Hampshire County Council

Hampshire English Team Curriculum Phase Expectations

Version 5: June 2016

Key Reference

Phase 1
Phase 2
Phase 3

Black text — National Curriculum statements
Bold/italics — National Curriculum statements (NAHT KPI)

Achieving age-related expectations in Year 1 - Writing
Fluency – Clarity – Accuracy – Coherence

The Aims of the Primary English Programme of Study

The overarching aim for English in the national curriculum is to promote high standards of language and literacy by equipping pupils with a strong command of the spoken and written word, and to develop their love of literature through widespread reading for enjoyment. The national curriculum for English aims to ensure that all pupils:

- read easily, fluently and with good understanding
- develop the habit of reading widely and often, for both pleasure and information
- acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language
- appreciate our rich and varied literary heritage
- write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences
- use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas
- are competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate

Non-Statutory Guidance

Spoken Language

These statements apply to all years. The content should be taught at a level appropriate to the age of the pupils. Pupils should build on the oral language skills that have been taught in preceding years. Pupils should be taught to develop their competence in spoken language and listening to enhance the effectiveness with which they are able to communicate across a range of contexts and to a range of audiences. They should therefore have opportunities to work in groups of different sizes – in pairs, small groups, large groups and as a whole class. Pupils should understand how to take turns and when and how to participate constructively in conversations and debates. Attention should also be paid to increasing pupils' vocabulary, ranging from describing their immediate world and feelings to developing a broader, deeper and richer vocabulary to discuss abstract concepts and a wider range of topics, and to enhancing their knowledge about language as a whole. Pupils should receive constructive feedback on their spoken language and listening, not only to improve their knowledge and skills but also to establish secure foundations for effective spoken language in their studies at primary school, helping them to achieve in secondary education and beyond.

Word Reading

Pupils should revise and consolidate the GPCs and the common exception words taught in Reception. As soon as they can read words comprising the year 1 GPCs accurately and speedily, they should move on to the year 2 programme of study for word reading. The number, order and choice of exception words taught will vary according to the phonics programme being used. Ensuring that pupils are aware of the GPCs they contain, however unusual these are, supports spelling later. Young readers encounter words that they have not seen before much more frequently than experienced readers do, and they may not know the meaning of some of these. Practice at reading such words by sounding and blending can provide opportunities not only for pupils to develop confidence in their decoding skills, but also for teachers to explain the meaning and thus develop pupils' vocabulary. Pupils should be taught how to read words with suffixes by being helped to build on the root words that they can read already. Pupils' reading and re-reading of books that are closely matched to their developing phonic knowledge and knowledge of common exception words supports their fluency, as well as increasing their confidence in their reading skills. Fluent word reading greatly assists comprehension, especially when pupils come to read longer books.

Comprehension

Pupils should have extensive experience of listening to, sharing and discussing a wide range of high-quality books with the teacher, other adults and each other to engender a love of reading at the same time as they are reading independently. Pupils' vocabulary should be developed when they listen to books read aloud and when they discuss what they have heard. Such vocabulary can also feed into their writing. Knowing the meaning of more words increases pupils' chances of understanding when they read by themselves. The meaning of some new words should be introduced to pupils before they start to read on their own, so that these unknown words do not hold up their comprehension. However, once pupils have already decoded words successfully, the meaning of those that are new to them can be discussed with them, so contributing to developing their early skills of inference. By listening frequently to stories, poems and non-fiction that they cannot yet read for themselves, pupils begin to understand how written language can be structured in order, for example, to build surprise in narratives or to present facts in non-fiction. Listening to and discussing information books and other non-fiction establishes the foundations for their learning in other subjects. Pupils should be shown some of the processes for finding out information. Through listening, pupils also start to learn how language sounds and increase their vocabulary and awareness of grammatical structures. In due course, they will be able to draw on such grammar in their own writing. Rules for effective discussions should be agreed with and demonstrated for pupils. They should help to develop and evaluate them, with the expectation that everyone takes part. Pupils should be helped to consider the opinions of others. Role-play can help pupils to identify with and explore characters and to try out the language they have listened to.

