



A verb is simply a doing or action word, every sentence has a verb, for school _____ to

6. Adding the endings **-ing, -ed and -er** to **verbs** where no change is needed to the root word (*basic word*).

For example, from hunt to hunting***ing***, hunted***ed*** and hunter***er***

A word that describes or modifies a noun or pronoun. For example, in the sentence, "It was a hard test," the word "hard" is an adjective.

7. Adding **-er and -est** to **adjectives** where no change is needed to the root word.

For example, from hard to harder***er*** and hardest***est***.

To show the omission of one or more letters from a word, as in "couldn't" for "could not"

8. What an **apostrophe** stands for and

Two words put together to make a short word, letters are removed in the contracted word and replaced by an apostrophe, showing where the letter or letters would have been if the word was written in full.

read **words contractions**
e.g. I am **I m**, I will **I ll**, we will **we ll**.

9. Read fluently and aloud with confidence.



COMPREHENSION READING

What is reading comprehension?

In simple words reading comprehension is the act of understanding what is being read. The main essentials of comprehension are vocabulary, knowledge and understanding the text.

Encourage your child to link what they read or hear read to their own experiences.

Your child should

1. Be familiar with key stories, fairy tales and traditional tales. *A few examples include Little red riding hood, Jack and the beanstalk, Goldilocks and the three bears.*
2. Check the text makes sense and discuss new words and their meanings whilst reading.



*interpretations,
making a guess*

3. Make **inferences** on the basis of what is being said and done.
4. Have the ability to discuss what has been read and be able to predict what might happen next.



Here you will find a brief recommended reading list for guidance purposes:

- *Funny Bones by Allan Ahlberg*
- *The Gruffalo by Julia Donaldson*
- *The Cat in the Hat by Dr Seuss*
- *A Bear called Paddington by Michael Bond*
- *Charlie and Lola by Lauren Child*
- *A Dark, Dark Tale by Ruth Brown*
- *Grandad's Secret Giant by David Litchfield*
- *The Very Hungry Caterpillar by Eric Carle*
- *The Tiger Who Came to Tea by Judith Kerr*
- *Cinnamon by Neil Gaiman*
- *Usborne Illustrated Fairy Tales*
- *Feelings by Felicia law*
- *Noisy Poems by Jill Bennett, Nick Sharratt*
- *The House That Jack Built by Diana Mayo*



WRITING

The writing curriculum has been categorized into four segments.

1-Writing

2-Handwriting

3-Composition

4-Vocabulary, Grammar and Composition

All are explained briefly in context of what your child should be learning and getting good command of.

Spelling

1. Words containing all phonemes and common exception words- Discussed in detail in the Reading segment.
2. Days of the week
3. Your child should know that **spelling words by adding -s or -es can make plurals** for example cat to cats, catch to catches, and third person singular (*he, she, it*) for verbs. For example, he runs, she climbs, it rains.

Prefix are letters added to the beginning of a root word, changing its' meaning. Each prefix has a meaning for example the prefix UN- means not/the opposite of.

4. Using **prefix** -un _____ to the beginning of the word for example happy- **un**happy, lock-**un**lock.
5. Using **-ing, -ed, -er, -est**, where no change is required in the spelling of root words, **-ing, -ed and -er to verbs** for example hunt- **hunt**ing, **hunt**ed, **hunt**er and **-er and -est to adjectives** for example fresh - **fresh**er and **fresh**est
6. Write simple sentences.



Handwriting

1. Your child should be able to hold the pencil comfortably.
2. Know how to write the **capital letters** and **numbers from 0-9**.

Composition (A particular written work)

1. Composing a sentence orally and writing words in a particular order (**sequencing**) in a sentence.

Vocabulary, Grammar and Punctuation

1. Should be leaving space between words (*also known as **finger space***).
2. Know how to use **'and'** when joining words and clauses.
3. Start punctuating sentences by using **capital letters (A, B, C etc)**, **full stop (.)**, **question mark (?)**, **exclamation mark(!)**.
4. Also, your child should start using capital letter for names of people, days of week and personal pronoun 'I'.



TERMINOLOGY FOR YEAR 1

Letter: A symbol that represents a sound in a language for example 'A', 'B'

Capital letter: A letter written or printed in a larger and mostly different form from its lower-case equivalent.

Word: Word is the basic unit of language and can be simply explained as a sound or group of sound that has some meaning

Singular: Only one of a certain thing or being for example *one book*.

Plural: A form of a word that highlights a thing or being → more than one for example *three books*.

Sentence: A group of words put together to mean something.

Punctuation: Marks used in writing to separate sentences to make the meaning clearer. For example, full stop(.), question mark(?), exclamation mark(!).



SPELLING LIST FOR YEAR 1

In the following table are listed examples of words (taken from the national curriculum guideline) that may be introduced to your children in year 1, the rules are always the same, however the examples may vary depending on the schools' own programme. Only a few statutory rules have been mentioned here as they are normally taught in detail in the schools' own programmes.

