muscle movements to wave flags and streamers, paint and make marks.</li> <li>• Use one-handed tools and equipment, for example, making snips in paper with scissors.</li> <li>• Use a comfortable grip with good control when holding pens and pencils.</li> <li>• Shows a preference for a dominant hand.</li> </ul>
	Literacy	<ul style="list-style-type: none"> <li>• Write some letters accurately.</li> </ul>



<p>Children in Reception will be learning to:</p>	Physical Development	<ul style="list-style-type: none"> <li>Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons.</li> <li>Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.</li> <li>Develop the foundations of a handwriting style which is fast, accurate and efficient.</li> </ul>
	Literacy	<ul style="list-style-type: none"> <li>Form lower case and capital letters correctly.</li> </ul>
ELG	Physical Development	<ul style="list-style-type: none"> <li>Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.</li> </ul>
	Literacy	<ul style="list-style-type: none"> <li>Write recognisable letters, most of which are correctly formed.</li> </ul>

## Writing: Composition

### Planning, Writing and Editing

<p>Birth to Three – babies, toddlers and young children will be learning to:</p>	Physical Development	<ul style="list-style-type: none"> <li>Gradually gain control of their whole body through continual practice of large movements, such as waving, kicking, rolling, crawling and walking.</li> </ul>
	Literacy	<ul style="list-style-type: none"> <li>Add some marks to their drawings, which they give meaning to. For example: “That says mummy.”</li> <li>Make marks on their picture to stand for their name.</li> </ul>
<p>Three and Four-Year-Olds will be learning to:</p>	Communication and Language	<ul style="list-style-type: none"> <li>Know many rhymes, be able to talk about familiar books, and be able to tell a long story.</li> </ul>
	Literacy	<ul style="list-style-type: none"> <li>Engage in extended conversations about stories, learning new vocabulary.</li> <li>Use some of their print and letter knowledge in their early writing. For example, writing a pretend shopping list that starts at the top of the page; writing ‘m’ for mummy.</li> <li>Write some or all of their name.</li> <li>Write some letters accurately.</li> </ul>
	Expressive Arts and Design	<ul style="list-style-type: none"> <li>Begin to develop complex stories using small world equipment, like animal sets, dolls and dolls houses, etc.</li> </ul>



Children in Reception will be learning to:	Communication and Language		<ul style="list-style-type: none"> <li>Learn new vocabulary.</li> <li>Articulate their ideas and thoughts in well-formed sentences.</li> <li>Describe events in some detail.</li> <li>Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen.</li> <li>Listen to and talk about stories to build familiarity and understanding.</li> <li>Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words.</li> <li>Use new vocabulary in different contexts.</li> <li>Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.</li> </ul>
	Literacy		<ul style="list-style-type: none"> <li>Form lower case and capital letters correctly.</li> <li>Spell words by identifying the sounds and then writing the sound with the letter/s.</li> <li>Write short sentences with words with known letter-sound correspondences using a capital letter and a full stop.</li> <li>Re-read what they have written to check it makes sense.</li> </ul>
	Expressive Arts and Design		<ul style="list-style-type: none"> <li>Develop storylines in their pretend play.</li> </ul>
ELG	Literacy	Writing	<ul style="list-style-type: none"> <li>Write recognisable letters, most of which are correctly formed.</li> <li>Spell words by identifying sounds in them and representing the sounds with a letter or letters.</li> <li>Write simple phrases and sentences that can be read by</li> </ul>
			others.
	Expressive Arts and Design	Being Imaginative and Expressive	<ul style="list-style-type: none"> <li>Invent, adapt and recount narratives and stories with peers and teachers.</li> </ul>

Awareness of Audience, Purpose and Structure		
Birth to Three – babies, toddlers and young children will be learning to:	Communication and Language	<ul style="list-style-type: none"> <li>Make themselves understood and can become frustrated when they cannot.</li> <li>Start to say how they are feeling, using words as well as actions.</li> <li>Start to develop conversation, often jumping from topic to topic.</li> </ul>



<p>Three and Four-Year-Olds will be learning to:</p>	<p>Communication and Language</p>		<ul style="list-style-type: none"> <li>• Use a wider range of vocabulary.</li> <li>• Be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions.</li> <li>• Start a conversation with an adult or a friend and continue it for many turns.</li> <li>• Use talk to organise themselves and their play: "Let's go on a bus... you sit there... I'll be the driver."</li> </ul>
<p>Children in Reception will be learning to:</p>	<p>Communication and Language</p>		<ul style="list-style-type: none"> <li>• Learn new vocabulary.</li> <li>• Use new vocabulary throughout the day.</li> <li>• Describe events in some detail.</li> <li>• Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen.</li> <li>• Develop social phrases.</li> <li>• Use new vocabulary in different contexts.</li> <li>• Extends vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words</li> </ul>
<p>ELG</p>	<p>Communication and Language</p>	<p>Speaking</p>	<ul style="list-style-type: none"> <li>• Participate in small group, class and one-to-one discussion, offering their own ideas, using recently introduced vocabulary.</li> <li>• Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.</li> <li>• Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.</li> </ul>

