



# Y1: Instructions

Text Structure	Sentence	Useful Vocabulary	Word Classes	Punctuation	Composition	Transcription	Spelling	Vowel digraphs and trigraphs			Terminology for pupils
Ideas grouped in sentences in time sequence. Written in the <i>imperative</i> e.g., sift the flour.	Sequenced sentences.  Simple connectives are used to construct simple sentences e.g., and, <i>but, then, so., because</i>	1, 2, 3, 4, 5  First,  Next,  After,  Cut  Move  Fold  Stir  Colour  Paint  Measure  Check  <i>Slowly</i>  <i>Carefully</i>	<b>Noun</b> What a noun is.  Regular plural nouns with 's' or 'es' (e.g., dog, dogs; wish, wishes)  <b>Verbs</b> Third person, first person singular.  Ending added to verbs where there is change to root. Simple past tense 'ed'  <b>Adjectives</b> Add 'er' and 'est' to adjectives where no change is needed to root word (e.g., helper, neatest)  <b>Connectives/ conjunctions</b> Join words and sentences using and/ <i>then</i>  <b>Tense</b> Simple past tense 'ed'.	Use spaces to separate words.  Begin to use full stops.  Begin to use exclamation marks and question marks  Capital letters for start of sentence, names, personal pronouns.  Read words with contractions.	Say out loud what they are going to write about  Compose a sentence orally before writing it  Sequence sentences to form short narratives  Re-read 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.	Using letter names to distinguish between alternative spellings of the same sound  <i>Segmenting spoken words into phonemes representing graphemes</i>  Using the spelling rule for adding 's' or 'es' (dogs, cats, spends, thanks, wishes, watches)  Using the prefix 'un'  Using 'ing', 'ed', 'er' and 'est' (e.g., helping, helped, helper, neat, neater, neatest)  Write from memory simple sentences	Words containing each of the 40+ phonemes  Common exception words Days of the week  The sounds /f/, /l/, /s/, /z/ and /k/ spelt ff, ll, ss, zz and ck (e.g., off, well, miss, buzz, back)  The /ŋ/ sound spelt n before k (bank, thin, sunk)  Division of words into syllables (pocket, rabbit, carrot)  'tch' (catch, fetch, watch, kitchen)  The /v/ sound at the end of words (have, live, give)  Words ending 'y' very, happy, funny, party, (/i:/ or /ɪ/)  New consonant spellings ph and wh  Using k for the /k/ sound  Adding the prefix 'un'  Compound words	/ai/ay /oi/ oy /ow/ou /ea/ea /ur/ir /igh/ie /oo/yoo/u-e /yoo/u /oa/o /igh/l /ai/a /ee/e /ai/a-e /igh/i-e /oa/o-e /oo/yoo/u-e /ee/ e-e /oo/yoo/ew /ee/ie /or/aw /eee/y /e/ea /w/wh /oa/oe /oa/ou /igh/y /oa/ow /j/g /f/ph	/aur/ /oor/ /al/walk /ch/tch /ture/ /ar/al /a/father /schwa/ /or/a water /o/a want /air/ear bear /ere/there /ue/ear /r/wr /s/st /sc/science /c/ch /sh/ch ou/ young /v/ve give /z/se /s/se /ce/fence	/z/ze /ai/eigh /aigh/ /ey/grey /n/kn/gn /m/mb /ear/ere/eer /zh/su/ /si/vision /ea/break /ee/ey /oo/ui /ur/or /oo/u /oul/could /air/are l/le /al/ /s/c /u/o-e /o/mother	letter, capital, letter, word, singular, plural sentence, punctuation, full stop, question mark , exclamation mark, <i>verb</i> , <i>adjective</i> , <i>suffix</i> , <i>prefix</i> , <i>adverb</i>  <b>Common exception words:</b>  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



