

**'English for academic year – Class 1'**

**Years R and 1**

	Reception Children (Foundation Stage)	Year 1 children (National Curriculum Programme of Study)
Reading – Word Reading	<p>Children will:</p> <p>read and understand simple sentences</p> <p>use phonic knowledge to decode regular words and read them aloud accurately</p> <p>read some common irregular words.</p> <p>Children exceeding expectations will also:</p> <p>read phonically regular words of more than one syllable as well as many irregular but high frequency words</p>	<p>apply phonic knowledge and skills as the route to decode words</p> <p>respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes</p> <p>read accurately by blending sounds in unfamiliar words containing GPCs that have been taught</p> <p>read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word</p> <p>read words containing taught GPCs and –s, –es, –ing, –ed, –er and –est endings</p> <p>read other words of more than one syllable that contain taught GPCs</p> <p>read words with contractions [for example, I'm, I'll, we'll], and understand that the apostrophe represents the omitted letter(s)</p>

		<p>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</p> <p>re-read these books to build up their fluency and confidence in word reading.</p>
<p>Reading - Comprehension</p>	<p>Children will:</p> <p>demonstrate an understanding when talking with others about what they have read.</p> <p>Children exceeding expectations will also:</p> <p>use phonic, semantic and syntactic knowledge to understand unfamiliar vocabulary</p> <p>describe the main events in the simple stories they have read.</p>	<p>develop pleasure in reading, motivation to read, vocabulary and understanding by:</p> <p>listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently</p> <p>being encouraged to link what they read or hear read to their own experiences</p> <p>becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics</p> <p>recognising and joining in with predictable phrases</p> <p>learning to appreciate rhymes and poems, and to recite some by heart</p> <p>discussing word meanings, linking new meanings to those already known</p> <p>understand both the books they can already read accurately and fluently and those they listen to by:</p> <p>drawing on what they already know or on background information and vocabulary provided by the teacher</p> <p>checking that the text makes sense to them as they read and correcting inaccurate reading</p> <p>discussing the significance of the title and events</p>

		<p>making inferences on the basis of what is being said and done</p> <p>predicting what might happen on the basis of what has been read so far</p> <p>participate in discussion about what is read to them, taking turns and listening to what others say</p> <p>explain clearly their understanding of what is read to them.</p>
<p>Writing – transcription</p> <p>Spelling</p>	<p>Children will:</p> <p>use their phonic knowledge to write words in ways which match their spoken sounds</p> <p>write some irregular common words</p> <p>write sentences which can be read by themselves and others</p> <p>spell some words correctly and write others which are phonetically plausible.</p> <p>Children exceeding expectations will also:</p> <p>spell phonically regular words of more than one syllable as well as many irregular but high frequency word</p> <p>use key features of narrative in their own writing.</p>	<p>Spell:</p> <p>words containing each of the 40+ phonemes already taught</p> <p>common exception words</p> <p>the days of the week</p> <p>name the letters of the alphabet: naming the letters of the alphabet in order</p> <p>using letter names to distinguish between alternative spellings of the same sound</p> <p>add prefixes and suffixes:</p> <p>using the spelling rule for adding –s or –es as the plural marker for nouns and the third person singular marker for verbs</p> <p>using the prefix un–</p> <p>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]</p> <p>apply simple spelling rules and guidance, as listed in English Appendix 1</p> <p>write from memory simple sentences dictated by the teacher that include words using the GPCs and common</p>

		exception words taught so far.
Writing - Handwriting	Children will:  hold a range of writing tools correctly  begin to form lower-case letters correctly	<p>sit correctly at a table, holding a pencil comfortably and correctly</p> <p>begin to form lower-case letters in the correct direction, starting and finishing in the right place</p> <p>form capital letters</p> <p>form digits 0-9</p> <p>understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and to practise these.</p>
Writing - Composition		<p>write sentences by:</p> <p>saying out loud what they are going to write about</p> <p>composing a sentence orally before writing it</p> <p>sequencing sentences to form short narratives</p> <p>re-reading what they have written to check that it makes sense</p> <p>discuss what they have written with the teacher or other pupils</p> <p>read aloud their writing clearly enough to be heard by their peers and the teacher.</p>
Writing – Vocabulary, Grammar, Punctuation		<p>develop their understanding of the concepts set out in <a href="#">English Appendix 2</a> by:</p> <p>leaving spaces between words</p> <p>joining words and joining clauses using and</p> <p>beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark</p> <p>using a capital letter for names of people, places, the days of the week,</p>

		<p>and the personal pronoun 'I'</p> <p>learning the grammar for year 1 in English Appendix 2</p> <p>use the grammatical terminology in English Appendix 2 in discussing their writing.</p>
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