

# Changes to the English Curriculum: Year 1

## At a glance

How does the new curriculum compare to the Primary Framework (2006)?

What's gone?	What's been added?
<ul style="list-style-type: none"> <li>• Requirement to write non-narrative texts</li> <li>• Chronological &amp; non-chronological texts</li> <li>• Typing skills</li> </ul>	<ul style="list-style-type: none"> <li>• Reading of phonically-suitable texts</li> <li>• Reading words with contractions</li> <li>• Reading words with regular endings</li> <li>• Making inferences from texts</li> <li>• Learning and reciting poetry</li> <li>• Re-reading own writing to check for sense</li> <li>• Using capital letters for proper nouns</li> <li>• Name the letters of the alphabet</li> <li>• Spell the names of the days of the week</li> <li>• Adopt a suitable writing position</li> <li>• Form capital letters and digits 0-9</li> <li>• Practise handwriting letter 'families'</li> </ul>

## In detail

This section displays the objectives of the old National Curriculum organised according to the QCA units published from 2000 against the new objectives in the 2014 Primary Curriculum

Red indicates no longer required in Year 1; green content is new to Year 1

Speaking & Listening	
The National Curriculum objectives for Spoken Language are generic across Key Stages 1 and 2	
Tell stories and describe incidents from their own experience in an audible voice	Speak audibly and fluently with an increasing command of Standard English
Retell stories, ordering events using story language	<i>Reading objective: becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics</i>
Interpret a text by reading aloud with some variety in pace and emphasis	
Experiment with and build new stores of words to communicate in different contexts	use relevant strategies to build their vocabulary
Listen with sustained concentration, building new stores of words in different contexts	maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments
Listen to and follow instructions accurately, asking for help and clarification if necessary	
Listen to tapes or video and express views about how a story or information has been presented	
Take turns to speak, listen to others' suggestions and talk about what they are going to do	listen and respond appropriately to adults and their peers
Ask and answer questions, make relevant contributions, offer suggestions and take turns	ask relevant questions to extend their understanding and knowledge
Explain their views to others in a small group, decide how to report the group's views to the class	articulate and justify answers, arguments and opinions give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings
Explore familiar themes and characters through improvisation and roleplay	participate in discussions, presentations, performances, roleplay/improvisations and debates
Act out their own and well-known stories, using voices for characters	

<b>Reading: Word reading skills &amp; strategies</b>	
read longer words including simple two and three syllable words, for example 'yesterday'	read other words of more than one syllable that contain taught GPCs
use phonics to read unknown or difficult words	apply phonic knowledge and skills as the route to decode words
recognise all common digraphs and trigraphs, including more complex long vowel phonemes	respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes read accurately by blending sounds in unfamiliar words containing GPCs that have been taught
read automatically high frequency words	read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word
use syntax and context to self-correct when reading for accuracy and meaning	No longer included
	read words containing taught GPCs and –s, –es, –ing, –ed, –er and –est endings
	read words with contractions, and understand that the apostrophe represents the omitted letter(s)
	read books aloud, accurately that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words reread these books to build up their fluency and confidence in word reading.

<b>Reading: Understanding &amp; Interpreting Texts ; Engaging with reading</b>	
identify the main events and characters in stories, and find specific information in simple texts	explain clearly their understanding of what is read to them
make predictions showing an understanding of ideas, events and characters	predicting what might happen on the basis of what has been read so far
recognise the main elements that shape different texts	discussing the significance of the title and events
explain the effect of patterns of language and repeated words and phrases	recognising and joining in with predictable phrases learning to appreciate rhymes and poems, and to recite some by heart
select books for personal reading and give reasons for choices	
visualise and comment on events, characters and ideas, making imaginative links to own experiences	discussing the significance of the title and events being encouraged to link what they read or hear to their own experiences
distinguish fiction and non-fiction texts and the different purposes for reading them	listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently
	becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics
	making inferences on the basis of what is being said and done
	learning to appreciate rhymes and poems, and to recite some by heart discussing word meanings, linking new meanings to those already known

<b>Writing: Create &amp; Shape Texts; Text Structure &amp; Organisation</b>	
independently choose what to write about, plan and follow it through	write sentences by: saying out loud what they are going to write about composing a sentence orally before writing it
use key features of narrative in their own writing	Not required in new NC
convey information and ideas in simple non-narrative forms	Not required in new NC
find and use new and interesting words and phrases, including 'story language'	Not required in new NC
create short simple texts on paper and on screen which combine words with images (and sounds)	sequencing sentences to form short narratives
write chronological and non-chronological texts using simple structures	Not required in new NC
group written sentences together in chunks of meaning or subject	sequencing sentences to form short narratives
	re-reading what they have written to check that it makes sense
	discuss what they have written with the teacher or other pupils

<b>Writing: Sentence Structures</b>	
compose and write simple sentences independently to communicate meaning	write sentences by: saying out loud what they are going to write about composing a sentence orally before writing it
use capital letters and full stops when punctuating simple sentences	beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark
	using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'
	joining words and joining clauses using "and"

<b>Writing: Word Structure &amp; Spelling</b>	
segment sounds in order to spell longer words including words with common digraphs and adjacent consonants	
write correct spelling for common vowel phonemes including long vowel phonemes	write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far.
use knowledge of related words and familiar suffixes in spelling new words	add prefixes and suffixes: -using the spelling rule for adding –s or –es as the plural marker for nouns and the third person singular marker for verbs -using the prefix un– -using –ing, –ed, –er and –est where no change is needed in the spelling of root words
	spell: -words containing each of the 40+ phonemes already taught -common exception words -the days of the week
	-naming the letters of the alphabet in order -using letter names to distinguish between alternative spellings of the same sound

	See also, the substantial <a href="#">Spelling Appendix document</a>
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<b>Writing: Presentation</b>	
write most letters, correctly formed and orientated	begin to form lower-case letters in the correct direction, starting and finishing in the right place
write with spaces between words accurately	leaving spaces between words
use the space bar and keyboard to type name and simple text	
	sit correctly at a table, holding a pencil comfortably and correctly
	Form capital letters
	Form digits 0-9
	understand which letters belong to which handwriting 'families' (ie letters that are formed in similar ways) and to practise these