## Y1: Recount: experiences, diary, police report, sports reports

Text Structure	Sentence	Useful Vocabulary	Word Classes	Punctuation	Composition	Transcription	Spelling	Vowel digraphs and trigraphs			Terminology for pupils
<p>Ideas grouped together in time sequence.</p> <p>Written in paragraphs simple sentences</p> <p>Written in first person. <u>but, then, so, because</u></p> <p>Written in the past tense.</p> <p>Focused on individual or group participants e.g. I, we.</p>	<p>Sequenced sentences.</p> <p>Simple connectives are used to construct simple sentences e.g., and, <u>but, then, so, because</u></p>	<p>First,</p> <p>Next,</p> <p>After,</p> <p>During,</p> <p>Finally,</p> <p>Suddenly,</p> <p>The best part was</p> <p>The worst part was</p> <p>I liked</p> <p>I didn't like</p> <p>I did____</p> <p>We were_____</p>	<p><b>Noun</b> What a noun is.</p> <p>Regular plural nouns with 's' or 'es' (e.g., dog, dogs; wish, wishes)</p> <p><b>Verbs</b> Third person, first person singular.</p> <p>Ending added to verbs where there is change to root.</p> <p>Simple past tense 'ed'</p> <p><b>Adjectives</b> Add 'er' and 'est' to adjectives where no change is needed to root word (e.g., helper, neatest)</p> <p><b>Connectives/conjunctions</b> Join words and sentences using <u>and/then/because</u></p> <p><b>Tense</b> Simple past tense 'ed'.</p>	<p>Use spaces to separate words.</p> <p>Begin to use full stops.</p> <p>Begin to use exclamation marks and question marks</p> <p>Capital letters for start of sentence, names, personal pronouns.</p> <p>Read words with contractions</p>	<p>Say out loud what they are going to write about</p> <p>Compose a sentence orally before writing it</p> <p>Sequence sentences to form short narratives</p> <p>Re-read what they have written to check that it makes sense</p> <p>Discuss what they have written with the teacher or other pupils</p> <p>Read aloud their writing clearly enough to be heard by their peers and the teacher.</p>	<p>Using letter names to distinguish between alternative spellings of the same sound</p> <p><u>Segmenting spoken words into phonemes</u></p> <p><u>representing graphemes</u></p> <p>Using the spelling rule for adding 's' or 'es' (dogs, cats, spends, thanks, wishes, watches)</p> <p>Using the prefix 'un'</p> <p>Using 'ing', 'ed', 'er' and 'est' (e.g., helping, helped, helper, neat, neater, neatest)</p> <p>Write from memory simple sentences</p>	<p>Words containing each of the 40+ phonemes</p> <p>Common exception words</p> <p>Days of the week</p> <p>The sounds /f/, /l/, /s/, /z/ and /k/ spelt ff, ll, ss, zz and ck (e.g., off, well, miss, buzz, back)</p> <p>The /ŋ/ sound spelt n before k (bank, thin, sunk)</p> <p>Division of words into syllables (pocket, rabbit, carrot)</p> <p>'tch' (catch, fetch, watch, kitchen)</p> <p>The /v/ sound at the end of words (have, live, give)</p> <p>Words ending 'y' very, happy, funny, party, (/i:/ or /ɪ/)</p> <p>New consonant spellings ph and wh</p> <p>Using k for the /k/ sound</p> <p>Adding the prefix 'un'</p> <p>Compound words</p>	<p>/ai/ay</p> <p>/oi/ oy</p> <p>/ow/ou</p> <p>/ea/ea</p> <p>/ur/ir</p> <p>/igh/ie</p> <p>/oo/yoo/ u-e</p> <p>/yoo/u</p> <p>/oa/o</p> <p>/igh/l</p> <p>/ai/a</p> <p>/ee/e</p> <p>/ai/a-e</p> <p>/igh/i-e</p> <p>/oa/o-e</p> <p>/oo/yoo/ u-e</p> <p>/ee/ e-e</p> <p>/oo/yoo/ ew</p> <p>/ee/ie</p> <p>/or/aw</p> <p>/eee/y</p> <p>/e/ea</p> <p>/w/wh</p> <p>/oa/oe</p> <p>/oa/ou</p> <p>/igh/y</p> <p>/oa/ow</p> <p>/j/g</p> <p>/f/ph</p>	<p>/aur/</p> <p>/oor/</p> <p>/al/walk</p> <p>/ch/tch</p> <p>/ture/</p> <p>/ar/al</p> <p>/a/father</p> <p>/schwa/</p> <p>/or/a water</p> <p>/o/a want</p> <p>/air/ear</p> <p>bear</p> <p>/ere/there</p> <p>/ue/ear</p> <p>/r/wr</p> <p>/s/st</p> <p>/sc/science</p> <p>/c/ch</p> <p>/sh/ch</p> <p>ou/ young</p> <p>/v/ve give</p> <p>/z/se</p> <p>/s/se</p> <p>/ce/fence</p> <p>/u/o-e</p> <p>/w/wh</p> <p>/oa/oe</p> <p>/oa/ou</p> <p>/igh/y</p> <p>/oa/ow</p> <p>/j/g</p> <p>/f/ph</p>	<p>/z/ze</p> <p>/ai/eigh</p> <p>/aigh/</p> <p>/ey/grey</p> <p>/n/kn/gn</p> <p>/m/mb</p> <p>/ear/ere/ eer</p> <p>/zh/su/</p> <p>/si/vision</p> <p>/ea/brea</p> <p>k</p> <p>/ee/ey</p> <p>/oo/ui</p> <p>/ou/soup</p> <p>/ur/or</p> <p>/oo/u</p> <p>/oul/coul</p> <p>d</p> <p>/air/are</p> <p>/or/au</p> <p>l/le</p> <p>/al/</p> <p>/s/c</p> <p>/u/o-e</p> <p>/o/mothe</p> <p>r</p>	<p>letter, capital,</p> <p>letter, word,</p> <p>singular, plural</p> <p>sentence,</p> <p>punctuation,</p> <p>full stop,</p> <p>question mark,</p> <p>exclamation mark, <u>verb</u>,</p> <p><u>adjective</u>,</p> <p><u>suffix, prefix</u>,</p> <p><u>adverb, past tense</u></p> <p><b>Common exception words:</b></p> <p>the, a, do, to,</p> <p>today, of, said,</p> <p>says, are, were,</p> <p>was, is, his, has,</p> <p>I, you, your,</p> <p>they, be, he,</p> <p>me, she, we,</p> <p>no, go, so, by,</p> <p>my, here,</p> <p>there, where,</p> <p>love, come,</p> <p>some, one,</p> <p>once, ask,</p> <p>friend, school,</p> <p>put, push, pull,</p> <p>full, house, our</p>





