

Year 1

Spoken Language	Reading - Word Recognition	Reading - Comprehension	Writing - Transcription	Writing - Handwriting	Writing - Composition	Writing - vocabulary, grammar and punctuation
listen and respond appropriately to adults and their peers	apply phonic knowledge and skills as the route to decode words	develop pleasure in reading, motivation to read, vocabulary and understanding by:	spell: words containing each of the 40+ phonemes already taught common exception words the days of the week	sit correctly at a table, holding a pencil comfortably and correctly	write sentences by: saying out loud what they are going to write about composing a sentence orally before writing it sequencing sentences to form short narratives re-reading what they have written to check that it makes sense	develop their understanding of the concepts set out in English Appendix 2 by: leaving spaces between words

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ask relevant questions to extend their understanding and knowledge	respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes	listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently	add prefixes and suffixes: using the spelling rule for adding -s or -es as the plural marker for nouns and the third person singular marker for verbs using the prefix un- using -ing, -ed, -er and -est where no change is needed in the spelling of root words [for example, helping, helped, helper, eating, quicker, quickest]	begin to form lower-case letters in the correct direction, starting and finishing in the right place	discuss what they have written with the teacher or other pupils.	joining words and joining clauses using and
use relevant strategies to build their vocabulary	read accurately by blending sounds in unfamiliar words containing GPCs that have been taught	being encouraged to link what they read or hear read to their own experiences	apply simple spelling rules and guidance, as listed in English Appendix 1	form capital letters	read aloud their writing clearly enough to be heard by their peers and the teacher.	beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark
articulate and justify answers, arguments and opinions	read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word	becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics.	write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far.	form digits 0-9		using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'

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<p>give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings</p>	<p>read words containing taught GPCs and -s, -es, -ing, -ed, -er and -est endings</p>	<p>recognising and joining in with predictable phrases</p>		<p>understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and to practise these.</p>		<p>learning the grammar for year 1 in English Appendix 2</p>
<p>maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments</p>	<p>read other words of more than one syllable that contain taught GPCs</p>	<p>learning to appreciate rhymes and poems, and to recite some by heart</p>				<p>use the grammatical terminology in English Appendix 2 in discussing their writing.</p>
<p>use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas</p>	<p>read words with contractions [for example, I'm, I'll, we'll], and understand that the apostrophe represents the omitted letter(s)</p>	<p>discussing word meanings, linking new meanings to those already known</p>				

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<p>speak audibly and fluently with an increasing command of Standard English</p>	<p>read aloud accurately books that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words</p>	<p>understand both the books they can already read accurately and fluently and those they listen to by:</p>				
<p>participate in discussions, presentations, performances, role play, improvisations and debates</p>	<p>re-read these books to build up their fluency and confidence in word reading</p>	<p>drawing on what they already know or on background information and vocabulary provided by the teacher</p>				
<p>gain, maintain and monitor the interest of the listener(s)</p>		<p>checking that the text makes sense to them as they read and correcting inaccurate reading</p>				
<p>consider and evaluate different viewpoints, attending to and building on the contributions of others</p>		<p>discussing the significance of the title and events</p>				
<p>select and use appropriate registers for effective communication.</p>		<p>making inferences on the basis of what is being said and done</p>				

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		predicting what might happen on the basis of what has been read so far				
		participate in discussion about what is read to them, taking turns and listening to what others say				
		explain clearly their understanding of what is read to them.				