

SPAG Workshop

Year 1

National Curriculum content

Year 1: Detail of content to be introduced (statutory requirement)	
Word	<p>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</p> <p>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>)</p> <p>How the prefix un- changes the meaning of verbs and adjectives [negation, for example, <i>unkind</i>, or <i>undoing: untie the boat</i>]</p>
Sentence	<p>How words can combine to make sentences</p> <p>Joining words and joining clauses using <i>and</i></p>
Text	<p>Sequencing sentences to form short narratives</p>
Punctuation	<p>Separation of words with spaces</p> <p>Introduction to capital letters, full stops, question marks and exclamation marks to demarcate sentences</p> <p>Capital letters for names and for the personal pronoun I</p>
Terminology for pupils	<p>letter, capital letter</p> <p>word, singular, plural</p> <p>sentence</p> <p>punctuation, full stop, question mark, exclamation mark</p>

Statutory requirements

Pupils should be taught to:

- develop their understanding of the concepts set out in [English Appendix 2](#) by:
 - 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.

Punctuation

- Capital letters, finger spaces and full stops (recapped from Foundation)
- Question marks
- Exclamation marks
- Capital letters for proper nouns and personal pronoun I

Question marks

Using question words.

- Who?
- What?
- Why?
- When?
- Where?
- How?

Exclamation marks

- To demonstrate surprise.
eg I love it! Wow!
- Use it for a command.
eg Be quiet! Sit down!
- Use for emphasis.

Nouns: as a naming word for a person, place or thing.

Noun Type	Common Nouns
person	artist, singer, queen
place	country, city, park
thing	car, book, dog

Proper Nouns: Name a specific place, object or person.


- They always start with a capital letter
- Months of the year
- Days of the week
- Some religious events
- Brand names

Noun Type	Examples	
	Common Nouns	Proper Nouns
person	artist, singer, queen	Pablo Picasso, Elvis Presley, Queen Elizabeth
place	country, city, park	France, Tokyo, Hyde Park
thing	car, book, dog	Ferrari, The Hobbit, Fido



VERBS: AS 'DOING' WORDS. SUFFIXES CAN BE
ADDED TO VERBS.

ADJECTIVES: AS WORDS THAT DESCRIBE NOUNS.
SIZE, SHAPE, COLOUR, WEIGHT, PERSONALITY,
MOOD.



Suffix: is an 'ending', used at the end of one word to turn it into another word. Suffixes cannot stand alone on their own as a complete word.

- -ing
- -ed
- -er
- -est

Suffix: -ed

Past tense verbs describe actions that have happened in the past.

In Year 1 children are expected to spell past tense verbs correctly when the addition of the suffix does not alter the spelling of the root word.

Examples

help > helped

play > played

walk > walked

The children walked to the park.

Suffix: -ing

Added to root words.

Examples

help > helping

play > playing

wait > waiting

The children were playing in the park.

Suffix: -er

Added to adjectives to make comparative adjectives. These are used to describe nouns or noun phrases.

Examples

soft > softer

hard > harder

light > lighter

The scarf was softer than the hat.

Suffix: -est

Added to adjectives to make superlative adjectives. These are used to describe nouns or noun phrases that have a particular quality. -est means the 'most'

Examples

soft > softest

hard > hardest

high > highest

Mount Everest is the highest mountain in the world.

Prefix: is added at the beginning of a word in order to turn it into another word.

- un-

Examples

Root words – kind, happy

unkind or **unhappy**

Conjunctions: link two words or phrases together.

- and
- but
- because – we begin to teach this in Year 1 but this progresses in Year 2

Plural endings: adding an –s or –es ending to signify more than one

The suffix –s is pronounced /s/ if the noun ends with the sounds /f/, /k/, /p/ or /t/

/f/ + -s cliffs chefs giraffes

/k/ + -s socks books cakes

/p/ + -s ships hoops grapes

/t/ + -s cats boats kites

/th/ + s moths baths months

The suffix –es follows a sibilant sound, which is often referred to as a hissing or shushing sound. The sibilant spellings that are followed by -es in English are *ch*, *s*, *sh*, *x* and *z*.

ch + es watches lunches patches

s + es buses glasses kisses

sh + es dishes ashes wishes

x + es boxes taxes foxes

z + es quizzes waltzes topazes

Using Rainbow Grammar Foundation

Subject

The subject tells us who or what a clause is about and perform the action in a clause. Only subjects in the main clause are coloured green.

Verb

The verb or verb form tells us the action that is taking place. Only verbs in the main clause are coloured orange. This can be more than one word. The verb usually follows the noun.

Stop

The stop ends a sentence. The most common way of stopping is a full stop, but question marks and exclamations are useful too.

For writing simple sentences.

The monster screamed.

Using Rainbow Grammar

Year 1

Time connectives – when words

Prepositional phrases - 'where' words

Suddenly, the monster screamed in the attic.

These can come at the start or the end of a sentence.

Using Rainbow Grammar Year 1

Time connectives: tell you when something happens.

Examples

First, then, next, finally, suddenly, later, after

Using Rainbow Grammar Year 1

‘Where’ words: where something happens. Also called prepositions or prepositional phrases.

Examples

Under, next to, behind, on top, below, in the playground.

**behind, in, in
front of, next to,
on, off, under,
with**

**above, after,
against, at,
below, before,
between, inside,
near, outside**

Preposition	Adverbial Phrase
after	after lunch, after playtime, after school
at	at midnight, at six o'clock, at the weekend
before	before bedtime, before breakfast, before three o'clock
between	between lunch and dinner, between three and four o'clock
in	in January, in autumn, in three years
on	on Wednesday, on 25 th December, on my birthday

Conjunctions: link two words or phrases together.



and



but



The girl walked
around the
playground and
jumped in the puddle.



and



and



Kylie is young 
she can still kick the
ball hard.



but

She watched a film
she was bored.

because

because