## Y1: Letters

Text Structure	Sentence	Useful Vocabulary	Word Classes	Punctuation	Composition	Transcription	Spelling	Vowel digraphs and trigraphs			Terminology for pupils
Ideas grouped together in time sequence. Written in paragraphs	Simple connective s are used to construct simple sentences e.g., and, <u>but</u> , <u>then</u> , <u>so</u> , <u>because</u>	Dear From I like I went I saw It was My favourite They were There was Next, Then, First, After, And, <u>but</u> , <u>so</u> , <u>when</u>	<b>Noun</b> What a noun is.  Regular plural nouns with 's' or 'es' (e.g., dog, dogs; wish, wishes)  <b>Verbs</b> Third person, first person singular.  Ending added to verbs where there is change to root. Simple past tense 'ed'  <b>Adjectives</b> Add 'er' and 'est' to adjectives  where no change is needed to root word (e.g., helper, neatest)  <b>Connectives/conjunctions</b> Join words and sentences using and/ <u>then</u> / <u>because</u>  <b>Tense</b> Simple past tense 'ed'.	Use spaces to separate words.  Begin to use full stops.  Begin to use exclamation marks and question marks  Capital letters for start of sentence, names, personal pronouns.  Read words with contractions.	Say out loud what they are going to write about  Compose a sentence orally before writing it  Sequence sentences to form short narratives  Re-read 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.	Using letter names to distinguish between alternative spellings of the same sound  <u>Segmenting spoken words into phonemes</u> <u>representing graphemes</u>  Using the spelling rule for adding 's' or 'es' (dogs, cats, spends, thanks, wishes, watches)  Using the prefix 'un'  Using 'ing', 'ed', 'er' and 'est' (e.g., helping, helped, helper, neat, neater, neatest)  Write from memory simple sentences	Words containing each of the 40+ phonemes  Common exception words Days of the week  The sounds /f/, /l/, /s/, /z/ and /k/ spelt ff, ll, ss, zz  The /ŋ/ sound spelt n before k (bank, thin, sunk)  Division of words into syllables (pocket, rabbit, carrot)  'tch' (catch, fetch, watch, kitchen)  The /v/ sound at the end of words (have, live, give)  Words ending 'y' very, happy, funny, party, (/i:/ or /I/)  New consonant spellings ph and wh  Using k for the /k/ sound  Adding the prefix 'un'  Compound words	/ai/ay /oi/ oy /ow/ou /ea/ea /ur/ir /igh/ie /oo/yoo/u-e /yoo/u /oa/o /igh/l /ai/a /ee/e /ai/a-e /igh/i-e /oa/o-e /oo/yoo/u-e /ee/ e-e /oo/yoo/e w /ee/ie /or/aw /eee/y /e/ea /w/wh /oa/oe /oa/ou /igh/y /oa/ow /j/g /f/ph	/aur/ /oor/ /al/walk /ch/tch /ture/ /ar/al /a/father /schwa/ /or/a water /o/a want /air/ear bear /ere/there /ue/ear /r/wr /s/st /sc/science /c/ch /sh/ch ou/ young /v/ve give /z/se /s/se /ce/fence	/z/ze /ai/eigh /aigh/ /ey/grey /n/kn/gn /m/mb /ear/ere/ eer /zh/su/ /si/vision /ea/brea k /ee/ey /oo/ui /ou/soup /ur/or /oo/u /oul/coul d /air/are /or/au l/le /al/ /s/c /u/o-e /o/mothe r	letter, capital, letter, word, singular, plural sentence, punctuation, full stop, question mark, exclamation mark, <u>verb</u> , <u>adjective</u> , <u>suffix</u> , <u>prefix</u> , <u>adverb</u>  <b>Common exception words:</b>  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



