## **English - Year 1 Curriculum**



### **Based on UK's National Curriculum Objectives (Statutory Requirements)**

(This curriculum framework is for reference only, the actual **SiL Test** will cover <u>more than the</u> <u>content stated here</u>, and some of the questions are intentionally designed to be slightly more advanced than the corresponding year level, this is to help identify the high achievers in the group, and to determine where all participants' strengths lie in terms of Reading, Grammar and Vocabulary)

|                  | Details  |  |  |  |
|------------------|--|--|--|--|
| Word:            | <ul> <li>Regular plural noun suffixes –s or –es (e.g., dog/dogs, wish/wishes) and their effects on meaning.</li> </ul>                                   |  |  |  |
|                  | Suffixes added to verbs without spelling changes to root words (e.g., <b>helping</b> , <b>helped</b> , <b>helper</b> )                                   |  |  |  |
|                  | <ul> <li>How the prefix <i>un-</i> changes the meaning of verbs and<br/>adjectives (e.g., <b>unkind</b>, <b>untie</b>).</li> </ul>                       |  |  |  |
| Sentence:        | Combining words to form sentences.   |  |  |  |
|                  | Joining words and clauses using <u>and</u> .   |  |  |  |
| Text:            | Sequencing sentences to form <b>short narratives</b> .   |  |  |  |
| Punctuation:     | Separating words with spaces.  |  |  |  |
|                  | <ul> <li>Using <u>capital letters, full stops, question marks,</u><br/>and exclamation marks to demarcate sentences.</li> </ul>                          |  |  |  |
|                  | Capitalizing names and the personal pronoun " <b>I</b> ".  |  |  |  |
| Key Knowledge:   | Recognizing the <b>basic building blocks of sentences</b> :<br>nouns, verbs, and determiners (e.g., " <b>the cat sat</b> ").                             |  |  |  |
| v                | <ul> <li>Understanding the purpose of <u>punctuation</u> in clarifying meaning.</li> </ul>   |  |  |  |
|                  | Building sentence confidence by forming <u>simple</u><br>statements, questions, and exclamations (e.g., "I<br>like cats.", "Where is the dog?", "Wow!"). |  |  |  |
|                  | <b>Capitalization rules</b> for names, sentence beginnings, and "I."   |  |  |  |
| Vocabulary:      | <ul> <li>Building a foundation of high-frequency and descriptive words.</li> </ul>   |  |  |  |
|                  | Words to describe common objects, actions, and basic emotions (e.g., happy, sad, run, big).  |  |  |  |
| 7                |  |  |  |  |
| jr 1<br>(Year 3) | (Year 3) (Year 7) (Year 7)   |  |  |  |
|                  | Y Y  |  |  |  |
|                  |  |  |  |  |
|                  | (year 4) (Year 8)  |  |  |  |

## English - Year 1's Sample Word List / Key Vocabulary

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#### <u>Based on UK's National Curriculum – English Apendix</u>

(This list is for reference only, the actual **SiL Test** will cover <u>more than the content stated here</u>, some of the vocabulary appearing in our test will be more advanced than those shown in the list below)

| Word   | Sample Sentence  | Word      | Sample Sentence   |
|--------|--|-----------|---|
| happy  | She felt <i>happy</i> when she saw her puppy.            | bitter    | The coffee was <i>bitter</i> without sugar.             |
| sad    | He was <i>sad</i> when his ice cream fell.               | quiet     | Please be <i>quiet</i> in the library.                  |
| fast   | The rabbit ran <i>fast</i> through the meadow.           | loud      | The music at the party was <i>loud</i> and fun.         |
| slow   | The turtle is <i>slow</i> compared to the rabbit.        | strong    | The bodybuilder is very <i>strong</i> .                 |
| big    | The elephant is <i>big</i> and strong.                   | weak      | The flower is <i>weak</i> and needs extra care to grow. |
| small  | The kitten was <i>small</i> and cute.                    | good      | He did a <i>good</i> job on his homework.               |
| little | The <i>little</i> dog barked at the mailman.             | bad       | It's <b>bad</b> to lie to your friends.                 |
| hot    | The sun was very <i>hot</i> today.                       | near      | The park is <i>near</i> my house.                       |
| cold   | It was so <b>cold</b> outside.                           | far       | The mountains are <i>far</i> from here.                 |
| tall   | The giraffe is <i>tall</i> and has a long neck.          | sick      | She felt <i>sick</i> after eating too much candy.       |
| young  | She is very <b>young</b> but very smart.                 | healthy   | Eating fruits and vegetables is <i>healthy</i> for you. |
| old    | The <i>old</i> tree had many branches.                   | clear     | The sky was <i>clear</i> , with no clouds.              |
| new    | She wore a <i>new</i> dress to the party.                | cloudy    | The day was <i>cloudy</i> and gloomy.                   |
| thick  | The book was <i>thick</i> and hard to carry.             | kind      | The teacher was <i>kind</i> and helped the students.    |
| thin   | The cat's tail was <i>thin</i> and long.                 | angry     | He was <b>angry</b> because his brother took his book.  |
| long   | It was a <i>long</i> walk to the park.                   | wide      | The river was <i>wide</i> and deep.                     |
| short  | The pencil was too <i>short</i> to write with.           | narrow    | The path was <i>narrow</i> and difficult to walk along. |
| heavy  | The suitcase was <i>heavy</i> and hard to carry.         | bright    | The stars were <i>bright</i> in the night sky.          |
| light  | The feather was <i>light</i> and floated in the air.     | dark      | It was too <i>dark</i> outside to see anything clearly. |
| dry    | The towel is <i>dry</i> after being hung out in the sun. | beautiful | The flowers in the garden were <i>beautiful</i> .       |
| wet    | My shoes got <i>wet</i> in the rain.                     | lazy      | The cat was too <i>lazy</i> to play with the toy.       |
| soft   | The pillow was <i>soft</i> and comfortable.              | brave     | The <i>brave</i> dog rescued the kitten from the tree.  |
| hard   | The rock was too <i>hard</i> to break.                   | shiny     | The <i>shiny</i> coins sparkled in the sunlight.        |
| sweet  | The cake was <i>sweet</i> and delicious.                 | rough     | The ground was <i>rough</i> and uneven.                 |