

Reading - Word reading
To continue to apply phonic knowledge and skills as the route to decode words
To respond speedily with the correct sound to graphemes for all 40+ phonemes, including, where applicable, alternative sounds for graphemes
To read accurately by blending sounds in unfamiliar words containing GPCs that have been taught
To read words containing common suffixes
To read further common exceptions words, noting unusual correspondences between spelling and sounds and where these occur in the word
To read words containing taught GPCs and -s, -es, -ing, -ed, -er and -est endings
To read words with contractions and understand that the apostrophe represents the omitted letter
To 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
To re-read these books to build up their fluency and confidence in word reading
Reading - Comprehension
To develop pleasure in reading, motivation to read, vocabulary and understanding
To listen to, discuss wide range of poems, stories and non-fiction at a level beyond that at which they can read independently
To be encouraged to link what they have read or heard to their own experiences
To become increasingly familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics
To recognise and join in with predictable phrases
To learn to appreciate rhymes and poems and to recite some by heart
To discuss word meanings, linking new meanings to those already known
To understand both the books that they can already read accurately and fluently and those that they listen to
To draw on what they already know or on background information and vocabulary provided by the teacher
To check that the text makes sense to them as they read and correct inaccurate reading
To discuss the significance of the title and events
To make inferences on the basis of what is being said and done
To predict what might happen on the basis of what has been read so far
To participate in discussion about what is read to them, taking turns and listening to what others say
To explain clearly their understanding of what is read to them

Writing - Transcription
See Appendix 1
To spell words containing each of the 40+ phonemes already taught
To spell common exception words
To spell the days of the week
To name the letters of the alphabet in order
To use letter names to distinguish between alternative spellings of the same sound

To add prefixes and suffixes
To use the spelling rules for adding -s or -es as the plural marker for nouns and the third person singular marker for verbs
To use the prefix -un
To use -ing, -ed, -er and -est where no change is needed in the spelling of root words
To apply simple spelling rules and guidance, as listed in English Appendix 1
To write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far
Writing - handwriting
To sit correctly at a table, holding a pencil comfortably and correctly
To begin to form lower-case letters in the correct direction, starting and finishing in the right place
To form capital letters
To form digits 0-9
To understand which letters belong to which handwriting families and to practise these

Writing - Composition
To say out loud what they are going to write about
To compose a sentence orally before writing it
To sequence sentences to form short narratives
To re-read what they have written to check that it makes sense
To discuss what they have written with the teacher or other pupils
To read aloud their writing clearly enough to be heard by their peers and the teacher

Writing - Vocabulary, Grammar and Punctuation
To develop their understanding of concepts set out in English Appendix 2
To leave spaces between words
To join words and joining clauses using ands
To begin to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark
To use a capital letter for names of people, places, the days of the week, and the personal pronoun I
To learn the grammar for Year 1 in English Appendix 2
To use the grammatical terminology in English Appendix 2 in discussing their writing

Spoken Language
To listen and respond appropriately to adults and their peers
To ask relevant questions to extend their understanding and knowledge
To use relevant strategies to build their vocabulary
To articulate and justify answers, arguments and opinions
To give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings
To maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments

To use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas

To speak audibly and fluently with an increasing command of Standard English

To participate in discussions, presentation, performance, role play, improvisations and debates

To gain, maintain and monitor the interest of the listener

To consider and evaluate different viewpoints, attending to and building on the contributions of others

To select and use appropriate registers for effective communication