

Reading

Word Reading

- Apply phonic knowledge and skills as the route to decode words
- Respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes
- Read accurately by blending sounds in unfamiliar words containing GPCs that have been taught
- Read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word
- Read words containing taught GPCs and –s, –es, –ing, –ed, –er and –est endings
- Read other words of more than one syllable that contain taught GPCs
- Read words with contractions [for example, I'm, I'll, we'll], and understand that the apostrophe represents the omitted letter(s)
- Read books aloud, accurately, that are consistent with their developing phonic knowledge and reread these books to build up their fluency and confidence in word reading

Comprehension

- listen to and discuss a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently
- link what they read or hear read to their own experiences
- be very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics
- recognise and join in with predictable phrases
- appreciate rhymes and poems, and recite some by heart
- discuss word meanings, linking new meanings to those already known
- understand the books they can already read accurately and fluently and those they listen to by:
 - drawing on what they already know or on background information
 - checking that the text makes sense to them as they read
 - discussing the significance of the title and events
 - making inferences on the basis of what is being said and done
 - 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.

All Saints' CE Primary School



End of Year 1 English Expectations

Writing

Spelling

- Spell words containing each of the 40+ phonemes already taught
- Spell the common exception words
- Spell the days of the week
- name the letters of the alphabet in order
- using letter names to distinguish between alternative spellings of the same sound
- add prefixes and suffixes:
- use 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]
- apply simple spelling rules
- write from memory simple dictated sentences that include words using the GPCs and common exception words taught so far.

Handwriting

- hold 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' (i.e. letters that are formed in similar ways)

Writing - Composition

- 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
 - discuss what they have written with others
 - read aloud their writing clearly enough to be heard

Writing - Vocabulary, grammar and punctuation

- leave spaces between words
- join words and join clauses using 'and'
- begin to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark
- use a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'
- learn the meaning of the grammatical terminology: letter, capital letter word, singular, plural sentence punctuation, full stop, question mark, exclamation mark