## Y1: Persuasion – purpose: advert, leaflet, argument

Text Structure	Sentence	Useful Vocabulary	Word Classes	Punctuation	Composition	Transcription	Spelling	Vowel digraphs and trigraphs			Terminology for pupils
Ideas grouped together in time sequence. Written in paragraphs Writes in first person	Simple connective s are used to construct simple sentences e.g., and, <u>but, then, so, because</u>	It was Brilliant Best Exciting The most Super Fantastic Great It will Now you can Try	<b>Noun</b> What a noun is.  Regular plural nouns with 's' or 'es' (e.g., dog, dogs; wish, wishes)  <b>Verbs</b> Third person, first person singular.  Ending added to verbs where there is change to root. Simple past tense 'ed'  <b>Adjectives</b> Add 'er' and 'est' to adjectives where no change is needed to root word (e.g., helper, neatest)  <b>Connectives/conjunctions</b> Join words and sentences using and/ <u>then/because</u>  <b>Tense</b> Simple past tense 'ed'.	Use spaces to separate words.  Begin to use full stops.  Begin to use exclamation marks and question marks  Capital letters for start of sentence, names, personal pronouns.  Read words with contractions.	Say out loud what they are going to write about  Compose a sentence orally before writing it  Sequence sentences to form short narratives  Re-read 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.	Using letter names to distinguish between alternative spellings of the same sound  <u>Segmenting spoken words into phonemes</u>  <u>representing graphemes</u>  Using the spelling rule for adding 's' or 'es' (dogs, cats, spends, thanks, wishes, watches)  Using the prefix 'un'  Using 'ing', 'ed', 'er' and 'est' (e.g., helping, helped, helper, neat, neater, neatest)  Write from memory simple sentences	Words containing each of the 40+ phonemes  Common exception words Days of the week  The sounds /f/, /l/, /s/, /z/ and /k/ spelt ff, ll, ss, zz and ck (e.g., off, well, miss, buzz, back)  The /ŋ/ sound spelt n before k (bank, thin, sunk)  Division of words into syllables (pocket, rabbit, carrot)  'tch' (catch, fetch, watch, kitchen)  The /v/ sound at the end of words (have, live, give)  Words ending 'y' very, happy, funny, party, (/i:/ or /I/)  New consonant spellings ph and wh  Using k for the /k/ sound  Adding the prefix 'un'  Compound words	/ai/ay /oi/ oy /ow/ou /ea/ea /ur/ir /igh/ie /oo/yoo/u -e /yoo/u /oa/o /igh/l /ai/a /ee/e /ai/a-e /igh/i-e /oa/o-e /oo/yoo/u -e /ee/ e-e /oo/yoo/e w /ee/ie /or/aw /eee/y /e/ea /w/wh /oa/oe /oa/ou /igh/y /oa/ow /j/g /f/ph	/aur/ /oor/ /al/walk /ch/tch /ture/ /ar/al /a/father /schwa/ /or/a water /o/a want /air/ear bear /ere/there /ue/ear /r/wr /s/st e /c/ch /sh/ch ou/ young /v/ve give /z/se /s/se /ce/fence	/z/ze /ai/eigh /aigh/ /ey/grey /n/kn/gn /m/mb /ear/ere/ eer /zh/su/ /si/vision /ea/brea k /oo/ui /ou/soup /ur/or /oo/u /oul/coul d /air/are /or/au l/le /al/ /s/c /u/o-e /o/mothe r	letter, capital, letter, word, singular, plural sentence, punctuation, full stop, question mark, exclamation mark, <u>verb</u> , <u>adjective</u> , <u>suffix</u> , <u>prefix</u> , <u>adverb</u>  <b>Common exception words:</b> 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



