



| Word Reading | Positive Attitudes and Pleasure in Reading | Accuracy, Fluency and Understanding | Discussion, Retrieval and Analysis |
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| <p>W1. <u>To apply phonic knowledge and skills as the route to decode words</u></p> <p>W2. <u>To read accurately by blending sounds in unfamiliar words containing GPCs that have been taught</u></p> <p>W3. <u>To respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes e.g ow in snow and cow</u></p> <p>W4. <u>To read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word</u> (Y1 list, moving to Y2 when ready)</p> <p>W5. <u>To read words containing taught GPCs and -s, -es, -ies, -ing, -ed, -er and -est endings</u></p> <p>W6. To count the syllables in words</p> <p>W7. <u>To read words of more than one syllable that contain taught GPCs</u></p> <p>W8. <u>To read words with contractions [for example, I'm, I'll, we'll], and understand that the apostrophe represents the omitted letter(s)</u></p> <p>W9. To use picture clues to help with reading texts.</p> | <p>P1. <u>To develop pleasure in reading, motivation to read, vocabulary and understanding</u></p> <p>P2. <u>To listen to and discuss a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently</u></p> <p>P3. To recognise the difference between fiction and non-fiction.</p> <p>P4. To recall and write about specific information in fiction and non-fiction texts</p> <p>P5. <u>To become very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics.</u></p> <p>P6. To use drama and role play to retell stories and take on the role of a character.</p> <p>P7. To retell verbally and in written form.</p> <p>P8. To choose my own books/stories to read and say why I have chosen it verbally and in written form.</p> <p>P9. <u>To recognise and join in with predictable phrases.</u></p> <p>P10. To recognise repetition of language in my reading.</p> <p>P11. To recognise obvious story language, for example: Once upon a time.. Big Bad Wolf.</p> <p>P12. <u>To link what I read or hear to my own experiences, with encouragement.</u></p> | <p>F1. <u>To understand both the books they can already read accurately and fluently and those they listen to</u></p> <p>F2. <u>To draw on own knowledge or on background information and vocabulary provided by the teacher</u></p> <p>F3. <u>To check that the text makes sense to them as they read, and correct inaccurate reading</u></p> <p>F4. <u>To discussing the significance of the title and events</u></p> <p>F5. To identify and discuss the main events or key points in stories that I read myself.</p> <p>F6. To identify and discuss the main characters in stories that I read myself.</p> <p>F7. To record what is read to me through representations and in writing.</p> <p>F8. <u>To make inferences based on what is said and done</u></p> <p>F9. To express opinions verbally and in written form about main events and characters in a story <u>based on what is being said and done.</u></p> <p>F10. To recognise verbally and in written form why a character is feeling a certain way <u>based on what is being said and done.</u></p> <p>F11. <u>To make predictions verbally and in written form based on what I have read so far</u></p> | <p>D1. <u>To participate in discussion about what is read to them, taking turns and listening to what others say</u></p> <p>D2. <u>To explain clearly their understanding of what is read to them</u></p> <p>D3. To locate information on a simple fact sheet.</p> <p>D4. To begin to retrieve from non-fiction texts including using, contents pages and glossaries.</p> <p>D5. To discuss how vocabulary choice affects meaning, for example, crept lets you know that he is trying to be quiet.</p> |

