



## The Year 1 English Learner

### Approach

English skills are key to a child's development. At St John's, we aim for our active curriculum to embrace language in all its aspects throughout the whole of the school day. Children are taught speaking, listening, reading and writing skills through studying a variety of styles of writing (genres).

Teachers follow the Teaching Sequence for Writing, which means that children firstly will be taught to read and understand the text, then practise the skills of the style of writing (including grammar) and apply into their own writing.

The Primary National Curriculum statements will be taught through the modules below.

### Y1 English Coverage

The Year 1 English curriculum consists of the following modules.

Stories with predictable phrasing  
Traditional Tales  
Recount  
Poetry  
Report  
Instructions  
Contemporary fiction  
Explanation  
Drama

These modules will be taught through enriched thematic topics across the year.

Your child will encounter a whole range of key poets and authors through which they will be immersed in new vocabulary and writing styles.



## Curriculum Content

### Speaking and Listening

At St John's, we encourage oracy skills and know these are the foundation stones for fluent Literacy skills. Throughout the school day, children are actively encouraged to discuss and communicate with the whole school family as much as possible.

The children will become more familiar with and confident in using language in a greater variety of situations. They will, for example:

- Listen to and discuss a wide range of books and poems
- Recognise and join in with predictable phrases
- Learn some rhymes and poems to recite by heart
- Discuss the meaning of words and extend vocabulary
- Join in with discussions and explain their understanding
- Change their speaking when taking on a role of a character during play

Progression in Oracy				
SKILLS	Apprentice	Developing	Confident	Expert
<b>Physical</b>	<ul style="list-style-type: none"> <li>- I am starting to project my voice so everyone can hear it.</li> <li>- I am starting to vary the pitch, tone and rhythm of my voice.</li> <li>- I am beginning to use gestures and body movement to help convey the points I want to make.</li> </ul>	<ul style="list-style-type: none"> <li>- I can develop my presence as a performer, controlling my voice and movement.</li> <li>- I can use several different tones of voice and adapt my voice to the context.</li> <li>- I can use subtle gestures and body language to indicate a range of different emotions.</li> </ul>	<ul style="list-style-type: none"> <li>- I know how to vary my body language and tone of voice, adapting them to the situation and to what I am trying to say.</li> <li>- I have a range of subtle changes in tone, pitch and movement to suit different genres of talk.</li> </ul>	<ul style="list-style-type: none"> <li>- I can control my voice and body with fluency and precision.</li> <li>- I can teach others how to use their voice and body.</li> <li>- I am always at home in the context.</li> </ul>
<b>Linguistic</b>	<ul style="list-style-type: none"> <li>- I can use a limited vocabulary well.</li> <li>- I am starting to choose my words more precisely.</li> <li>- I can distinguish between informal and formal settings.</li> <li>- I can identify different types of language: metaphor, tripling, emphasis.</li> </ul>	<ul style="list-style-type: none"> <li>- I can use a range of descriptive words to suit different situations and use the 5 senses to ground my story.</li> <li>- I can use full sentences with connectives and speak fluently without repetition for several sentences.</li> <li>- I can speak formally, e.g. without using filler words (such as 'like'), and with dictionary words instead of street slang.</li> </ul>	<ul style="list-style-type: none"> <li>- I can construct language effectively for a range of purposes, e.g. to persuade someone.</li> <li>- I can use the subject specific language of different disciplines, e.g. talk like a scientist, historian, mathematician, tour guide.</li> <li>- I deploy excellent grammar when talking, using full sentences.</li> <li>- I can select precise language and idiom to suit different audiences.</li> </ul>	<ul style="list-style-type: none"> <li>- I can deploy language with great precision and nuance.</li> <li>- I can use a wide range of vocabulary, idioms and expressions to suit any audience.</li> <li>- I can engage with ideas at a high level and express my ideas fluently in any setting.</li> <li>- I can develop the linguistic tools of others.</li> </ul>
<b>Cognitive</b>	<ul style="list-style-type: none"> <li>- I am beginning to identify what makes a good argument.</li> <li>- I can use evidence to back up my point.</li> <li>- I can order my talk into a beginning, middle and end.</li> </ul>	<ul style="list-style-type: none"> <li>- I can pursue a line of enquiry.</li> <li>- I can spot flaws in other people's arguments.</li> <li>- I can ask a range of questions including probing questions.</li> <li>- I can choose and organise the content of my speech to convey clear meaning.</li> </ul>	<ul style="list-style-type: none"> <li>- I can take on different roles in discussion and can see both sides of an argument.</li> <li>- I can use different thinking skills to engage with challenging material.</li> <li>- I can summarise an argument and identify good and bad arguments.</li> <li>- I can analyse arguments and select evidence to defend or rebut a position.</li> </ul>	<ul style="list-style-type: none"> <li>- I can take into account the level of understanding of an audience and adapt my language.</li> <li>- I can marshal sophisticated arguments and use language and different genres of speech.</li> <li>- I can use and select metaphor, humour, irony, mimicry and other rhetorical devices with flair and imagination to make my argument come alive.</li> </ul>
<b>Emotional social</b>	<ul style="list-style-type: none"> <li>- I can find the confidence to speak in front of an audience.</li> <li>- I show proof of listening.</li> <li>- I can understand my character strengths and can build on them.</li> <li>- I can support others in a discussion.</li> </ul>	<ul style="list-style-type: none"> <li>- I can take turns in discussion and listen to others and respond to their points.</li> <li>- I can follow ground rules and make sense of them to others.</li> <li>- I put my energy and whole-hearted commitment into discussions and speech to get the most out of any situation.</li> <li>- I listen attentively to what others are saying and play back to them what they have said.</li> </ul>	<ul style="list-style-type: none"> <li>- I can tell a story with no notes that engages an audience.</li> <li>- I can read an audience and change my language, tone and pitch to connect with it.</li> <li>- I can respond to and build on the feelings and views of others.</li> <li>- I can develop the well-being of others through coaching and other techniques.</li> </ul>	<ul style="list-style-type: none"> <li>- I can take risks in the way I present to an audience in order to engage them: including using humour, surprise, etc.</li> <li>- I can lead/chaire a discussion in a range of contexts, making everyone feel involved.</li> </ul>

