

## Overview - Year 1

### Grammar, Spellings and Punctuation

TERM 1	TERM 2	TERM 3
<p><b>Name the letters of the alphabet:</b></p> <ul style="list-style-type: none"> <li>→ All letters of the alphabet and the sounds they most commonly represent.</li> <li>→ Name the letters of the alphabet in order.</li> </ul> <p><b>Spelling:</b></p> <ul style="list-style-type: none"> <li>→ Revision of Phase 4 Letters and Sounds.</li> <li>→ Words containing each of the 40+ phonemes already taught.</li> <li>→ Consonant digraphs which have been taught in Reception and the sounds which they represent.</li> <li>→ Vowel digraphs which have been taught and the sounds which they represent.</li> <li>→ The process of segmenting spoken words into sounds before choosing graphemes to represent the sounds</li> <li>→ Division of words into syllables</li> <li>→ Words with adjacent consonants</li> <li>→ Guidance and rules which have been taught in Reception.</li> <li>→ Common exception words (tricky words and high frequency words, as per Letters and Sounds) i.e. the, said, me, my, today, the.</li> </ul> <p><b>In the second half of the first term :</b></p> <ul style="list-style-type: none"> <li>→ Teach new vowel digraphs and trigraphs as per Phase 5 Letters and Sounds Part 1.</li> <li>→ Words ending -y . i.e. happy, very, funny, party, family.</li> <li>→ New consonant spellings 'ph' and 'wh'.</li> <li>→ Using k for the /k/ sound rather than c before e, i and y.</li> </ul>	<p><b>Name the letters of the alphabet:</b></p> <ul style="list-style-type: none"> <li>→ Name the letters of the alphabet in order</li> <li>→ Using letter names to distinguish between alternative spellings of the same sound.</li> </ul> <p><b>Spelling:</b></p> <ul style="list-style-type: none"> <li>→ Letters and Sounds, Phase 5 Part 1 continued and Part 2.</li> <li>→ Revisit and recall alternative pronunciations e.g. /oa/ai/oo/c/f/sh/oi/j</li> <li>→ The days of the week</li> <li>→ -tch – if it comes straight after a single vowel letter, i.e. catch, fetch, kitchen, notch, hutch.</li> <li>→ The /n/ sound spelt n before k.</li> <li>→ The /v/ sound at the end of words (where the letter e usually needs to be added i.e have, live, give.</li> <li>→ Using k for the /k/ sound rather than c before e, i and y.</li> <li>→ Common exception words (tricky words and high frequency words, as per Letters and Sounds) i.e.the said, me, my, today, the.</li> </ul> <p><b>Add prefixes and suffixes:</b></p> <ul style="list-style-type: none"> <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 –in and –ed where no change is needed in the spelling of root words (for example, helping, helped)</li> <li>→ Apply simple spelling rules and guidance as per</li> </ul>	<p><b>Name the letters of the alphabet:</b></p> <ul style="list-style-type: none"> <li>→ Using letter names to distinguish between alternative spellings of the same sound.</li> </ul> <p><b>Spelling:</b></p> <ul style="list-style-type: none"> <li>→ Letters and Sounds Phase 5, Part 3</li> <li>→ Revisit and recall alternative pronunciations.</li> <li>→ Alternative spellings e.g. /er/r/air/ch/e/u/w/o/(w)a/ar/zh</li> <li>→ The days of the week</li> <li>→ -tch – if it comes straight after a single vowel letter, i.e. catch, fetch, kitchen, notch, hutch.</li> <li>→ The /n/ sound spelt n before k.</li> <li>→ The /v/ sound at the end of words (where the letter e usually needs to be added i.e have, live, give.</li> <li>→ Using k for the /k/ sound rather than c before e, i and y.</li> <li>→ Common exception words (tricky words and high frequency words, as per Letters and Sounds) i.e.the said, me, my, today, the.</li> </ul> <p><b>Add prefixes and suffixes:</b></p> <ul style="list-style-type: none"> <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- Using –in and –ed, -er and –est where no change is needed in the spelling of root words (for example, helping, helped, helper, eating, quicker, quickest)</li> </ul>

## Overview - Year 1

### Grammar, Spellings and Punctuation

- Learn common exception words (tricky words as per Letters and Sounds) i.e. the, said, me, my, today, the. Begin to write from memory simple sentences dictated by the teacher

**Grammar:**

- Leave 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 the personal pronoun 'I' and names of people.

Phase 5 Letters and Sounds.

- Write from memory simple sentences dictated by the teacher that include words using the GPC and common exception words taught so far.
- Compound words, such as football, farmyard, bedroom, blackberry

**Grammar:**

- Leave 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 the personal pronoun 'I' and names of people, names of places and the days of the week.

- Apply simple spelling rules and guidance as per Phase 5 Letters and Sounds.
- Write from memory simple sentences dictated by the teacher that include words using the GPC and common exception words taught so far.
- Compound words, such as football, farmyard, bedroom, blackberry

**Grammar:**

- Leave 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 the personal pronoun 'I' and names of people, names of places and the days of the week.

**Overview - Year 1**  
**Grammar, Spellings and Punctuation**