

Phonics, Spelling and Grammar Overview Year 1 (2015)

| | Phonics | Spelling | Vocabulary, Grammar and Punctuation |
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| 1 A | <p>Phase 3 (Using and applying) j, v, w, x, y, z/zz, qu ch, sh, th (then, this), th (thin), ng (ring), or (for), ai (rain), oi (coin), ar (farm), ee (feet), er (her, summer, corner) ur (hurt), oo (boot, moon) oo (look, book) oa (boat) ow (cow), igh (night), air (fair), ear (dear) Additional phonics intervention as appropriate</p> | <p>ff, ll, ss, zz, ck <i>eg off, well, miss, buzz</i></p> <p>Name the letters of the alphabet in order</p> <p>Common exception words: the, a, do, to, I, is, his, by, my, was</p> | <p>Leave spaces between words</p> <p>Punctuate sentences using a capital letter and a full stop</p> <p>Sentences with different forms: statement</p> <p><i>sentence, word, letter, capital letter, full stop, punctuation, statement</i></p> |
| 1 B | <p>Phase 4 (Using and applying)</p> <p>CVC, CVCC, CCVC, CCVCC, CCCVC, CCCVCC</p> <p>Additional phonics intervention as appropriate</p> <p>Phonics Assessment</p> | <p>/n/ sound spelt n before k <i>eg bank, think, honk, sunk</i></p> <p>/v/ sound at the end of words <i>eg have, live, give</i></p> <p>Common exception words: of, we, be, me, he, she, no, go, so</p> | <p>Leave spaces between words</p> <p>Punctuate sentences using a capital letter and a full stop</p> <p>Sentences with different forms: statement</p> <p><i>sentence, word, letter, capital letter, full stop, punctuation, statement</i></p> <p>Use capital letters for names and personal pronoun I</p> <p>Joining words and joining clauses using and</p> |
| <p>Daily – write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far.</p> | | | |

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| <p>2 A</p> | <p>Vowels and Consonants</p> <p>Phase 5 (Using and applying)</p> <p>wh (when, where, which, wheel, while) ay, a-e, ai e-e, ee, ea (sea, meat, each, read (present tense)) ie, i-e, igh o-e, oe (toe), ow (grow) ue, ew, u-e</p> <p>Additional phonics intervention as appropriate</p> <p>Phonics Assessment</p> | <p>Division of words into syllables <i>eg pocket, rabbit, carrot, thunder, sunset</i></p> <p>Days of the week today Use letter names to distinguish between alternative spellings of the same sound</p> <p>Adding ending -ing to verbs where no change is needed to the root word <i>eg</i> hunting, hunted, hunter, buzzing, buzzed, buzzer, jumping, jumped, jumper playing, played, player</p> <p>Adding s and es to words (plural and third person singular of verbs) <i>eg cats, dogs, spends, rocks, thanks, catches</i></p> <p>Common exception words: said, says, are, were, you, your, they</p> | <p>Sentences with different forms: question</p> <p>Punctuate sentences using question marks</p> <p>question</p> <p>Present tense</p> <p>suffix</p> <p>singular, plural</p> |
| <p>2 B</p> | <p>Phase 5 (Using and Applying)</p> <p>ea (head, bread, read (past tense)) au (Paul, August) ph (dolphin, alphabet, phonics) ir (girl) ou (out, about) aw (saw) oy (boy)</p> <p>Additional phonics intervention as appropriate</p> <p>Phonics Assessment</p> | <p>Adding ending -ed to verbs where no change is needed to the root word <i>eg hunting, hunted, hunter, buzzing, buzzed, buzzer, jumping, jumped, jumper</i> <i>playing, played, player</i> yesterday</p> <p>Common exception words: here, there, where, love, come, some, one, once</p> | <p>Sentences with different forms: commands exclamations</p> <p>command, exclamation, exclamation marks</p> <p>Past tense</p> |
| <p>Daily – write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far.</p> | | | |

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| 3 A | <p>Revision of phase 3 and phase 5</p> <p>ie (chief, field, thief) ore (more, score, before) ear (bear, pear) are (bare, dare, care, share)</p> <p>Additional phonics intervention as appropriate</p> | <p>Adding –er and –est to adjectives where no change is needed to the root word <i>eg grander, grandest fresher, freshest quicker, quickest</i></p> <p>Compound words <i>eg football, playground, farmyard, bedroom, blackberry</i></p> <p>Introduce spelling strategies eg analogy - To learn a word I can use words that I already know to help me eg look/took all/ball/call/tall/small</p> <p>Common exception words: ask, friend, school, put, push, pull, full, house, our</p> | <p>Word classes: Adjectives Nouns</p> <p>Compound sentences</p> |
| 3 B | <p>Vowels and Consonants</p> <p>Additional phonics intervention for pupils who failed the Yr 1 phonics screening test</p> | <p>Adding endings -er to verbs where no change is needed to the root word <i>eg hunting, hunted, hunter, buzzing, buzzed, buzzer, jumping, jumped, jumper playing, played, player</i></p> <p>Using k for the /k/ sound before e, i and y <i>eg Kent, sketch, kit, skin, frisky</i></p> <p>Adding the prefix –un <i>eg unhappy, undo, unload, unfair, unlock</i></p> <p>-tch eg catch, fetch, kitchen, notch, hutch (exceptions: rich, which, much, such)</p> <p>Introduce spelling strategies eg mnemonics</p> | <p>Word classes: Adverbs Verbs</p> <p>Read words with contractions eg I'm, I'll, we'll, can't, don't and understand that the apostrophe represents the omitted letter(s) contraction apostrophe</p> <p>prefix</p> <p>Speech bubbles and speech marks</p> |
| <p>Daily – write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far.</p> | | | |