## **Reading**

We are a school that encourages and supports a love for reading. This is achieved through a variety of reading schemes and real books which ensures steps of progress.

The reading part of the curriculum is broken down into 'word reading' and 'comprehension'.

In Year 1, pupils continue to learn to read words using phonics as well as learning to recognise words that cannot easily be sounded out e.g. once.

[Phonics sounds pronunciations](#)

[Phonics Games](#)

As well as being able to read words, children need to understand what they read and develop a life-long love of reading. They will learn to do this through carefully structured activities using a wide range of high-quality books. They are encouraged to:

- Make links between their own experiences and the story
- Check that they understand what they are reading
- Talk about the title and the main events
- Predict what might happen before they read it
- Join in with predictable phrases

**Recommended reading list:** [Click here for KS1 reading list.](#)

## **Writing**

Across the whole curriculum, children at St John's are given opportunities to become authors using many different writing styles. For example, using geographical language when writing about local and global environments.

In Year 1 children develop their writing through the following areas:

### **Spelling:**

- Spell words using phonics
- Learn commonly used whole words that are difficult to sound out
- Spell the days of the week
- Begin to look at patterns and rules

### **Handwriting:**

- Hold a pencil correctly
- Form letters and digits correctly and confidently
- Leave spaces between words

**Composition:**

- Speak in whole sentences
- Write sequences of sentences
- Re-read and check for sense
- Develop a wide vocabulary
- Use capital letters, full stops, question marks and exclamation marks
- Join sentences with 'and'

[Link to the school scheme for handwriting](#)