Year 1 English Knowledge Progression

YEAR 1			
Step	**Knowledge**	**Exemplification**	**Assessment**
1	Identify and write a past tense action verb	*Sam **kicked** the ball.* A verb can show action. The past simple tense is used to talk about a completed action in a time before now. The past simple is the basic form of past tense in English. A regular verb is any verb whose conjugation follows the typical pattern of the English language. Verbs such as 'play', 'enter', and 'like' are regular since they form their inflected parts by adding the typical ending *-ed* to give forms such as 'played', 'entered', and 'liked'. N.B. A verb can also show a state of being. This will be covered in Step 12.	Use the picture to complete the sentence in past tense. *The cat _____ its paw.* *The cat licked its paw.*
2	Identify and write a simple subject	***Sam** kicked the ball.* The subject tells the reader who or what performs the action in a sentence. A simple subject is the main word or words in a subject. It does not include any modifiers that might describe the subjects. For example, 'dog' is the simple subject in the sentence: 'The dog jumped into the water.' A complete subject is the simple subject, or the main word or words in a subject, along with any of the modifiers that might describe the subject. For example, 'the dog' is the complete subject in the sentence: 'The dog jumped into the water.' N.B. Pronouns can also function as simple subjects. This will be covered in Step 10.	Use the picture to complete the sentence. _____ *covered the trees.* *Snow covered the trees.*
3	Identify and write a capital	***S**am kicked the ball.*	Rewrite the sentence below with the missing capital letter.

	letter to begin a sentence	Every sentence starts with one of the following capital letters: A B C D E F G H I J K L M N O P Q R S T U V W X Y Z Capital letters are larger in size than their lower case counterparts. Capital letters never descend below the writing line and they must not be joined to other letters in words.	*the bat was red.* *The bat was red.*
4	Identify and write a full stop to end a sentence	*Sam kicked the ball.* A full stop demarcates the end of a complete statement or command. Full stops are written immediately after the final letter of the final word in a sentence. They are written on the writing line.	Rewrite the passage below with the missing full stops. Do not add or take away words. Do not change the order of the words. *The ball was red I hit the ball* *The ball was red. I hit the ball.*
Writing Outcome A	Three-plot-point narrative comprised of: 1. Opening – one simple sentence written beneath a picture 2. Climax – one simple sentence written beneath a picture 3. Ending – one simple past tense sentence beneath a picture		

