

no change is needed in the spelling of root words [for example, helping, helped, helper, eating, quicker, quickest].

- Write from memory simple sentences dictated by an adult that include words using the GPCs and common exception words taught so far.

### 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 to practise these.

### 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, discussing what they have written and reading aloud their writing clearly enough to be heard by others.

### Vocabulary, Grammar and Punctuation

- Show their understanding of the following concepts; leaving spaces between words, joining words and clauses by using the word and, beginning to punctuate sentences with a capital letter, full stop, question mark or exclamation mark, using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'.



**Every Child Counts, Every Moment Counts**

*Year One*

*English Expectations*

## The National curriculum expects that by the end of Year 1, your child will be able to...

### 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 grapheme phoneme correspondences (GPC's) 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 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.
- Re-read these books to build up their fluency and confidence in word reading.

### 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 they can read independently
  - being encouraged to link what they read or hear read to their own experiences

- becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics
- recognising and joining in with predictable phrases
- learning to appreciate rhymes and poems, and to recite some by heart
- discussing word meanings, linking new meanings to those already known
- Understand both 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 and vocabulary provided by the teacher
  - checking that the text makes sense to them as they read and correcting inaccurate reading
  - 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.

### Writing Transcription

- Spell words containing each of the 40+ phonemes already taught, common exception words and 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: 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