**Writing: Vocabulary, Grammar and Punctuation**

<p>Sentence Construction and Tense</p>		
<p>Birth to Three – babies, toddlers and young children will be learning to:</p>	<p>Communication and Language</p>	<ul style="list-style-type: none"> <li>• Identify familiar objects and properties for practitioners when they are described: for example: 'Katie's coat', 'blue car', 'shiny apple'.</li> </ul>
<p>Three and Four-Year-Olds will be learning to:</p>	<p>Communication and Language</p>	<ul style="list-style-type: none"> <li>• Use a wider range of vocabulary.</li> <li>• Understand 'why' questions, like: 'Why do you think the caterpillar got so fat?'</li> <li>• Develop their communication, but may continue to have problems with irregular tenses and plurals, such as 'runned' for 'ran', 'swimmed' for 'swam'.</li> <li>• Use longer sentences of four to six words.</li> </ul>



<p>Children in Reception will be learning to:</p>	Communication and Language		<ul style="list-style-type: none"> <li>Learn new vocabulary.</li> <li>Use new vocabulary throughout the day.</li> <li>Articulate their ideas and thoughts in well-formed sentences.</li> <li>Connect one idea or action to another using a range of connectives.</li> </ul>
ELG	Communication and Language	Speaking	<ul style="list-style-type: none"> <li>Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.</li> <li>Express their ideas and feelings about their experiences using full sentences, including the use of past, present and future tenses and making use of conjunctions with modelling and support from the teacher.</li> </ul>

### Use of Phrases and Clauses

<p>Birth to Three – babies, toddlers and young children will be learning to:</p>	Communication and Language		<ul style="list-style-type: none"> <li>Use intonation, pitch and changing volume when ‘talking’.</li> <li>Use the speech sounds p, b, m, w. Pronounce: • l/r/w/y • f/th • s/sh/ch/dz/j</li> <li>multi-syllabic words such as ‘banana’ and ‘computer’ (High expectations and aspirational)</li> </ul>
<p>Three and Four-Year-Olds will be learning to:</p>	Communication and Language		<ul style="list-style-type: none"> <li>Use longer sentences of four to six words.</li> </ul>
<p>Children in Reception will be learning to:</p>	Communication and Language		<ul style="list-style-type: none"> <li>Articulate their ideas and thoughts in well-formed sentences.</li> <li>Connect one idea or action to another using a range of connectives.</li> </ul>
ELG	Communication and Language	Speaking	<ul style="list-style-type: none"> <li>Express their ideas and feelings about their experiences using full sentences, including the use of past, present and future tenses and making use of conjunctions with modelling and support from the teacher.</li> </ul>

### Poetry and Performance

<p>Birth to Three – babies, toddlers and young children will be learning to:</p>	Expressive Arts and Design		<ul style="list-style-type: none"> <li>Enjoy and take part in action songs, such as ‘Twinkle, Twinkle Little Star’.</li> </ul>
<p>Three and Four-Year-Olds will be learning to:</p>	Communication and Language		<ul style="list-style-type: none"> <li>Sing a large repertoire of songs.</li> <li>Know many rhymes, be able to talk about familiar books, and be able to tell a long story.</li> </ul>



	Expressive Arts and Design		<ul style="list-style-type: none"> <li>• Take part in simple pretend play, using an object to represent something else even though they are not similar.</li> <li>• Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses, etc.</li> <li>• Remember and sing entire songs.</li> <li>• Sing the pitch of a tone sung by another person ('pitch match').</li> <li>• Sing the melodic shape (moving melody, such as up and down and down and up) of familiar songs.</li> <li>• Create their own songs, or improvise a song around one they know.</li> </ul>
Children in Reception will be learning to:	Communication and Language		<ul style="list-style-type: none"> <li>• Engage in story times.</li> <li>• Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words.</li> <li>• Learn rhymes, poems and songs.</li> </ul>
	Expressive Arts and Design		<ul style="list-style-type: none"> <li>• Sing in a group or on their own, increasingly matching the pitch and following the melody.</li> <li>• Develop storylines in their pretend play.</li> </ul>
ELG	Literacy	Comprehension	<ul style="list-style-type: none"> <li>• Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.</li> </ul>
	Expressive Arts and Design	Creating with Materials	<ul style="list-style-type: none"> <li>• Make use of props and materials when role playing characters in narratives and stories.</li> </ul>
		Being Imaginative and Expressive	<ul style="list-style-type: none"> <li>• Invent, adapt and recount narratives and stories with their peers and their teacher.</li> <li>• Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time to music.</li> </ul>