Purpose	Narrative Perspective	Tense
To Entertain	3rd Person	Simple Past

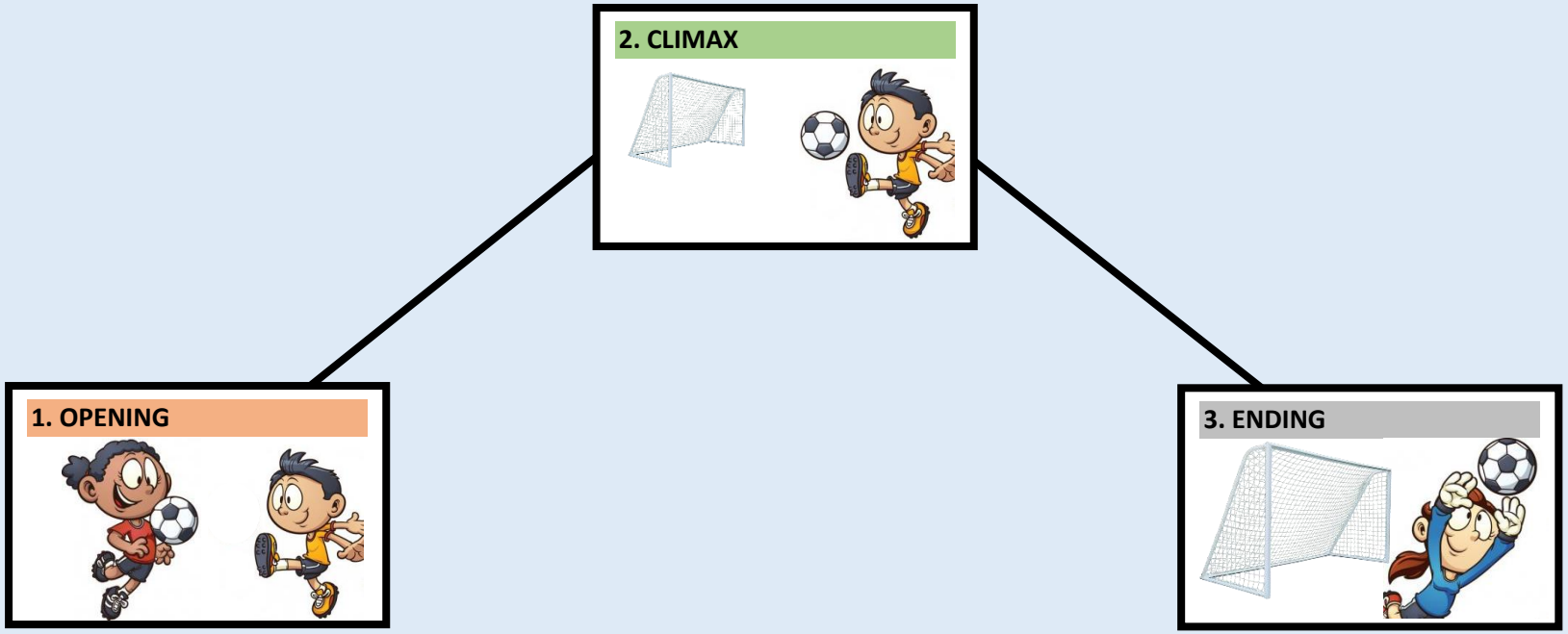
2. CLIMAX

Sam cried.

		1. OPENING *Sam hated the carrot.*	**3. ENDING** *The teacher binned the carrots.*
5	Maintain a consistent past tense when writing	*Sam **kicked** the ball. Sam **scored** a goal.* A consistent past simple tense is used to talk about a series of completed actions in a time before now. The simple past tense must be maintained over a series of at least three simple sentences.	Rewrite the sentence below in simple past tense. *Mia looks at the cat.* *Mia looked at the cat.*
6	Identify and write a direct object	*Sam kicked **the ball**.* The object in a sentence is the person or thing affected by the verb. Direct objects are the result of an action. A subject does something, and the product is the object itself. Gerunds sometimes also serve as direct objects. A gerund is a noun formed with a verb ending in *-ing*. For example, 'gardening' is the direct result of the action 'enjoyed' in the sentence: 'The children enjoyed gardening.'	Use the picture to complete the sentence. *The player hit* _____. *The player hit the ball.*
Writing Outcome B		Three-plot-point narrative comprised of: 1. Opening – one simple sentence written in lined books 2. Climax – one simple sentence written in lined books 3. Ending – one simple past tense sentence written in lined books	

Purpose	Narrative Perspective	Tense

		To Entertain	3rd Person	Simple Past



The children played football. The boy kicked the ball. The girl stopped his goal.

7	Identify and write nouns	***Sam** kicked the **ball**.* Nouns are words for people, places, things, feelings and ideas. N.B. All nouns can be classified as either concrete or abstract; therefore, always avoid defining nouns as 'thing you can touch'. Use a range of concrete and abstract nouns in example sentences, but do not refer to these classifications with the students.	Circle the nouns in the sentence below. *The (pig) walked to the (farm).*

<table>
<tr><td></td><td></td><td>N.B All nouns can be classified as either common or proper nouns. This distinction is introduced in Year 2.</td><td></td></tr>
<tr><td>8</td><td>Identify and write a compound subject</td><td>The dog and the cat chased the ball.
Compound Subject Predicate

A compound subject is a subject made up of two or more simple subjects joined by a conjunction. They share the same predicate.

N.B. The only conjunction shown at this stage is ‘and’. As it is not joining two main clauses, ‘and’ here does not function as a co-ordinating conjunction.</td><td>Use the picture to complete the sentence. Use ‘and’ in your answer.

_____ stood on the grass.

The cow and the sheep stood on the grass.</td></tr>
<tr><td>9</td><td>Identify and write a compound object</td><td>The dog chased the ball and the stick.
Subject Verb Compound Object
Predicate

A compound object is an object made up of two or more direct objects joined by a conjunction. They are part of the same predicate.

N.B. The only conjunction shown at this stage is ‘and’. As it is not joining two main clauses, ‘and’ here does not function as a co-ordinating conjunction.</td><td>Use the picture to complete the sentence. Use ‘and’ in your answer.