Spelling

Reading should be taught alongside spelling, so that pupils understand that they can read back words they have spelt. Pupils should be shown how to segment spoken words into individual phonemes and then how to represent the phonemes by the appropriate grapheme(s). It is important to recognise that phoneme-grapheme correspondences (which underpin spelling) are more variable than grapheme-phoneme correspondences (which underpin reading). For this reason, pupils need to do much more word-specific rehearsal for spelling than for reading. At this stage pupils will be spelling some words in a phonically plausible way, even if sometimes incorrectly. Misspellings of words that pupils have been taught to spell should be corrected; other misspelt words should be used to teach pupils about alternative ways of representing those sounds. Writing simple dictated sentences that include words taught so far gives pupils opportunities to apply and practise their spelling.

Handwriting

Handwriting requires frequent and discrete, direct teaching. Pupils should be able to form letters correctly and confidently. The size of the writing implement (pencil, pen) should not be too large for a young pupil's hand. Whatever is being used should allow the pupil to hold it easily and correctly so that bad habits are avoided. Left-handed pupils should receive specific teaching to meet their needs.

Composition

At the beginning of year 1, not all pupils will have the spelling and handwriting skills they need to write down everything that they can compose out loud. Pupils should understand, through demonstration, the skills and processes essential to writing: that is, thinking aloud as they collect ideas, drafting, and re-reading to check their meaning is clear.

Vocabulary, Grammar and Punctuation

Pupils should be taught to recognise sentence boundaries in spoken sentences and to use the vocabulary listed in English Appendix 2 ('Terminology for pupils') when their writing is discussed. Pupils should begin to use some of the distinctive features of Standard English in their writing. 'Standard English' is defined in the Glossary.

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Year 1	WRITING					
	Transcription	**Handwriting**	**Composition: Composition and Effect**	**Composition: Text Structure and Organisation**	**Composition: Sentence Structure**	**Vocabulary, grammar and punctuation**
Phase 1	• ***Spell words containing each of the 40+ phonemes already taught*** • Spell common exception words that have been taught • ***Name the letters of the alphabet in order*** • Use letter names to distinguish between alternative spellings of the same sound • Use –ing and –ed, where no change is needed in the spelling of root words	• 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 practise these.	• Say out loud what they are going to write about • Discuss what they have written with the teacher or other pupils • Use simple word choice that helps to convey information and ideas, e.g. story or topic related vocabulary	• Has an awareness that ideas can be organised into a sequence	• Compose a sentence orally before writing it • Write a simple sentence starting with a personal pronoun • Write a simple sentence starting with a noun/proper noun	• Leave spaces between words • Use capital letter for names • Use capital letter for the personal pronoun 'I' • ***Begin to punctuate sentences using a capital letter and a full stop*** • Join words using 'and'
Phase 2	• Spell the days of the week • Use the spelling rule for adding –s or –es as the plural marker for nouns and the third person singular marker for verbs • Begin to spell words using contracted forms		• Select basic ideas and content linked to the purpose of a task • ***Re-read what they have written to check that it makes sense***	• ***Sequence sentences to form short narratives***	• Write a simple sentence with straight forward subject/ verb agreement	• ***Begin to punctuate sentences using a question mark*** • Join clauses using 'and' • Use a capital letter for days of the week •
Phase 3	• Can use the prefix un– • Can add prefixes and suffixes using –er and –est where no change is needed in the spelling of root words • ***Write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far***		• Use simple prepositions	• Begins to organise ideas/events using simple time related words, numbers, ordering of pictures/captions	• Write reliably formed simple and compound sentences	• ***Begin to punctuate sentences using an exclamation mark*** • Use simple noun phrases (adjective + noun) • Can use the following terminology from Appendix 2 to discuss their writing: *letter, capital letter, word, singular, plural, sentence, punctuation, full stop, question mark, exclamation mark*