# Y1: Biography

Text Structure	Sentence	Useful Vocabulary	Word Classes	Punctuation	Composition	Transcription	Spelling	Vowel digraphs and trigraphs			Terminology for pupils
Ideas grouped together in time sequence. Written in paragraphs Writes in first person Writes in the past tense Focussed on individual or group participants e.g., I, we	Simple connective s are used to construct simple sentences e.g., and, <u>but, then, so,, because</u>	First, Next, After, Finally, When he/she was born... When he/she was five years old... An interesting thing about... A fact about... He/she will be remembered for...	<b>Noun</b> What a noun is.  Regular plural nouns with 's' or 'es' (e.g., dog, dogs; wish, wishes)  <b>Verbs</b> Third person, first person singular. Ending added to verbs where there is change to root. Simple past tense 'ed'  <b>Adjectives</b> Add 'er' and 'est' to adjectives where no change is needed to root word (e.g., helper, neatest)  <b>Connectives/conjunctions</b> Join words and sentences using and/ <u>then/because</u>  <b>Tense</b> Simple past tense 'ed'.	Use spaces to separate words.  Begin to use full stops.  Begin to use exclamation marks and question marks  Capital letters for start of sentence, names, personal pronouns.  Read words with contractions.	Say out loud what they are going to write about  Compose a sentence orally before writing it  Sequence sentences to form short narratives  Re-read 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.	Using letter names to distinguish between alternative spellings of the same sound  <u>Segmenting spoken words into phonemes</u>  <u>representing graphemes</u>  Using the spelling rule for adding 's' or 'es' (dogs, cats, spends, thanks, wishes, watches)  Using the prefix 'un'  Using 'ing', 'ed', 'er' and 'est' (e.g., helping, helped, helper, neat, neater, neatest)  Write from memory simple sentences	Words containing each of the 40+ phonemes  Common exception words Days of the week  The sounds /f/, /l/, /s/, /z/ and /k/ spelt ff, ll, ss, zz and ck (e.g., off, well, miss, buzz, back)  The /ŋ/ sound spelt n before k (bank, thin, sunk)  Division of words into syllables (pocket, rabbit, carrot)  'tch' (catch, fetch, watch, kitchen)  The /v/ sound at the end of words (have, live, give)  Words ending 'y' very, happy, funny, party, (/i:/ or /I/)  New consonant spellings ph and wh  Using k for the /k/ sound  Adding the prefix 'un'  Compound words	/ai/ay /oi/ oy /ow/ou /ea/ea /ur/ir /igh/ie /oo/yoo/u -e /yoo/u /oa/o /igh/l /ai/a /ee/e /ai/a-e /igh/i-e /oa/o-e /oo/yoo/u -e /ee/ e-e /oo/yoo/e w /ee/ie /or/aw /eee/y /e/ea /w/wh /oa/oe /oa/ou /igh/y /oa/ow /j/g /f/ph	/aur/ /oor/ /al/walk /ch/tch /ture/ /ar/al /a/father /schwa/ /or/a water /o/a want /air/ear bear /ere/there /ue/ear /r/wr /s/st e /c/ch /sh/ch ou/ young /v/ve give /z/se /s/se /ce/fence	/z/ze /ai/eigh /aigh/ /ey/grey /n/kn/gn /m/mb /ear/ere/ eer /zh/su/ /si/vision /ea/brea k /ou/coul d /air/are /or/au l/le /al/ /s/c /u/o-e /o/mothe r	letter, capital, letter, word, singular, plural sentence, punctuation, full stop, question mark , exclamation mark, <u>verb</u> , <u>adjective</u> , <u>suffix</u> , <u>prefix</u> , <u>adverb</u>  <b>Common exception words:</b> 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