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| <p>W10. To break words down into smaller 'chunks' to help with reading.</p> <p>W11. <u>To 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</u></p> <p>W12. <u>To reread books to build up their fluency and confidence in word reading</u></p> | <p>P13. <u>To learn to appreciate rhymes and poems, and to recite some by heart</u></p> <p>P14. <u>To discuss word meanings, linking new meanings to those already known</u></p> | <p>F12. To answer questions on a text I have read relating to who, what, where, when, why and how.</p> | |
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| Sentence Stems | Vocabulary |
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| <p>I like/don't like... because...</p> <p>I think... happened because...</p> <p>I feel that...</p> <p>Next time I ...</p> <p>First, next...</p> <p>I agree/disagree because...</p> | <p>author, fiction, non-fiction, rhyme, story, character, setting, letter, capital letter, word, singular, plural sentence punctuation, full stop, question mark, exclamation mark</p> |
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| Spelling | Handwriting | Composition | Vocabulary, Grammar and Punctuation |
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| S1) <u>To revise the phonics rules covered in reception including consonant digraphs (sh, ch, th, ng) and vowel digraphs.</u> | H1) <u>To sit correctly at a table, holding a pencil comfortably and correctly.</u> | C1) <u>To write sentences by saying out loud what they are going to write about.</u> | V1) <u>To learn the grammar for year 1 in English Appendix 2.</u> |
| S2) <u>To revise the process of segmenting spoken words into sounds before choosing graphemes to represent the sounds.</u> | H2) To hold my pencil with an effective grip. | C2) <u>To compose a sentence orally before writing it.</u> | V2) <u>To make singular nouns plural by using "s" and "es".</u> |
| S3) <u>To revise words with adjacent consonants (e.g. straw, help).</u> | H3) <u>To form lower-case letters (pre-cursive/cursive) in the correct direction, starting and finishing in the right place.</u> | C3) <u>To sequence sentences to form short narratives.</u> | V3) <u>To use suffixes that can be added to verbs where n change is needed to the spelling of root words e.g. helping, helped, helper.</u> |
| S4) <u>To spell words containing the graphemes; K, ff, ll, ss, zz, ck, nk, ph, wh and tch.</u> | H4) <u>To understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and to practise these.</u> | C4) To sequence sentences to form short non-fiction texts. | V4) <u>To understand and use the prefix un to change the meaning of verbs and adjectives (negation, for example, unkind, or undoing: untie the boat).</u> |
| S5) <u>To spell words with /v/ sound at the end of words e.g. have, give.</u> | H5) <u>To form capital letters.</u> | C5) To create writing from my own ideas. | V5) <u>To understand what a sentence is. (How words combine to make sentences).</u> |
| S6) <u>To spell words ending in -y e.g. very, happy, funny.</u> | H6) <u>To form digits 0-9.</u> | C6) To say every sentence before writing it. | V6) <u>To joining words and join clauses using the conjunction 'and, but, or'.</u> |
| S7) <u>To spell words containing each of the 40+ phonemes already taught</u> (digraphs included split digraphs to be taught are listed in Appendix 1, Year 1) | H7) To begin to join my handwriting. (cursive) | C7) To write a simple sentence when my teacher dictates it. | V7) <u>To sequence sentences to form short narratives.</u> |
| S8) To use phonics (40+ phonemes already taught) to sound out and write words correctly and make plausible attempts. | | C8) To write simple and compound sentences. | V8) <u>To leave spaces between words.</u> |
| S9) <u>To divide words into syllables.</u> | | C9) To use adjectives in my writing. | V9) <u>To punctuate sentences using a capital letter and a full stop.</u> |
| S10) <u>To spell the Year 1 common exception words. (Appendix 1)</u> | | C10) <u>To re-read every sentence to check it makes sense.</u> | V10) <u>To begin to punctuate sentences using a question mark or exclamation mark.</u> |
| S11) <u>To spell the days of the week.</u> | | C11) <u>To discuss own writing with the teacher or other pupils.</u> | V11) <u>To use a capital letter for names of people.</u> |
| S12) <u>To spell compound words.</u> | | C12) <u>To read aloud own writing clearly enough to be heard by peers and the teacher.</u> | V12) <u>To use a capital letter for places.</u> |
| S13) <u>To revise the letters of the alphabet and the sounds which they most commonly represent.</u> | | | V13) <u>To use a capital letter for the days of the week.</u> |

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| <p>S14) To name the letters of the alphabet in order.</p> <p>S15) To use letter names to distinguish between alternative spellings of the same sound.</p> <p>S16) <u>To use the spelling rule for adding -s or -es as the plural marker for nouns and the third person singular marker for verbs</u></p> <p>S17) <u>To add the prefix 'un-' to the beginning of words (verbs e.g. kind, unkind)</u></p> <p>S18) <u>To use -ing, -ed, -er and -est where no change is needed in the spelling of root words [for example, helping, helped, helper, eating, quicker, quickest]</u></p> <p>S19) <u>To apply simple spelling rules and guidance, as listed in English Appendix 1</u></p> <p>S20) <u>To write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far.</u></p> | | | <p>V14) <u>To use a capital letter for the personal pronoun 'I'.</u></p> <p>V15) <u>To use the grammatical terminology as set out in English Appendix 2 in discussing their writing:</u></p> <ul style="list-style-type: none">a) letterb) capital letterc) wordd) singulare) pluralf) sentenceg) punctuationh) full stopi) question markj) exclamation mark |
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