Non-Fiction		
Children in Reception will be learning to:	Communication and Language	<ul style="list-style-type: none"> <li>• Engage in non-fiction books.</li> <li>• Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.</li> </ul>



	Communication and Language	Speaking	<ul style="list-style-type: none"> <li>• Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.</li> </ul>
	Literacy	Comprehension	<ul style="list-style-type: none"> <li>• Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.</li> </ul>
Year 1	English	Writing - Spelling	<p>Spell:</p> <ul style="list-style-type: none"> <li>• words containing each of the 40+ phonemes already taught</li> <li>• common exception words</li> <li>• the days of the week</li> <li>• name the letters of the alphabet:</li> <li>• naming the letters of the alphabet in order</li> <li>• using letter names to distinguish between alternative spellings of the same sound</li> <li>• add prefixes and suffixes:</li> <li>• using the spelling rule for adding –s or –es as the plural marker for nouns and the third person singular marker for verbs</li> <li>• using the prefix un–</li> <li>• 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]</li> <li>• apply simple spelling rules and guidance, as listed in <a href="#">English appendix 1</a></li> <li>• write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far</li> </ul>

## Spelling – work for year 1

### Revision of reception work

#### Statutory requirements

The boundary between revision of work covered in Reception and the introduction of new work may vary according to the programme used, but 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

Statutory requirements	Rules and guidance (non-statutory)	Example words (non-statutory)
The sounds /f/, /v/, /s/, /z/ and /k/ spell ff, ll, ss, zz and ck	The /f/, /v/, /s/, /z/ and /k/ sounds are usually spelled as <b>ff</b> , <b>ll</b> , <b>ss</b> , <b>zz</b> and <b>ck</b> if they come straight after a single vowel letter in short words. <b>Exceptions:</b> if, pal, us, bus, yes.	off, well, miss, buzz, back
The /y/ sound spell 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

Statutory requirements	Rules and guidance (non-statutory)	Example words (non-statutory)
-tch	The /tʃ/ sound is usually spelled as <b>tch</b> if it comes straight after a single vowel letter. <b>Exceptions:</b> 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 <b>v</b> , so if a word ends with a /v/ sound, the letter <b>e</b> 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 spelled as <b>-s</b> . If the ending sounds like /ɪz/ and forms an extra syllable or 'beat' in the word, it is spelled as <b>-es</b> .	cats, dogs, spends, rocks, thanks, catches
Adding the endings -ing, -ed and -er to verbs where no change is needed to the root word	<b>-ing</b> and <b>-er</b> always add an extra syllable to the word and <b>-ed</b> 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 spelled <b>-ed</b> . 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, oi	The digraphs ai and oi are virtually never used at the end of English words.	rain, wait, train, paid, afraid oil, join, coin, point, soil
ay, oy	<b>ay</b> and <b>oy</b> are used for those sounds at the end of words and at the end of syllables.	day, play, say, way, stay boy, toy, enjoy, annoy
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	Both the /u:/ and /ju:/ ('oo' and 'yoo') sounds can be spelled as <b>u-e</b> .	June, rule, rude, use, tube, tune
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

Vowel digraphs and trigraphs	Rules and guidance (non-statutory)	Example words (non-statutory)
oo (/u:/)	Very few words end with the letters <b>oo</b> , 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 <b>oa</b> is very rare at the end of an English word.	boat, coat, road, coach, goal
oe		toe, goes
ou	The only common English word ending in <b>ou</b> is <i>you</i> .	out, about, mouth, around, sound
ow (/aʊ/)	Both the /u:/ and /ju:/ ('oo' and 'yoo') sounds can be spelled as <b>u-e</b> , <b>ue</b> and <b>ew</b> . If words end in the /oo/ sound, <b>ue</b> and <b>ew</b> are more common spellings than <b>oo</b> .	now, how, brown, down, town own, blow, snow, grow, show
ow (/aʊ/)		blue, clue, true, rescue, Tuesday
ue		new, few, grew, flew, drew, threw
ew		
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