The boy held _____

The boy held the basketball and the football.</td></tr>
<tr><td colspan="2">Writing Outcome C</td><td colspan="2">Four-plot-point narrative comprised of:
1. Opening – one simple sentence written in lined books
2. Climax – one simple sentence written in lined books
3. Resolution – one simple sentence written in lined books
4. Ending – one simple sentence written in lined books

<table><tr><th>Purpose</th><th>Narrative Perspective</th><th>Tense</th></tr><tr><td>To Entertain</td><td>3rd Person</td><td>Simple Past</td></tr></table></td></tr>
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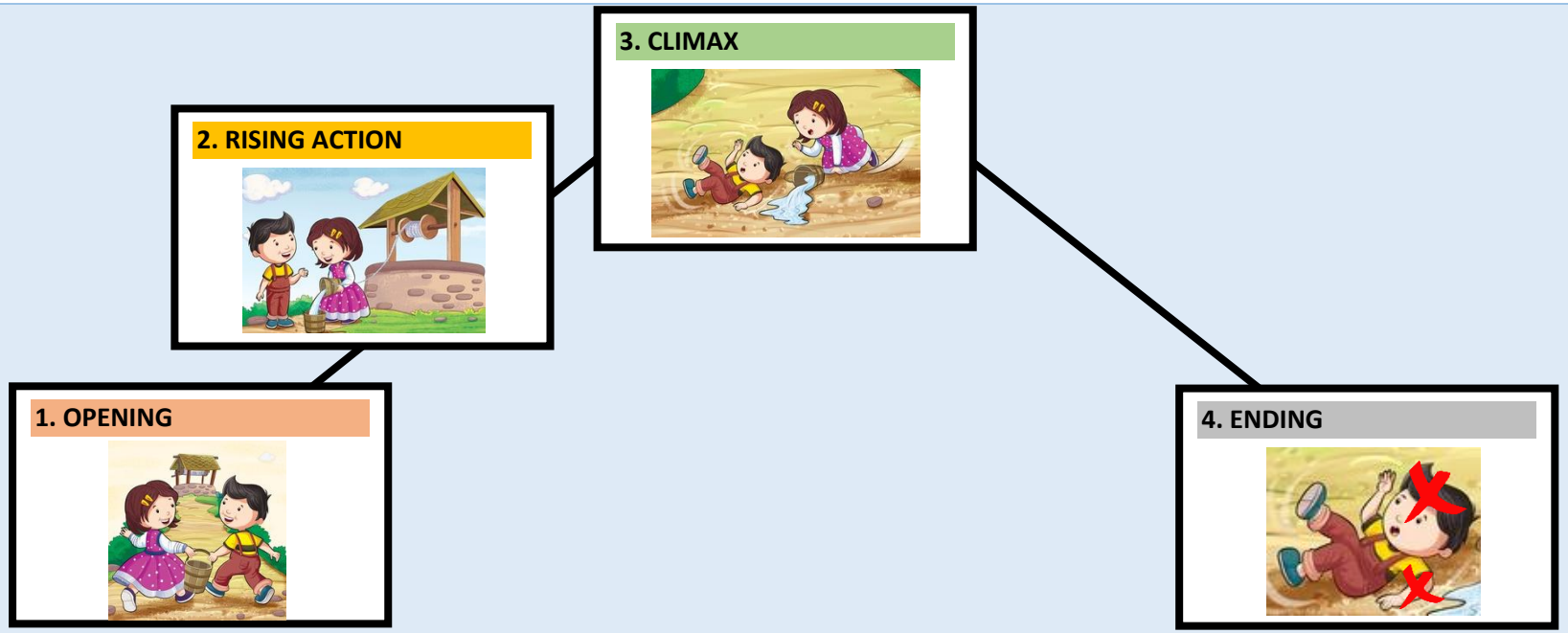
<td colspan="2">


Jack and Jill climbed the hill. Jack and Jill fetched a pail of water. Jack tumbled down the hill. Jack bumped his head and his arm.
</td>
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<tr>
<td>10</td>
<td>Identify and write personal pronouns as subjects</td>
<td>
They chased the ball.

Subject pronouns replace nouns or noun phrases acting as the subject. They are written in 3rd person as follows:

<table>
<tr><td></td><td>Personal Pronouns</td></tr>
<tr><td></td><td>Subject form</td></tr>
<tr><td rowspan="3">Singular</td><td>he</td></tr>
<tr><td>she</td></tr>
<tr><td>it</td></tr>
<tr><td>Plural</td><td>they</td></tr>
</table>
</td>
<td>Rewrite the sentence and replace the underlined word with the correct pronoun.

