

Year 1 English Progression

Reading	Writing	
<p>Word Reading</p> <ul style="list-style-type: none"> • apply phonic knowledge to decode words • speedily read all 40+ letters/groups for 40+ phonemes • read accurately by blending taught grapheme-phoneme correspondence (GPC) • read common exception words • read common suffixes (-s, -es, -ing, -ed, etc.) • read multisyllable words containing taught GPCs • read contractions, understanding use of apostrophe • read aloud phonically-decodable texts <p>Comprehension</p> <ul style="list-style-type: none"> • 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 • 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 	<p>Composition</p> <ul style="list-style-type: none"> • 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 	<p>Transcription</p> <p>Spell:</p> <ul style="list-style-type: none"> • words containing each of the 40+ phonemes taught • common exception words • the days of the week <ul style="list-style-type: none"> • name the letters of the alphabet in order • using letter names to distinguish between alternative spellings of the same sound • 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 • apply simple spelling rules • write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far <p>Handwriting:</p> <ul style="list-style-type: none"> • 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' and to practise these
	<p>Vocabulary, Grammar and Punctuation</p> <ul style="list-style-type: none"> • 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' <p>Grammatical Terminology: letter, capital letter, word, singular, plural, sentence punctuation, full stop, question mark, exclamation mark</p>	