

Year 1 End of Year Expectations: English



Year 1 English	
Reading	
Word Reading	Comprehension
<ul style="list-style-type: none"> ❖ Apply phonic knowledge to decode words. ❖ Respond with the correct sound to graphemes for all 40+ phonemes, including alternative sounds. ❖ Read accurately by blending sounds in unfamiliar words containing GPCs taught. ❖ Read a range of simple common exception words e.g. the, said, they, once, she, friend, school. ❖ Read words with the endings -s, -es, -ing, -ed and -est. ❖ Read words of more than one syllable which contain GPCs known. ❖ Read contractions e.g. I'm, can't, we'll. Know that apostrophes represent omitted letters. ❖ Read some phonically-decodable books, closely matched to phonic knowledge. ❖ Read pseudo (alien) words with accuracy, including vowel digraphs and trigraphs. 	<ul style="list-style-type: none"> ❖ Listen to, discuss and enjoy a wide range of poems and stories at a level beyond that which they can read independently. ❖ Become familiar with key stories, fairy stories and traditional tales; retell them; know their characteristics. ❖ Link what they read to their own experiences. ❖ Recognise and join in with predictable phrases in poems and stories. ❖ Appreciate some rhymes and poems; recite some by heart. ❖ Discuss the meanings of new words, linking them to words already known. ❖ Listen to, discuss and enjoy a range of non-fiction texts; draw on what they already know, and on background information and vocabulary provided by the teacher. ❖ Check that texts make sense when reading; self-correct and re-read inaccurate reading. ❖ Talk about the significance of the title and events. ❖ Infer on the basis of what is said and done e.g. know that Jack is scared of the giant because he is hiding; the princess is sad because she has lost her ring. ❖ Predict what might happen on the basis of what has been read so far e.g. the boy will be in trouble for stealing the buns. ❖ Participate in discussion about what is read to them, taking turns and listening to others. ❖ Explain clearly their understanding of what is read to them.

Year 1 End of Year Expectations: English



Year 1 English			
Writing			
Transcription		Composition	
Spelling	Handwriting	Composition: Structure and Purpose	Vocabulary, grammar and punctuation
<ul style="list-style-type: none"> ❖ Write from memory, simple dictated sentences containing the GPCs and words taught so far. ❖ Spell words containing each of the 40+ phonemes taught so far. Most words can be deciphered. ❖ Spell words using the prefix un- e.g. unhappy, unfair; the suffixes –ing, -ed, -er and –est where no change is made to the root word. ❖ Spell most common exception words in the YR 1 spelling appendix. ❖ Recognise and spell a set of simple compound words. ❖ Understand the difference between singular and plural. Add suffixes s and es to words e.g. cats, witches, catches. ❖ Name the letters of the alphabet in order. 	<ul style="list-style-type: none"> ❖ Most letters are correctly formed and orientated, including lower case, capital letters and digits; there may be some inconsistency in size. ❖ Capital letters formed correctly for some names of people, places and the days of the week. ❖ Some spaces are left between words, although inconsistent. ❖ Most letters sit on the line correctly. 	<ul style="list-style-type: none"> ❖ Compose sentences orally before writing; talk about where the sentence begins and ends. ❖ Attempt to write appropriately to the task. ❖ Sequence simple sentences and sentence-like forms to form short narratives based on real or fictional experiences. ❖ Compose orally and write simple poems. ❖ Re-read writing to check it makes sense. ❖ Discuss own writing with others; make simple changes where suggested. 	<ul style="list-style-type: none"> ❖ Write sentences or sentence-like structures which can be clearly understood. ❖ Often use 'and' to join words and clauses. ❖ Sometimes use a capital letter and full stop to show sentence boundaries; sometimes use question mark or exclamation mark in the right place. ❖ Sometimes use a capital letter for the names of people and places, days of the week, and for the personal pronoun 'I'. ❖ Sometimes include adjectives for description. ❖ Begin to use some features of Standard English e.g. I did.