## Y1: Balanced Argument – purpose: speech, essay, letter

Text Structure	Sentence	Useful Vocabulary	Word Classes	Punctuation	Composition	Transcription	Spelling	Vowel digraphs and trigraphs			Terminology for pupils
Ideas grouped together in time sequence. Written in paragraphs Writes in first person	Simple connective s are used to construct simple sentences e.g., and, <u>but, then, so, because</u>	but because some people like... some people feel... some people believe... other people like... other people feel... other people believe...	<b>Noun</b> What a noun is. Regular plural nouns with 's' or 'es' (e.g., dog, dogs; wish, wishes) <b>Verbs</b> Third person, first person singular. Ending added to verbs where there is change to root. Simple past tense 'ed' <b>Adjectives</b> Add 'er' and 'est' to adjectives where no change is needed to root word (e.g., helper, neatest) <b>Connectives/conjunctions</b> Join words and sentences using and/ <u>then/because</u> <b>Tense</b> Simple past tense 'ed'.	Use spaces to separate words. Begin to use full stops. Begin to use exclamation marks and question marks Capital letters for start of sentence, names, personal pronouns. Read words with contractions.	Say out loud what they are going to write about Compose a sentence orally before writing it Sequence sentences to form short narratives Re-read 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.	Using letter names to distinguish between alternative spellings of the same sound <u>Segmenting spoken words into phonemes</u> <u>representing graphemes</u> Using the spelling rule for adding 's' or 'es' (dogs, cats, spends, thanks, wishes, watches) Using the prefix 'un' Using 'ing', 'ed', 'er' and 'est' (e.g., helping, helped, helper, neat, neater, neatest) Write from memory simple sentences	Words containing each of the 40+ phonemes Common exception words Days of the week The sounds /f/, /l/, /s/, /z/ and /k/ spelt ff, ll, ss, zz and ck (e.g., off, well, miss, buzz, back) The /ŋ/ sound spelt n before k (bank, thin, sunk) Division of words into syllables (pocket, rabbit, carrot) 'tch' (catch, fetch, watch, kitchen) Using the prefix 'un' The /v/ sound at the end of words (have, live, give) Words ending 'y' very, happy, funny, party, (/i:/ or /ɪ/) New consonant spellings ph and wh Using k for the /k/ sound Adding the prefix 'un' Compound words	/ai/ay /oi/ oy /ow/ou /ea/ea /ur/ir /igh/ie /oo/yoo/u -e /yoo/u /oa/o /igh/l /ai/a /ee/e /ai/a-e /igh/i-e /oa/o-e /oo/yoo/u -e /ee/ e-e /oo/yoo/e w /ee/ie /or/aw /eee/y /e/ea /w/wh /oa/oe /oa/ou /igh/y /oa/ow /j/g /f/ph /ai/ay /aur/ /oor/ /al/walk /ch/tch /ture/ /ar/al /a/father /schwa/ /or/a water /o/a want /air/ear bear /ere/there /ue/ear /r/wr /s/st e /c/ch /sh/ch ou/ young /v/ve give /z/se /s/se /ce/fence /ee/ie /or/aw /eee/y /e/ea /w/wh /oa/oe /oa/ou /igh/y /oa/ow /j/g /f/ph	/z/ze /ai/eigh /aigh/ /ey/grey /n/kn/gn /m/mb /ear/ere/ eer /zh/su/ /si/vision /ea/brea k /ee/ey /oo/ui /ou/soup /ur/or /oo/u /oul/coul d /air/are /or/au l/le /al/ /s/c /u/o-e /o/mothe r	letter, capital, letter, word, singular, plural sentence, punctuation, full stop, question mark, exclamation mark, <u>verb</u> , <u>adjective</u> , <u>suffix</u> , <u>prefix</u> , <u>adverb</u> <b>Common exception words:</b> 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	



