

READING – WORD READING

Pupils should be taught to:

- 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 e.g. I'm, I'll, we'll, and understand that the apostrophe represents the omitted letter(s)
- read aloud accurately books that are consistent with developing phonic knowledge and that do not require use of other strategies to work out words
- re-read phonically decodable books to build up fluency and confidence in word reading

WRITING

Vocabulary, Grammar and Punctuation

- use regular plural noun suffixes -s or -es e.g. dog, dogs; wish, wishes, including the effects of these suffixes on the meaning of the noun
- use suffixes that can be added to verbs where no change is needed in the spelling of root words e.g. helping, helped, helper
- understand how the prefix un- changes the meaning of verbs and adjectives e.g. negation, for example, unkind, or undoing: untie the boat
- understand how words can combine to make sentences
- use joining words and join clauses using and sequence sentences to form short narratives separate words with spaces
- use capital letters, full stops, question marks and exclamation marks to demarcate sentences in some of his/her writing
- use a capital letter for names of people, places, the days of the week, and the personal pronoun I
- understand the following terminology: Letter, capital letter. Word, singular, plural. Sentence. Punctuation, full stop, question mark, exclamation mark

READING – COMPREHENSION

- develop pleasure in reading, motivation to read, vocabulary and understanding by listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which he/she can read independently
- develop pleasure in reading, motivation to read, vocabulary and understanding by being encouraged to link what is read or heard read to his/her own experiences
- develop pleasure in reading, motivation to read, vocabulary and understanding by becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics
- develop pleasure in reading, motivation to read, vocabulary and understanding by learning to appreciate rhymes and poems, and to recite some by heart
- develop pleasure in reading, motivation to read, vocabulary and understanding by discussing word meanings, linking new meanings to those already known
- understand both the books he/she can already read accurately and fluently and those he/she listens to by drawing on what is already known or on background information and vocabulary provided by the teacher
- understand both the books he/she can already read accurately and fluently and those he/she listens to by checking that the text makes sense as he/she reads and correcting inaccurate reading
- understand both the books he/she can already read accurately and fluently and those he/she listens to by discussing the significance of the title and events
- understand both the books he/she can already read accurately and fluently and those he/she listens to by making inferences on the basis of what is being said and done
- understand both the books he/she can already read accurately and fluently and those he/she listens to by predicting what might happen on the basis of what has been read so far
- participate in discussion about what is read to him/her, taking turns and listening to what others say
- explain clearly his/her understanding of what is read to him/her

Writing:

Transcription – Spelling

- spell words containing each of the 40+ phonemes already taught
- spell common exception words
- spell the days of the week
- name the letters of the alphabet in order
- name the letters of the alphabet using letter names to distinguish between alternative spellings of the same sound
- 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
- add prefixes and suffixes using the prefix un-
- add prefixes and suffixes using -ing, -ed, -er and -est where no change is needed in the spelling of root words e.g. helping, helped, helper, eating, quicker, quickest
- apply simple spelling rules and guidance, as listed in English Appendix 1
- write from memory simple sentences dictated by the teacher that include words using the **GPCs and common exception words taught so far**

WRITING

Composition

- write sentences by saying out loud what they are going to write about
- write sentences by composing a sentence orally before writing it
- write sentences by sequencing sentences to form short narratives
- write sentences by re-reading what he/she has written to check that it makes sense
- discuss what he/she has written with the teacher or other pupils
- read aloud his/her writing clearly enough to be heard by his/her peers and the teacher

WRITING:

Transcription – Handwriting

- sit correctly at a table, holding 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) and practise these

Literacy
YEAR 1