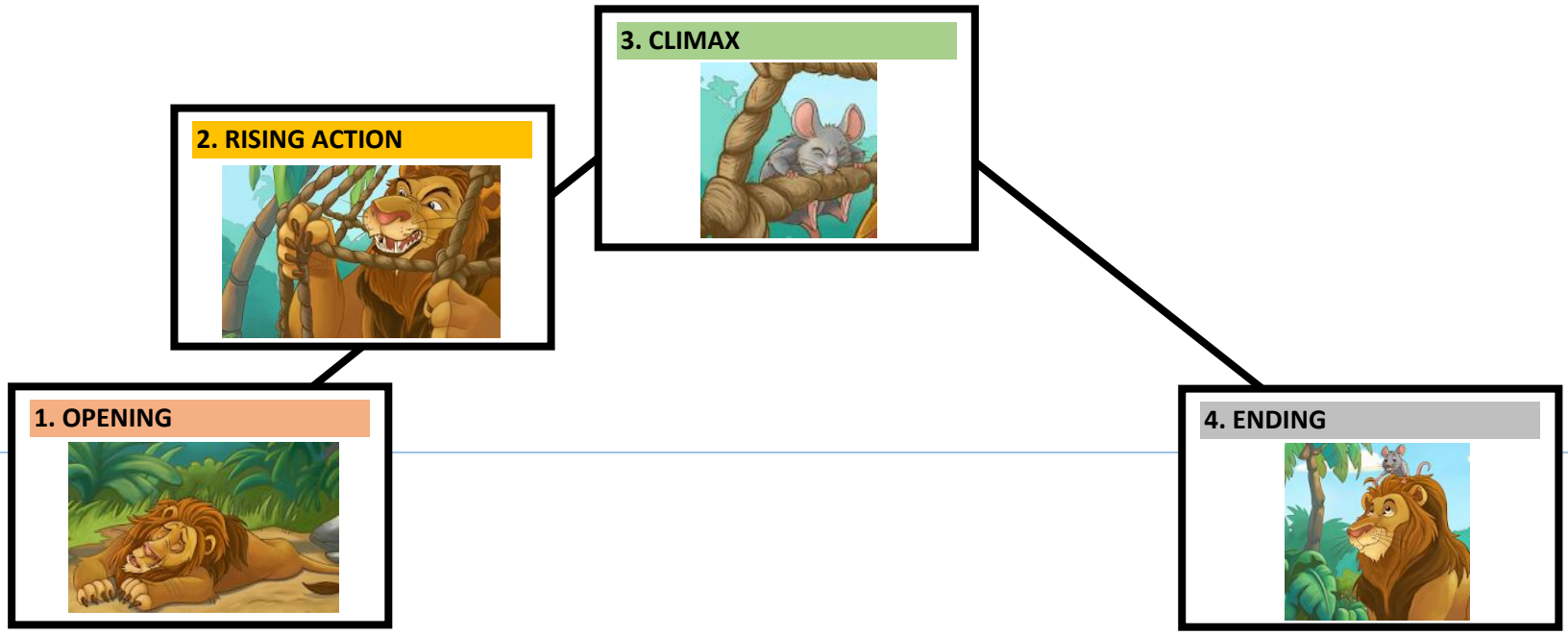
he she they

<u>Beth</u> helped Harry.

She helped Harry.
</td>
</tr>
<tr>
<td>11</td>
<td>Identify and write personal</td>
<td>Sam and Isha kicked it.</td>
<td>Rewrite the sentence and replace the underlined word with the correct pronoun.</td>
</tr>
</table>

	pronouns as objects	Object pronouns replace nouns or noun phrases acting as the object. They are written in 3rd person as follows: **Personal Pronouns** – *Object form* *Singular*: him, her, it *Plural*: them	him her them *Beth helped <u>Harry</u>.* *Beth helped him.*
Writing Outcome D		Four-plot-point narrative comprised of: 1. Opening – one simple sentence written in lined books 2. Rising Action – one simple sentence written in lined books 3. Climax – one simple sentence written in lined books 4. Ending – one simple sentence written in lined books	

Purpose	Narrative Perspective	Tense
To Entertain	3rd Person	Simple Past



<table>
<tr><td></td><td></td><td>A lion rested. A trap covered him. A mouse chewed it. They became friends.</td><td></td></tr>
<tr><td>12</td><td>Identify and write state of being verbs</td><td>Sam was happy.