# Y1: Newspaper

Text Structure	Sentence	Useful Vocabulary	Word Classes	Punctuation	Composition	Transcription	Spelling	Vowel digraphs and trigraphs			Terminology for pupils
Ideas grouped together in time sequence. Written in paragraphs Attempts at <u>third person writing</u> e.g., The man was run over. Beginning describes what happened	Simple connective s are used to construct simple sentences e.g., and, <u>but, then, so,, because</u>	On Monday... The accident... People felt... Happened Angry, Upset, First, Next, After, When, Then, So, But It was...	<b>Noun</b> What a noun is.  Regular plural nouns with 's' or 'es' (e.g., dog, dogs; wish, wishes) <b>Verbs</b> Third person, first person singular. Ending added to verbs where there is change to root. Simple past tense 'ed' <b>Adjectives</b> Add 'er' and 'est' to adjectives where no change is needed to root word (e.g., helper, neatest) <b>Connectives/conjunctions</b> Join words and sentences using and, then, <b>Tense</b> Simple past tense 'ed'.	Use spaces to separate words.  Begin to use full stops.  Begin to use exclamation marks and question marks  Capital letters for start of sentence, names, personal pronouns.  Read words with contractions.	Say out loud what they are going to write about  Compose a sentence orally before writing it  Sequence sentences to form short narratives  Re-read 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.	Using letter names to distinguish between alternative spellings of the same sound  <u>Segmenting spoken words into phonemes</u> <u>representing graphemes</u>  Using the spelling rule for adding 's' or 'es' (dogs, cats, spends, thanks, wishes, watches)  Using the prefix 'un'  Using 'ing', 'ed', 'er' and 'est' (e.g., helping, helped, helper, neat, neater, neatest)  Write from memory simple sentences	Words containing each of the 40+ phonemes  Common exception words Days of the week  The sounds /f/, /l/, /s/, /z/ and /k/ spelt ff, ll, ss, zz and ck (e.g., off, well, miss, buzz, back)  The /ŋ/ sound spelt n before k (bank, thin, sunk)  Division of words into syllables (pocket, rabbit, carrot)  'tch' (catch, fetch, watch, kitchen)  Using the prefix 'un'  The /v/ sound at the end of words (have, live, give)  Words ending 'y' very, happy, funny, party, (/i:/ or /ɪ/)  New consonant spellings ph and wh  Using k for the /k/ sound  Adding the prefix 'un'  Compound words	/ai/ay /oi/ oy /ow/ou /ea/ea /ur/ir /igh/ie /oo/yoo/u -e /yoo/u /oa/o /igh/l /ai/a /ee/e /ai/a-e /igh/i-e /oa/o-e /oo/yoo/u -e /ee/ e-e /oo/yoo/e w /ee/ie /or/aw /eee/y /e/ea /w/wh /oa/oe /oa/ou /igh/y /oa/ow /j/g /f/ph	/aur/ /oor/ /al/walk /ch/tch /ture/ /ar/al /a/father /schwa/ /or/a water /o/a want /air/ear bear /ere/ther e /ue/ear /r/wr /s/st /sc/scienc /or/au /c/ch /sh/ch ou/ young /v/ve give /z/se /s/se /ce/fence	/z/ze /ai/eigh /aigh/ /ey/grey /n/kn/gn /m/mb /a/father /ear/ere/ eer /zh/su/ /si/vision /ea/break /ee/ey /oo/ui /ou/soup /ur/or /oo/u /oul/coul d /air/are /or/au /l/le /al/ /s/c /u/o-e /o/mothe r	letter, capital, letter, word, singular, plural sentence, punctuation, full stop, question mark , exclamation mark, <u>verb</u> , <u>adjective</u> , <u>suffix</u> , <u>prefix</u> , <u>adverb</u>  <b>Common exception words:</b>  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



