JH Godwin Primary School
Inspire, Aspire & Achieve

J H Godwin Primary School - Year 1 GPaS Coverage

Grammar Coverage					
Terminology: letter, capital letter word, singular, plural sentence punctuation, full stop, question mark, exclamation mark					
Write a simple sentence starting with a noun/proper noun	To orally use simple co-ordinating conjunctions: *and, but*	Use capital letters for proper nouns (people and places)	Regular plurals where you only add an "-s" or "-es"	Orally devise alliteration: *a cool cat* *a sneaky snake*	Comparative and superlative adjectives, adding, "-er" and "-est" to regular adjectives: *fast – faster – fastest*
Write a simple sentence starting with a personal pronoun	Write a compound sentence using the coordinating conjunction "and"	Use a capital letter for "I"	Suffixes of verbs, adding "-ed" or "-ing"	Prepositions: *up, down, in, into, out, to, onto, under, inside, outside, above*	Choose a specific noun: "Alsatian" rather than "dog"
Finish the sentence with a full stop	Use connectives of sequence: *first, second, then*	Start sentences with a capital letter	Use the prefix of "un-" to create antonyms: *happy – unhappy* *kind – unkind*	Similes: *as big as an elephant*	Use noun phrases: adjective + noun
Use a regular simple-past-tense verb in a sentence: *He walked to school.*	Subject-verb agreement with "I" and "he/she" with "to do", "to be" and "to have": *I/you/we have* *he/she has* *I/you/we do* *he/she does* *I am* *you/we are* *he/she is*	Use capital letters for days of the week	Use determiners: *the, a, an, my your, his, her*	Use question marks	Use exclamation marks
First person (I and we), second person (you) and third person (he, she)	Write a sentence that includes an adjective	Separate words with spaces	Adverbs of manner (how) to describe a verb, ending in "-ly"		

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Spelling **See Read,Write Inc Progression**			**Sentence/Grammar Lessons**		
Singular and plural (+ "-s" or "-es") Conjunctions (*and, but, then, so*) Adjectives (non-gradable) – colour, size, age Pronouns (*I, he, she, you*) Common nouns Proper nouns – own names/days of the week Verbs: simple-past-tense regular verbs, adding either "-ed" or "-ing" Verbs: Present tense for "to be", "to do" and "to have" (*I have, you have, she/he has, I do, you do, she/he does, I am, you are, he/she is*) Connectives of sequence (*first, second, last, next, then*) Determiners (*the, a, my, your, an, this, that, his, her, some, all*) Simple adverbs ending in "-ly" (*nicely, madly*) Prefix "un-" (*happy – unhappy, kind – unkind, tie – untie*) Comparative and superlative adjectives where you add "-er" or "-est" Days of the week			Writing simple sentences in the first, second and third person (subject-verb agreement) – *I am happy. You are happy. He is happy.* Write a simple sentence starting with a proper noun Noun phrases – <u>adjective + noun</u> or <u>adjective + adjective + noun</u> or <u>determiner + noun</u> or <u>determiner + adjective + noun</u> Write a simple sentence, but add an adjective – *He has a red ball.* Write a simple sentence and add an adverb of manner ("-ly") – *I play nicely.* Write a simple sentence with a regular simple past tense verb (adding –ed) – *He worked in the classroom.* Write a sentence in simple present continuous tense ("to be" + "-ing") – *He is sitting on the carpet. He is sitting on the red carpet. He is sitting on the red carpet quietly.* Use capital letters at the beginning of a sentence and full stops Subject-verb agreement with "I", "you", "we" and "he/she" for the verbs "to do", "to be" and "to have". (*I/you/we <u>have</u>, he/she <u>has</u>, I/you/we <u>do</u>, he/she <u>does</u>, I <u>am</u>, you/we <u>are</u>, he/she <u>is</u>*) Write a question with a question mark Write a word/phrase or sentence with an exclamation mark Capital letters – "I", proper nouns, days of the week	

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It must be noted that these spelling are in addition to the spellings advised by the 2014 National Curriculum.	Changing general nouns to specific nouns, eg, "car" to "Ferrari" Write a sentence using "and"

Alan Peat Sentence Types

***Terminology pupils** should be introduced to is in **bold**.*

Year 1 - Alan Peat Sentence Type	Examples	Additional points to be taught through the sentence type
2A Sentences Two **adjectives** preceding the first **noun** and two adjectives preceding a second noun	He was a **tall, awkward** man with an **old, crumpled** jacket	Expanded **noun phrases** Adjectives and adjectival phrase
Question sentence/All the W's sentences Short sentences. Should not be scattered too frequently as will lose impact	**Why** do you think he ran away? **What** next? **Why** is our climate changing? **Will** that really be the end?	Could be used to teach **rhetorical questions** (in later years) **Question**

Handwriting

Pupils should be taught to:

- 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' (ie letters that are formed in similar ways) and to practise these