

Vocabulary

Children's acquisition and command of vocabulary are key to their learning and progress across the whole curriculum.

Parents should help to develop vocabulary actively, building on children's current knowledge.

Parents should help increase their child's store of words in general by talking about what has been learnt at school through their child's interests, discussing current affairs and by completing the home learning termly tasks together.

In doing so, children expand the vocabulary choices that are available to them when they complete independent writing.

It is vital for children's comprehension that they understand the meanings of words.

Parents can further support in enriching their child's vocabulary by regularly

listening to them read and discussing their reading and why the author has used the vocabulary and punctuation within the text- how has that impacted the story or your child as the reader?

Discussing the reading, vocabulary, punctuation and context with your child will enable them to further understand the correct use of EGPS.

"Education is the most powerful weapon you can use to change the world."

Nelson Mandela

Year 1 Common Exception Words

the	a	do
said	says	are
his	has	I
be	he	me
go	so	no
there	where	friend
one	once	school
full	house	our
to	today	of
were	was	is
you	your	they
she	we	ask
by	my	here
love	come	some
put	push	pull



**Woodland
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Revealing the Champion Within

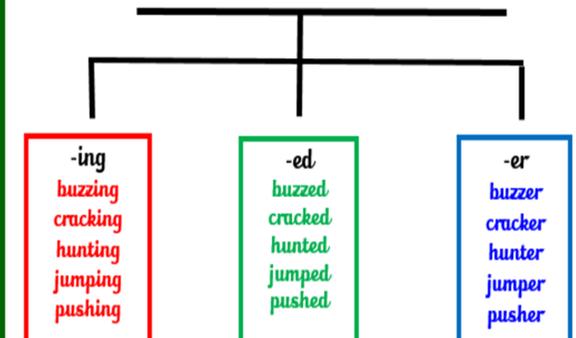
Parental Guidance English, Grammar, Punctuation and Spelling Year 1

This guide has been created to support parents and carers in understanding the expectations of English, grammar, punctuation and spelling (EGPS) being taught across Year 1.

There is a list of all the common exception words that year 1 children should be able to both spell correctly and apply independently into their writing.

Tree Map

Adding -ing, -ed and -er



Terminology:

In year 1 your child should become familiar with the following terminology and be able to both use and apply this terminology to their reading and writing:

- Alphabet- Letters & Capital letters
- Singular
- Plural
- Sentence
- Punctuation: !, ?, .

Alphabet:

To know what a letter is.

To know what a capital letter is .

To be able to write all the letters of the alphabet in lower case and identify each letter.

To be able to write all the letters of the alphabet in capitals and

Singular: To understand that singular means one

E.g. The cat sat quietly on the garden bench.

Plural: To understand that plural means more than one

E.g. The cats sat quietly on the garden bench.

Sentence: A sentence is a group of words giving a complete thought. A sentence must contain a subject and a verb.

E.g. Tania likes to play football.

Punctuation:

An exclamatory sentence expresses excitement or emotion. It ends with an **exclamation mark**.

E.g. What a dangerous mountain to **climb!**

Question marks are used at the end of a sentence that is a question.

Punctuation and Spelling

In year 1, your child should be able to correctly use the following punctuation and independently apply this in their writing:

- Changing single to plural
(adding 's' with no change to noun)
- Changing single to plural
(addition of -es)

Changing single to plural where there is no change to the noun

E.g. The **books** in the library were brand new.

The dogs were barking with excitement.

Changing single to plural where the addition of -es is needed

E.g. My big sister always **catches** the ball.

The **dishes** were all washed and put away.

Adding suffixes:

-ing -paint-painting, drink-drinking

E.g.

We were all **drinking** freshly made smoothies.

-ed -help-helped, start-started, march-marched

E.g. The car **started** suddenly, with a big bang!

-er - fight- fighter, teach-teacher, sing-singer

Prefix- To understand how the prefix '**-un**' changes meaning of verbs/ adjectives

e.g. **unhappy, unkind, uncover**

E.g. The **unkind** baby-sitter didn't read the story when the children asked her to.

Sentence Structures:

In year 1 your child should be able to write independently using the following range of sentence structures:

- Capital letters for proper nouns
- Capital letter 'I' for personal pronoun
- Conjunctions
- Narratives
- Exclamation marks
- Writing in sentences using:
 - a) Clear spaces between words
 - b) Starting a sentence with a capital letter
 - c) Finish a sentence with a full stop or question mark.

Proper nouns: When a noun is capitalised, it is called a proper noun. The word must be a person, place, thing, or idea.

Names of people: Victor, Tabitha, Martin, Shamise

Names of places: Edinburgh, Buckingham Palace, the Pacific Ocean, Mountain Everest, River Thames, Nike, British Airways

Personal Pronoun: Using the capital 'I' when writing about yourself.

E.g. As **I** entered the park, **I** saw a massive slide.

Andy and **I** walk to school together everyday.

Conjunctions : To use the conjunction 'and' to join two words or clauses.

E.g. The ball had red **and** blue stars on it.

We all sat in the car **and** went to the shops.

My favourite subject is maths **and** my favourite sport is netball.