

The Alphabet : English : Year 1

	Learning Objective	Overview	Assessment Questions	Resources
Lesson 1	To practise quick recollection of the alphabet.	Children will work on their quick recollection of the alphabet and pronunciation of each letter name. They will be challenged to identify a letter's place in the alphabet with a number and/or the preceding/ following letters.	<ul style="list-style-type: none"> • Are children able to recite the alphabet correctly? • Can children identify the next letter in the alphabet with reasonable speed and accuracy? • Can children identify a letter from its place in the alphabet, e.g. 10th letter? 	<ul style="list-style-type: none"> • Slides • Letter Cards 1A • Worksheet 1A/1B • Alphabet Strip 1A • Playground chalk (FSD? activity only)
Lesson 2	To put things in alphabetical order.	Children will use their knowledge of the alphabet to begin to put groups of objects into alphabetical order. They will begin with smaller groups of words and expand out into bigger groups, touching on what happens when two words have the same initial letter.	<ul style="list-style-type: none"> • Do children understand what alphabetical order is? • Can children order a set of three objects into alphabetical order? • Are children able to put more than three words into alphabetical order? 	<ul style="list-style-type: none"> • Slides • Book Cards 2A/2B/2C • Worksheet 2A • Alphabet Strip 2A • Worksheet 2B (FSD? activity only)
Lesson 3	To form capital letters correctly.	Children will discuss how capital letters are formed and practise their recognition of capital letters. They will use air writing to practise on a larger scale before writing rainbow letters to practise correct formation of each capital.	<ul style="list-style-type: none"> • Can children recognise and name capital letters? • Can children form capital letters in the correct way on a large scale (air writing, using their fingers)? • Are children able to form capital letters on a smaller scale? 	<ul style="list-style-type: none"> • Slides • Coloured pencils/felt tips • Worksheet 3A/3B • Rainbow Letters Sheet 3A • Letter Cards 3A (FSD? Activity only)
Lesson 4	To recognise and match upper and lower case letters.	Children will explore the similarities and differences between letters and their uppercase and lowercase forms. They will be challenged to play matching games and work together to recognise and name the different letters in both forms.	<ul style="list-style-type: none"> • Can children recognise the uppercase of each letter? • Are children able to recognise the lowercase of each letter? • Can children recognise the upper and lower case of each letter? 	<ul style="list-style-type: none"> • Slides • Game Cards 4A • Alphabet Strip 4A • Letter Loop Card 4A (FSD? Activity only)
Lesson 5	To practise correct formation of tall 'ladder' letters (l, i, t, j, u, y and 'bouncy ball' letters (m, n, r, p, b, h, k).	In this lesson the children will look at two letter formation shapes and practise the correct formation. The children can play games to form these lowercase letters or use the differentiated sheets to practise their handwriting.	<ul style="list-style-type: none"> • Can children correctly form most 'tall' letters? • Are children able to correctly form most 'bouncy ball' letters? • Can children form letters correctly in relation to each other (correct ascenders and descenders)? 	<ul style="list-style-type: none"> • Slides • Letter Cards 5A • Picture Cards 5A • Worksheet 5A/5B
Lesson 6	To practise formation of anticlockwise 'caterpillar' letters (c, a, d, o, q, g, e, f & s) and 'zig-zag' letters (v, w, x & z)	Children will discuss and practise the formation of letters in the 'curly caterpillar' and 'zig-zag' families. They will have the letters modelled to them and have the opportunity to practise the letters on their own and in appropriate words.	<ul style="list-style-type: none"> • Can children correctly form most 'caterpillar' letters? • Are children able to correctly form most 'zig-zag' letters? • Can children form letters correctly in relation to each other (correct ascenders and descenders)? 	<ul style="list-style-type: none"> • Slides • Worksheet 6A/6B/6C • Picture Cards (FSD? activity only) • Letter Spinner 6A (FSD? Activity only) • Trays/plates (FSD? Activity only) • Sand (or similar sensory substance to draw letters into) (FSD? Activity only)

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Reading - word reading

- apply phonic knowledge and skills as the route to decode words
- 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 common exception words, noting unusual correspondences between spelling and sound and where these occur in the word
- read words containing taught GPCs and –s, –es, –ing, –ed, –er and –est endings
- read other words of more than one syllable that contain taught GPCs
- read words with contractions [for example, I'm, I'll, we'll], and understand that the apostrophe represents the omitted letter(s)
- read aloud accurately books that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words
- re-read these books to build up their fluency and confidence in word reading

Writing - transcription HANDWRITING

- sit correctly at a table, holding a pencil comfortably and correctly
- begin to form lower-case letters in the correct direction, starting and finishing in the right place
- form capital letters
- form digits 0-9
- understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and to practise these.

Writing - transcription SPELLING

- 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
- 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 [for example, helping, helped, helper, eating, quicker, quickest]
- apply simple spelling rules and guidance, as listed in English Appendix 1
- write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far.

Writing - composition

- saying out loud what they are going to write about
- composing a sentence orally before writing it
- 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
- read aloud their writing clearly enough to be heard by their peers and the teacher

Reading - comprehension

- listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently
- being encouraged to link what they read or hear read to their own experiences
- becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics
- recognising and joining in with predictable phrases
- learning to appreciate rhymes and poems, and to recite some by heart
- discussing word meanings, linking new meanings to those already known
- drawing on what they already know or on background information and vocabulary provided by the teacher
- checking that the text makes sense to them as they read and correcting inaccurate reading
- discussing the significance of the title and events
- making inferences on the basis of what is being said and done
- predicting what might happen on the basis of what has been read so far
- participate in discussion about what is read to them, taking turns and listening to what others say
- explain clearly their understanding of what is read to them

Writing - spelling, punctuation and grammar

- leaving spaces between words
- joining words and joining clauses using and
- 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'
- learning the grammar for year 1 in English Appendix 2
- use the grammatical terminology in English Appendix 2 in discussing their writing

English Appendix 2

WORD

- Regular **plural noun suffixes** –s or –es [for example, dog, dogs; wish, wishes], including the effects of these suffixes on the meaning of the noun
- **Suffixes** that can be added to **verbs** where no change is needed in the spelling of root words (e.g. helping, helped, helper)
- How the **prefix** un– changes the meaning of **verbs** and **adjectives** [negation, for example, unkind, or undoing: untie the boat]

SENTENCE

- How **words** can combine to make **sentences**
- Joining **words** and joining **clauses** using and

TEXT

- Sequencing **sentences** to form short narratives

PUNCTUATION

- Separation of **words** with spaces
- Introduction to capital letters, full stops, question marks and exclamation marks to demarcate **sentences**
- Capital letters for names and for the personal **pronoun** I

TERMINOLOGY FOR PUPILS

letter, capital letter
word, singular, plural
sentence
punctuation, full stop, question mark, exclamation mark