The sound /f/, /l/, /s/, /z/ and /k/ spelt ff , ll , ss , zz and ck	Off, well, miss, buzz, back
-tch sound	Catch, fetch, kitchen, notch, exemption of words with similar sounds but different spellings will include rich, which, much, such
/v/ sound at the end of words	Have, live, give
Words ending -y	Very, happy, funny, party, family
/k/ sound spelt as k rather than c before e , i and y	Kent, sketch, kit, skin
New consonant spellings ph and wh	Dolphin, alphabet, phonics, elephant, when, where, which, wheel, while
Compound words	Football, playground, farmyard, bedroom, blackberry
Further example words	Bank, think, honk, sunk, pocket, rabbit, carrot, thunder, sunset



What is a Phoneme

A phoneme is the smallest unit of sound.

For example - the word 'cat' has 3 phonemes - **c**, **a** and **t**.

When children are taught reading, they are introduced to letters representing these sounds. Which leads us to the term Grapheme (*A way of spelling those sounds*).

Grapheme

A grapheme is a letter or a number of letters that represent a sound (phoneme) in a word. It can be just one letter representing a sound or even 3 letters in a word representing a sound.

An example of a 1-letter grapheme: **c** a t (cat). The sounds /k/ is represented by the letter 'c'.

An example of a 2-letter grapheme can be - m **ea** t (meat). The sound /ee/ is represented by the letters 'e a'.

Here is a 3-letter grapheme: f l **igh** t (flight). The sound /i/ is represented by the letters 'i g h'.

Another simple way to explain the difference between phoneme, grapheme and letters is as follows:



Phoneme

Letters	→	S C H O O L
Grapheme	→	S CH OO L



In the following table is a list of the sounds (**Phonemes**) along with the letter or combination of letters representing those sounds (**Graphemes**):

Consonant Sounds:

	Sound (Phoneme)	Common sound (Grapheme)	Alternative sound (Grapheme)	Examples
1	/b/	b	bb	bag, bubble
2	/d/	d	dd, ed	dig, add, drilled
3	/f/	f	ph, gh, lf	fat, phone, laugh, half,
4	/g/	g	gg, gh, gu	go, leg, egg, ghost, guest
5	/h/	h	wh	hat, who
6	/j/	j	g, ge, dge	jug, cage, large, judge
7	/k/	c	k, ck, ch, cc, que	cat, kettle, neck, school, accurate, antique,
8	/l/	l	ll	long, bell
9	/m/	m	mm, mb	mum, summer, climb
10	/n/	n	nn, kn, gn	nest, funny, knight, gnome
11	/p/	p	pp	pen, happy
12	/r/	r	rr, wr, rh	rat, carry, write, rhyme
13	/s/	s	se, ss, st, c, ce, sc	sun, house, listen, dress, circus, mice, science
14	/t/	t	tt, ed	tap, butter, stopped
15	/v/	v	ve	van, five
16	/w/	w	u, wh	window, swim, quick, why
17	/y/	y	i	yes, opinion
18	/z/	z	zz, ze, s, ss, se, x	zip, buzz, sneeze, laser, his, scissors, please, xylophone



Short Vowel Sounds:

19	/a/	a		hat
20	/e/	e	ea, ie, ai	bell, bread, friend, said
21	/i/	i	e, u	if, it, England, busy
22	/o/	o	a, au, aw	hockey, swan, haul, draw
23	/u/	u	o, oo, ou	jug, done, flood, double
24	/oo/	oo,	u, oul	book, put, could

Long Vowel Sounds:

25	/ā/	a	a_e, ay, ai, ea, ey, ei	taken, safe, may, train, break, they, eight
26	/ē/	e	e_e, ea, ee, eo, ey, i, ie, y	me, theme, meat, bee, people, key, ski, chief, lazy
27	/ī/	i	ai, i_e, igh, y, ie	find, aisle, kite, light, fly, pie
28	/ō/	o	o_e, oa, oe, ou, ow	no, bone, coat, toe, sound, blow
29	/ū/	oo	u, ue, ew, u_e	school, human, rescue, Tuesday, chew, June, use

Vowel Digraphs:

	Sound (Phoneme)	Common sound (Grapheme)	Alternative sound (Grapheme)	Examples
30	/ow/	ow	ou	now, brown, mouth, sound
31	/oy/	oi	oy	coin, boy



Vowel Digraphs and Trigraphs with r:

32	/a(r)/	ar		Car, park, arm
33	/ā(r)/	air	are, ear	fair, care, bare, fear
34	/ī(r)/	irr	ere, eer	mirror, there, steer
35	/o(r)/	or	ore, oor	for, before, floor
36	/u(r)/	ur	ir, er, ear, or, ar	turn, first, fern, heard, work, collar

Consonant Digraphs and Trigraphs:

	Sound (Phoneme)	Common sound (Grapheme)	Alternative sound (Grapheme)	Examples
37	/th/	th		think, thumb, this, weather
38	/sh/	sh	ss, ce, ch, ti, ci	shop, mission, ocean, machine, station, special
39	/ch/	ch	tch, tu, ti	chicken, match, future, question
40	/zh/	ge	s	garage, treasure, revision



Common exception words for Year 1

Common exception words also known as Tricky words-as they do not completely follow the common rules taught to the child.

Following is a list of the common exception words taken from the national curriculum guidelines.

The	You	Love
A	Your	Come
Do	They	Some
To	Be	One
Today	He	Once
Of	Me	Ask
Said	She	Friend
Says	We	School
Are	No	Put
Were	Go	Push
Was	So	Pull
Is	By	Full
His	My	House
Has	Here	Our
I	There	
	Where	