

YEAR 1

NB: Practise and consolidate Reception list

NC terminology for children: letter, capital letter word, singular, plural sentence punctuation, full stop, question mark, exclamation mark

TEXT LEVEL: Connecting words and phrases, cohesion and paragraphing	SENTENCE LEVEL: Sentence structure and punctuation	WORD LEVEL: Vocabulary and spelling	LANGUAGE EFFECTS
<p>Orally retell stories: Allow time during the Imitation phase for children to fully internalise a text. Innovate using <u>simple substitutions</u> so children can re-tell their new story in the correct sequence, ‘hugging’ closely to the original and adding extra description or action.</p> <p>Map and retell before recording.</p> <p>Write sentences in the correct sequence: use shared and guided writing.</p> <p>‘Chunk’ up known story, with children, to use as model for shared, guided and then independent writing. Group sentences into beginning, middle and end, marked by familiar connecting words and phrases</p>	<p>Orally internalize, recognize, and generate a range of sentences. Understand that a sentence makes sense and can stand alone :</p> <ul style="list-style-type: none"> - basic simple sentences (one main clause and limited detail) - questions, exclamations - compound sentences with co-ordinating conjunctions <i>and, but, or, so</i> - complex sentences using common subordinating conjunctions such as <i>because, while, so that, then,</i> - complex sentences with relative clauses; <i>who, which, that, etc.</i> <p>Teach: think a sentence, say a sentence, write a sentence - now reread</p> <p>Know that a sentence holds meaning, makes sense and is demarcated by CLs and FSS</p> <ul style="list-style-type: none"> – compose and rehearse basic sentences independently – apply phonics to segments words and 	<p>Use appropriate vocabulary: Introduce vocabulary at a level above the children’s usage through the Imitation stage, games and explicit instruction.</p> <p>Story language [oral retellings then into writing]: <i>Once upon a summer’s day...; Early one morning..., Not once, not twice but three times...; Up jumped the mouse and...; So she ran and she ran and she ran until..., to his surprise/amazement...</i></p> <p>Vocabulary related to the topic: <i>squeeze; toothpaste; towel</i></p> <p>Use a range of prepositions: <i>up, down, on, onto in, inside, out, outside, towards, outside, across, under, towards etc.</i></p> <p>Use adjectives for description e.g. colour, size, simple emotion</p> <ul style="list-style-type: none"> – simple repetition for description [oral stories]: <i>a lean cat, a mean cat</i> 	<p>Use similes with like/as....as.... Use real experiences and familiar objects to draw out comparisons: <i>the fire is as hot as the sun; outside it is as wet as a swimming pool; the fire engine is as red as a strawberry.</i> Describe using ‘like’ – <i>its skin was wrinkled like a walnut.</i></p> <p>Use alliteration: Take the opportunity to link to phonics when learning initial sounds:</p> <ul style="list-style-type: none"> – gather words beginning with the same sound – put together adjectives with nouns and verbs to describe <i>e.g. dangerous dragon drank, the slimy snake slithered</i> <p>Descriptive lists:</p> <ul style="list-style-type: none"> – introduce sentences of three for description: <i>He wore old shoes, a dark cloak and a canvas hat</i> – two adjectives to describe a noun <i>The</i>

<p>Use stories and other opportunities such as role play and discussion, to model a range of connectives in full sentences and encourage children to copy their use: <i>because, if, or, so that, then, that, while, when, where, who, first, then, next, when, after, until</i> etc.</p> <p>Model, recast and extend language in a range of contexts.</p> <p>Use simple adverbial openers in stories both orally and in writing. Adverbials can be single words (adverbs) or phrases. They qualify verbs answering:</p> <ul style="list-style-type: none"> - When? <i>many years ago... suddenly, in the end, as soon as...</i> - Where? <i>under the bridge..</i> - How? <i>heavily, slowly, wearily, luckily, unfortunately</i> <p>Tell and write thinking of audience and purpose. Reread and listen for the effect on the reader.</p>	<p>write in order to compose our sentences</p> <ul style="list-style-type: none"> - use finger spaces - show where our sentences begin and end by using CLs and FSs - read our sentences back to make sure they make sense. <p>Use co-ordinating conjunctions <i>and, but, or, so</i> to join ideas and add information: <i>The old man took the ticket <u>and</u> examined the printing. Spiders vary in size. They can be small <u>or</u> very large; Charlie hid <u>but</u> Sally found him; It was snowing <u>so</u> they put their boots on.</i></p> <p>Punctuation:</p> <ul style="list-style-type: none"> - In addition to sentence demarcation, use CLs for: 'I' / Days of the week/ Months of the Year/ Names - Ask questions, using a <u>question mark?</u> <i>Who could have taken it?</i> - Use <u>exclamation marks</u> to shock, surprise and amaze! <i>The most amazing thing about hedgehogs is that they can swim!</i> - Use bullet points for lists/instructions - Use speech bubbles and introduce speech marks when ready 	<ul style="list-style-type: none"> - simple negatives: <i>unkind, unhappy</i> <p>Use determiners 'a' or 'an' correctly: <i>a rock, an open box</i> etc. Use 'the' to label a specific object, e.g. the cat that bit me.</p> <p>Suffixes added to adjectives to create simple comparatives and superlatives e.g. <i>fresher; quickest</i></p> <p>Use prefix 'un' to change the meaning of verbs and adjectives <i>unkind, or undoing, e.g. untie the boat, unwrap the present etc.</i></p>	<p><i>scary old woman, the green-eyed scaly dragon</i></p>
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