

Key Learning in English – Year 1

Spoken Language	Reading – word reading	Reading – comprehension	
<ul style="list-style-type: none"> Listen and respond appropriately to adults and their peers Ask relevant questions to extend their understanding and knowledge Use relevant strategies to build their vocabulary Articulate and justify answers, arguments and opinions Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas Speak audibly and fluently with an increasing command of Standard English Participate in discussions, presentations, performances, role play/improvisations and debates Gain, maintain and monitor the interest of the listener(s) Consider and evaluate different viewpoints, attending to and building on the contributions of others Select and use appropriate registers for effective communication 	<ul style="list-style-type: none"> Respond speedily with the correct sound to grapheme for the 44 phonemes Recognise and use the different ways of pronouncing the same grapheme; e.g. <i>ow in snow and cow</i> Read accurately by blending sounds in unfamiliar words Read words containing <i>-s, -es, -ing, -ed, -er, -est</i> endings Split two and three syllable words into the separate syllables to support blending for reading Read words with contractions e.g. <i>I'm, I'll, we'll</i> and understand that the apostrophe represents the omitted letter Automatically recognise approximately 150 high frequency words Apply phonic knowledge for reading Read aloud accurately books that are consistent with their developing phonic knowledge Develop fluency, accuracy and confidence by re-reading books Read more challenging texts using phonics and high frequency word recognition 	<p>Develop pleasure in reading, motivation to read, vocabulary and understanding by:</p> <ul style="list-style-type: none"> Listening to a range of texts at a level beyond that at which they can read independently including stories, non-fiction and poems Identifying and discuss the main events in stories Identifying and discuss the main characters in stories Recalling specific information in texts Recognising and join in with language patterns and repetition Use patterns and repetition to support oral retelling Reciting rhymes and poems by heart Relating texts to own experiences Re telling familiar stories in a range of contexts e.g. <i>small world, role play, storytelling</i> Make personal reading choices and explain reasons for choices <p>Understand both the books they can already read accurately and fluently and those that they listen to by:</p> <ul style="list-style-type: none"> Introducing and discussing key vocabulary Activating prior knowledge e.g. <i>what do you know about minibeasts?</i> Checking that texts make sense while reading and self-correct Making predictions based on what has been read so far Make basic inferences about what is being said and done Discussing the title and how it relates to the events in the whole story e.g. <i>Peace at Last by Jill Murphy</i> Participating in discussion about what is read to them, taking turns and listening to what others say Listening to what others say Taking turns Giving opinions and supporting with reasons e.g. <i>Hansel was clever when he put stones in his pocket.</i> Explaining clearly their understanding of what is read to them Demonstrating understanding of texts by answering questions related to who, what, where, when, why, how 	
Writing - composition		Writing – transcription	
vocabulary, grammar & punctuation	composition	spelling	handwriting
<ul style="list-style-type: none"> Say, and hold in memory whilst writing, simple sentences which make sense Write simple sentences that can be read by themselves and others Separate words with finger spaces Punctuate simple sentences with capital letters and full stops Use capital letter for the personal pronoun <i>I</i> Use capital letters for names of people, places and days of the week Identify and use question marks and exclamation marks Use simple connectives to link ideas e.g. <i>and</i> Pluralise nouns using <i>'s'</i> and <i>'es'</i> e.g. <i>dog, dogs; wish, wishes</i> Add suffixes to verbs where no spelling change is needed to the root word e.g. <i>helping, helped, helper</i> Add the prefix <i>'un'</i> to verbs and adjectives to change the meaning e.g. <i>untie, unkind</i> 	<ul style="list-style-type: none"> Orally compose every sentence before writing Re-read every sentence to check it makes sense Orally plan and rehearsing ideas Sequence ideas/events in order Use formulaic phrases to open and close texts Use familiar plots for structuring the opening, middle and end of their stories Write in different forms with simple text type features e.g. <i>instructions, narratives, recounts, poems, information texts</i> Discuss their writing with adults and peers Read aloud their writing to adults and peers 	<ul style="list-style-type: none"> Name the letters of the alphabet in order Use letter names to distinguish between alternative spellings of the same sound Spell words containing each of the phonemes already taught Be able to encode the sounds they hear in words Be able to read back words they have spelt Use their phonic knowledge when spelling unfamiliar words (<i>i.e. produce phonically plausible spellings</i>) Spell common exception words Spell the days of the week Use the spelling rule for adding <i>-s</i> or <i>-es</i> (<i>i.e. when the word has a /ɪz/ sound</i>) Use the prefix <i>un-</i> for words without any change to the spelling of the root word Use suffixes <i>-ing, -ed, -er</i> and <i>-est</i> where no change is needed in the spelling of root words Apply simple spelling rules and guidelines, as listed in Appendix 1 Supporting Spelling document Write from memory simple sentences dictated by the teacher that include words taught so far 	<ul style="list-style-type: none"> Hold a pencil with an effective grip Form lower-case letters correctly - <i>starting and finishing in the right place, going the right way round, correctly oriented</i> Have clear ascenders (<i>'tall letters'</i>) and descenders (<i>'tails'</i>) Form capital letters correctly