A verb can show a state of being. The past simple tense of ‘to be’, ‘to have’ and ‘to do’ is used to talk about the state of existence in a time before now.

<table><tr><th rowspan="2">Subject</th><th colspan="3">Past Tense Verbs</th></tr><tr><th>‘to be’</th><th>‘to have’</th><th>‘to do’</th></tr><tr><td>He/She/It</td><td>was</td><td>had</td><td>did</td></tr><tr><td>They</td><td>were</td><td>had</td><td>did</td></tr></table></td><td>Circle the correct verb to complete the sentence.

am was were

He _____ sad.</td></tr>
<tr><td>13</td><td>Identify and write an adjective after a state of being verb</td><td>Sam was happy.

Adjectives modify nouns. Adjectives written after state of being verbs are essential for a complete thought.

N.B. Adjectives written before nouns are not shown at this stage. For example, ‘The <u>brown</u> bear climbed the tree.’ Instead, present examples such as: ‘The bear was <u>brown</u>.’</td><td>Complete the sentence with the adjective.

shouting loud yelling

Tim was _____.

Tim was loud.

 </td></tr>
<tr><td>14</td><td>Identify and write lists of two adjectives after a state of being verb</td><td>Sam was happy and excited.

Adjectives listed after state of being verbs can be joined using the conjunction ‘and’. When written after state of being verbs, adjectives can be listed in any order.</td><td>Rewrite the sentence using two adjectives.

The man was _____

The man was tall and thin.

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<table>
<tr><td>Writing Outcome E</td><td colspan="3">A setting description based on a picture prompt. The setting description must be comprised of:
a minimum of two simple sentences with state of being verbs followed by 1 or 2 adjective(s)
a minimum of two simple sentences with action verbs
<table>
<tr><th>Purpose</th><th>Narrative Perspective</th><th>Tense</th></tr>
<tr><td>To Entertain</td><td>3rd Person</td><td>Simple Past</td></tr>
</table>

The moon was big and white. Bats flapped their wings. The trees creaked. The forest was cold.</td></tr>
<tr><td>15</td><td>Distinguish between statements and questions</td><td>Sam was happy
Was Sam happy

Statements express ideas or arguments; whereas, questions seek answers. In statement sentences, subjects proceed verbs. In question sentences, either the state of being verb or an auxiliary verb proceeds the subject. For example, the state of being verb ‘was’ proceeds the subject ‘he’ in the sentence: ‘Was he hungry?’ The auxiliary verb ‘did’ proceeds the subject ‘he’ in the sentence: ‘Did he enjoy the food?’

N.B. Interrogative words can also begin question sentences. This will be covered in Step 16. At this stage, focus on the main verb or auxiliary verb proceeding the subject.</td><td>Change the order of the words to make a statement and a question.

sunny was it

Statement: It was sunny.

Question: Was it sunny?</td></tr>
<tr><td>16</td><td>Write the appropriate stop mark for</td><td>Sam was happy.
Was Sam happy?</td><td>Rewrite the passage below with the missing stop marks.
<u>Do not</u> add or take away words.
<u>Do not</u> change the order of the words.</td></tr>
</table>

<table>
<tr><td></td><td>questions and statements</td><td>A full stop demarcates the end of a complete statement; whereas, a question mark demarcates the end of a complete question.

Question marks are written immediately after the final letter of the final word in a sentence. They are written on the writing line.</td><td>Was she happy I was sad

Was she happy? I was sad.</td></tr>
<tr><td>17</td><td>Identify and write questions</td><td>Was Sam happy?

Some questions in the English language begin with the following interrogative words: ‘what’, ‘which’, ‘when’, ‘where’, ‘who’, ‘whom’, ‘whose’, ‘why’, ‘whether’ or ‘how’.</td><td>The answer to a question is ‘red’. Write the question beginning with ‘what’.

What colour was the bus?</td></tr>
<tr><td colspan="2">Writing Outcome F</td><td colspan="2">Q&A Interview comprised of:
1. three question sentences each written on a new line
2. three statement answers each written on a new line beneath the corresponding question

<table>
<tr><th>Purpose</th><th>Narrative Perspective</th><th>Tense</th></tr>
<tr><td>To Inform</td><td>3rd Person</td><td>Simple Past</td></tr>
</table>

When did you start school?

I started school last year.

Was it scary?

It was scary.

Do you like it now?

I like it now.</td></tr>
</table>