YEAR 1

Year 1: Detail of content to be introduced (statutory requirement)	
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

Useful definitions:

| adjective | The surest way to identify adjectives is by the ways they can be used:
▪ before a noun, to make the noun's meaning more specific (i.e. to <u>modify</u> the noun), or
▪ after the verb *be*, as its <u>complement</u>.

Adjectives cannot be modified by other adjectives. This distinguishes them from <u>nouns</u>, which can be.

Adjectives are sometimes called 'describing words' because they pick out single characteristics such as size or colour. This is often true, but it doesn't help to distinguish adjectives from other word classes, | *The pupils did some really <u>good</u> work.* [adjective used before a noun, to modify it]

Their work was <u>good</u>. [adjective used after the verb *be*, as its complement]

Not adjectives:
The lamp <u>glowed</u>. [verb]
It was such a bright <u>red</u>! [noun]
He spoke <u>loudly</u>. [adverb]
It was a French <u>grammar</u> book. [noun] |

noun	The surest way to identify nouns is by the ways they can be used after determiners such as *the*: for example, most nouns will fit into the frame "The __ matters/matter." Nouns are sometimes called 'naming words' because they name people, places and 'things'; this is often true, but it doesn't help to distinguish nouns from other word classes. For example, prepositions can name places and verbs can name 'things' such as actions. Nouns may be classified as **common** (e.g. *boy, day*) or **proper** (e.g. *Ivan, Wednesday*), and also as **countable** (e.g. *thing, boy*) or **non-countable** (e.g. *stuff, money*). These classes can be recognised by the determiners they combine with.	*Our dog bit the burglar on his behind!* *My big brother did an amazing jump on his skateboard.* *Actions speak louder than words.* Not nouns: ▪ *He's behind you!* [this names a place, but is a preposition, not a noun] ▪ *She can jump so high!* [this names an action, but is a verb, not a noun] common, countable: *a book, books, two chocolates, one day, fewer ideas* common, non-countable: *money, some chocolate, less imagination* proper, countable: *Marilyn, London, Wednesday*
verb	The surest way to identify verbs is by the ways they can be used: they can usually have a tense, either present or past (see also future). Verbs are sometimes called 'doing words' because many verbs name an action that someone does; while this can be a way of recognising verbs, it doesn't distinguish verbs from nouns (which can also name actions). Moreover many verbs name states or feelings rather than actions. Verbs can be classified in various ways: for example, as auxiliary, or modal; as transitive or intransitive; and as states or events.	*He lives in Birmingham.* [present tense] *The teacher wrote a song for the class.* [past tense] *He likes chocolate.* [present tense; not an action] *He knew my father.* [past tense; not an action] Not verbs: ▪ *The walk to Halina's house will take an hour.* [noun] ▪ *All that surfing makes Morwenna so sleepy!* [noun]