

## **Key stage 1 - year 1**

### **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 [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 that do not require them to use other strategies to work out words

reread these books to build up their fluency and confidence in word reading

### **Reading - comprehension**

*Pupils should be taught to:*

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 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 Year 1 - transcription**

### **Spelling - see [English appendix 1](#)**

*Pupils should be taught to:*

spell:

words containing each of the 40+ phonemes already taught

common exception words

the days of the week

name the letters of the alphabet:

naming 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 no change is needed in the spelling of root words [for example, 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

## **Handwriting**

*Pupils should be taught to:*

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’ (ie letters that are formed in similar ways) and to practise these

## **Writing - composition**

*Pupils should be taught to:*

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 the teacher or other pupils

read their writing aloud, clearly enough to be heard by their peers and the teacher

## **Writing - vocabulary, grammar and punctuation**

*Pupils should be taught to:*

develop their understanding of the concepts set out in [English appendix 2](#) by:

leaving spaces between words

joining words and joining clauses using 'and'

beginning to punctuate sentences using a capital letter and a 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'

learning the grammar for year 1 in [English appendix 2](#)

use the grammatical terminology in English [English appendix 2](#) in discussing their writing