## Y1: Narrative

Text Structure	Sentence	Useful Vocabulary	Word Classes	Punctuation	Composition	Transcription	Spelling	Vowel digraphs and trigraphs			Terminology for pupils
Beginning or end of narrative signalled e.g. One day,  Cohesion - Ideas grouped together for similarity - paragraphs.  Attempts at third person writing. e.g. The wolf was hiding.  Written in the appropriate tense. (mainly consistent) e.g. Goldilocks was... Jack is...	Simple sentence s, starting with a pronoun and a verb e.g. He went home  Simple connectives are used to construct simple sentences e.g., and, <u>but</u> , <u>then</u> , <u>so</u> , <u>because</u>	Year 1 ambitious vocabulary used  Range of size adjectives used e.g., big, small  Range of colour adjectives used e.g., red, blue  Range of emotion words used e.g., sad, angry, cross  Pronouns: I, she, he, they. Conjunctions: and, but, then, or, this  Prepositions: up, down, in, into, out, to, onto  Time connectives: first, then, next  Once upon a time, one day, happily ever after	<b>Noun</b> What a noun is.  Regular plural nouns with 's' or 'es' (e.g., dog, dogs; wish, wishes)  <b>Verbs</b> Third person, first person singular.  Ending added to verbs where there is change to root. Simple past tense 'ed'  <b>Adjectives</b> Add 'er' and 'est' to adjectives where no change is needed to root word (e.g., helper, neatest)  <b>Connectives/conjunctions</b> Join words and sentences using and, then, because, so, but  <b>Tense</b> Simple past tense 'ed'	Use spaces to separate words.  Begin to use full stops.  Begin to use exclamation marks and question marks  Capital letters for start of sentence, names, personal pronouns.  Read words with contractions .	Say out loud what they are going to write about  Compose a sentence orally before writing it  Sequence sentences to form short narratives  Re-read 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.	Using letter names to distinguish between alternative spellings of the same sound  <u>Segmenting spoken words into phonemes</u> <u>representing graphemes</u>  Using the spelling rule for adding 's' or 'es' (dogs, cats, spends, thanks, wishes, watches)  Using the prefix 'un'  Using 'ing', 'ed', 'er' and 'est' (e.g., helping, helped, helper, neat, neater, neatest)  Write from memory simple sentences	Words containing each of the 40+ phonemes  Common exception words Days of the week  The sounds /f/, /l/, /s/, /z/ and /k/ spelt ff, ll, ss, zz and ck (e.g., off, well, miss, buzz, back)  The /ŋ/ sound spelt n before k (bank, thin, sunk)  Division of words into syllables (pocket, rabbit, carrot)  'tch' (catch, fetch, watch, kitchen)  The /v/ sound at the end of words (have, live, give)  Words ending 'y' very, happy, funny, party, (/i:/ or /ɪ/)  New consonant spellings ph and wh  Using k for the /k/ sound  Adding the prefix 'un'  Compound words	/ai/ay /oi/ oy /ow/ou /ea/ea /ur/ir /igh/ie /oo/yoo/u -e /yoo/u /oa/o /igh/l /ai/a /ee/e /ai/a-e /igh/i-e /oa/o-e /oo/yoo/u -e /ee/ e-e /oo/yoo/e w /ee/ie /or/aw /eee/y /e/ea /w/wh /oa/oe /oa/ou /igh/y /oa/ow /j/g /f/ph  /ai/ay /oi/ oy /ow/ou /ea/ea /ur/ir /igh/ie /oo/yoo/u -e /yoo/u /oa/o /igh/l /ai/a /ee/e /ai/a-e /igh/i-e /oa/o-e /oo/yoo/u -e /ee/ e-e /oo/yoo/e w /ee/ie /or/aw /eee/y /e/ea /w/wh /oa/oe /oa/ou /igh/y /oa/ow /j/g /f/ph  /ai/ay /oi/ oy /ow/ou /ea/ea /ur/ir /igh/ie /oo/yoo/u -e /yoo/u /oa/o /igh/l /ai/a /ee/e /ai/a-e /igh/i-e /oa/o-e /oo/yoo/u -e /ee/ e-e /oo/yoo/e w /ee/ie /or/aw /eee/y /e/ea /w/wh /oa/oe /oa/ou /igh/y /oa/ow /j/g /f/ph  /ai/ay /oi/ oy /ow/ou /ea/ea /ur/ir /igh/ie /oo/yoo/u -e /yoo/u /oa/o /igh/l /ai/a /ee/e /ai/a-e /igh/i-e /oa/o-e /oo/yoo/u -e /ee/ e-e /oo/yoo/e w /ee/ie /or/aw /eee/y /e/ea /w/wh /oa/oe /oa/ou /igh/y /oa/ow /j/g /f/ph	/aur/ /oor/ /al/walk /ch/tch /ture/ /ar/al /a/father /schwa/ /or/a water /o/a want /air/ear bear /ere/there /ue/ear /r/wr /s/st /sc/scienc e /c/ch /sh/ch ou/ young /v/ve give /z/se /s/se /ce/fence	/z/ze /ai/eigh /aigh/ /ey/grey /n/kn/gn /m/mb /a/father /ear/ere/e er /zh/su/ /si/vision /ea/break /ee/ey /ou/soup /ur/or /oo/u /oul/could /air/are /or/au l/le /al/ /s/c /u/o-e /o/mother	letter, capital, letter, word, singular, plural sentence, punctuation, full stop, question mark , exclamation mark, <u>verb</u> , <u>adjective</u> , <u>suffix</u> , <u>prefix</u> , <u>adverb</u>  <b>Common exception words:</b> 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