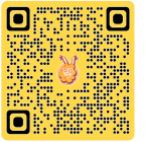




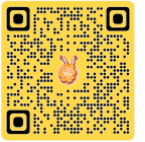
Grammar and punctuation – Year 1

Year 1: Detail of content to be introduced (statutory requirement)		Rollama game links
Word	Regular plural noun suffixes –s or –es [for example, <i>dog, dogs; wish, wishes</i>], including the effects of these suffixes on the meaning of the noun	Link Link
	Suffixes that can be added to verbs where no change is needed in the spelling of root words (e.g. <i>helping, helped, helper</i>)	Link
	How the prefix un- changes the meaning of verbs and adjectives [negation, for example, <i>unkind</i> , or <i>undoing: untie the boat</i>]	Link
Sentence	How words can combine to make sentences	Link
	Joining words and joining clauses using <i>and</i>	Link
Text	Sequencing sentences to form short narratives	Coming soon
Punctuation	Separation of words with spaces	Link
	Introduction to capital letters, full stops, question marks and exclamation marks to demarcate sentences	Link
	Capital letters for names and for the personal pronoun I	Link
Terminology for pupils	letter, capital letter, word, singular, plural, sentence, punctuation, full stop, question mark, exclamation mark	



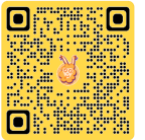
Spelling – Year 1

Statutory requirements	Rules and guidance (non-statutory)	Example words (non-statutory)	Game links
The sounds /f/, /l/, /s/, /z/ and /k/ spelt ff, ll, ss, zz and ck	The /f/, /l/, /s/, /z/ and /k/ sounds are usually spelt as ff , ll , ss , zz and ck if they come straight after a single vowel letter in short words. Exceptions: if, pal, us, bus, yes.	off, well, miss, buzz, back	Link
The /ŋ/ sound spelt n before k		bank, think, honk, sunk	Link
Division of words into syllables	Each syllable is like a ‘beat’ in the spoken word. Words of more than one syllable often have an unstressed syllable in which the vowel sound is unclear.	pocket, rabbit, carrot, thunder, sunset	Link (level 1)
-tch	The /tʃ/ sound is usually spelt as tch if it comes straight after a single vowel letter. Exceptions: rich, which, much, such	catch, fetch, kitchen, notch, hutch	Link
The /v/ sound at the end of words	English words hardly ever end with the letter v , so if a word ends with a /v/ sound, the letter e usually needs to be added after the ‘v’.	have, live, give	Link



<p>Adding s and es to words (plural of nouns and the third person singular of verbs)</p>	<p>If the ending sounds like /s/ or /z/, it is spelt as -s. If the ending sounds like /ɪz/ and forms an extra syllable or 'beat' in the word, it is spelt as -es.</p>	<p>cats, dogs, spends, rocks, thanks, catches</p>	<p>Link</p>
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<p>Adding the endings -ing, -ed and -er to verbs where no change is needed to the root word</p>	<p>-ing and -er always add an extra syllable to the word and -ed sometimes does.</p> <p>The past tense of some verbs may sound as if it ends in /ɪd/ (extra syllable), /d/ or /t/ (no extra syllable), but all these endings are spelt -ed.</p> <p>If the verb ends in two consonant letters (the same or different), the ending is simply added on.</p>	<p>hunting, hunted, hunter, buzzing, buzzed, buzzer, jumping, jumped, jumper</p>	<p>Link</p>
<p>Adding -er and -est to adjectives where no change is needed to the root word</p>	<p>As with verbs (see above), if the adjective ends in two consonant letters (the same or different), the ending is simply added on.</p>	<p>grander, grandest, fresher, freshest, quicker, quickest</p>	<p>Link Link</p>
<p>Words ending -y (/i:/ or /ɪ/)</p>		<p>very, happy, funny, party, family</p>	<p>Link</p>
<p>New consonant spellings ph and wh</p>	<p>The /f/ sound is not usually spelt as ph in short everyday words (e.g. <i>fat</i>, <i>fill</i>, <i>fun</i>).</p>	<p>dolphin, alphabet, phonics, elephant when, where, which, wheel, while</p>	<p>Link</p>



Using k for the /k/ sound	The /k/ sound is spelt as k rather than as c before e , i and y .	Kent, sketch, kit, skin, frisky	Link
Adding the prefix –un	The prefix un– is added to the beginning of a word without any change to the spelling of the root word.	unhappy, undo, unload, unfair, unlock	Link
Compound words	Compound words are two words joined together. Each part of the longer word is spelt as it would be if it were on its own.	football, playground, farmyard, bedroom, blackberry	Link
Common exception words	Pupils' attention should be drawn to the grapheme-phoneme correspondences that do and do not fit in with what has been taught so far.	the, a, do, to, today, of, said, says, are, were, was, is, his, has, I, you, your, they, be, he, me, she, we, no, go, so, by, my, here, there, where, love, come, some, one, once, ask, friend, school, put, push, pull, full, house, our	Link (Level 1)