

# Key Learning in English – Year 1

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