		<table border="1"> <thead> <tr> <th>Statutory requirements</th> <th>Rules and guidance (non-statutory)</th> <th>Example words (non-statutory)</th> </tr> </thead> <tbody> <tr> <td>Words ending –y (/i/ or /ɪ/)</td> <td></td> <td>very, happy, funny, party, family</td> </tr> <tr> <td>New consonant spellings ph and wh</td> <td>The /f/ sound is not usually spelt as <b>ph</b> in short everyday words (e.g. <i>fat, fill, fun</i>).</td> <td>dolphin, alphabet, phonics, elephant when, where, which, wheel, while</td> </tr> <tr> <td>Using k for the /k/ sound</td> <td>The /k/ sound is spelt as <b>k</b> rather than as <b>c</b> before <b>e, i</b> and <b>y</b>.</td> <td>Kent, sketch, kit, skin, frisky</td> </tr> <tr> <td>Adding the prefix –un</td> <td>The prefix <b>un–</b> is added to the beginning of a word without any change to the spelling of the root word.</td> <td>unhappy, undo, unload, unfair, unlock</td> </tr> <tr> <td>Compound words</td> <td>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.</td> <td>football, playground, farmyard, bedroom, blackberry</td> </tr> <tr> <td>Common exception words</td> <td>Pupils' attention should be drawn to the grapheme-phoneme correspondences that do and do not fit in with what has been taught so far.</td> <td>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</td> </tr> </tbody> </table>	Statutory requirements	Rules and guidance (non-statutory)	Example words (non-statutory)	Words ending –y (/i/ or /ɪ/)		very, happy, funny, party, family	New consonant spellings ph and wh	The /f/ sound is not usually spelt as <b>ph</b> in short everyday words (e.g. <i>fat, fill, fun</i> ).	dolphin, alphabet, phonics, elephant when, where, which, wheel, while	Using k for the /k/ sound	The /k/ sound is spelt as <b>k</b> rather than as <b>c</b> before <b>e, i</b> and <b>y</b> .	Kent, sketch, kit, skin, frisky	Adding the prefix –un	The prefix <b>un–</b> 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 and 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
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	Handwriting	<ul style="list-style-type: none"> <li>• sit correctly at a table, holding a pencil comfortably and correctly</li> <li>• begin to form lower-case letters in the correct direction, starting and finishing in the right place</li> <li>• form capital letters</li> <li>• form digits 0-9</li> <li>• understand which letters belong to which handwriting 'families' (ie letters that are formed in similar ways) and to practise these</li> </ul>																					
	Writing – Composition	<p>write sentences by:</p> <ul style="list-style-type: none"> <li>• saying out loud what they are going to write about</li> <li>• composing a sentence orally before writing it</li> <li>• sequencing sentences to form short narratives</li> <li>• re-reading what they have written to check that it makes sense</li> <li>• discuss what they have written with the teacher or other pupils</li> <li>• read their writing aloud, clearly enough to be heard by their peers and the teacher</li> </ul>																					
	Writing – Vocabulary, Grammar and Punctuation	<p>develop their understanding of the concepts set out in <a href="#">English appendix 2</a> by:</p> <ul style="list-style-type: none"> <li>• leaving spaces between words</li> <li>• joining words and joining clauses using 'and'</li> <li>• beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark</li> <li>• using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'</li> <li>• learning the grammar for year 1 in <a href="#">English appendix 2</a></li> <li>• use the grammatical terminology in English <a href="#">English appendix 2</a> in discussing their writing</li> </ul>																					



Year 1: Detail of content to be introduced (statutory requirement)	
<b>Word</b>	Regular <b>plural noun suffixes</b> –s or –es [for example, <i>dog, dogs; wish, wishes</i> ], including the effects of these suffixes on the meaning of the noun  <b>Suffixes</b> that can be added to <b>verbs</b> where no change is needed in the spelling of root words (e.g. <i>helping, helped, helper</i> )  How the <b>prefix un-</b> changes the meaning of <b>verbs</b> and <b>adjectives</b> [negation, for example, <i>unkind</i> , or <i>undoing: untie the boat</i> ]
<b>Sentence</b>	How <b>words</b> can combine to make <b>sentences</b> Joining <b>words</b> and joining <b>clauses</b> using <i>and</i>
<b>Text</b>	Sequencing <b>sentences</b> to form short narratives
<b>Punctuation</b>	Separation of <b>words</b> with spaces Introduction to capital letters, full stops, question marks and exclamation marks to demarcate <b>sentences</b> Capital letters for names and for the personal <b>pronoun I</b>
<b>Terminology for pupils</b>	letter, capital letter word, singular, plural sentence punctuation, full stop, question mark, exclamation mark