



St James' Church of England Primary School

Key Learning in English – Year 1



Word Reading

Letters and Sounds Phases 4 to 5.

- 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. *ow in snow and cow*.
- Read accurately by blending sounds in unfamiliar words.
- Read words containing *-s, -es, -ing, -ed, -er, -est* endings.
- Split two and three syllable words into the separate syllables to support blending for reading.
- Read words with contractions e.g. *I'm, I'll, we'll* and understand that the apostrophe represents the omitted letter.
- Automatically recognise approximately 150 high frequency words (see bottom).
- 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.

Comprehension

Develop pleasure in reading, motivation to read, vocabulary and understanding by:

- 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. *small world, role play, storytelling*.
- Make personal reading choices and explain reasons for choices.

Understand both the books they can already read accurately and fluently and those that they listen to by:

- Introducing and discussing key vocabulary.
- Activating prior knowledge e.g. *what do you know about minibeasts?*
- 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. *Peace at Last by Jill Murphy*.

Participating in discussion about what is read to them, taking turns and listening to what others say by:

- Listening to what others say.
- Taking turns.
- Giving opinions and supporting with reasons e.g. *Hansel was clever when he put stones in his pocket*.
- 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.

Composition		Transcription	
Vocabulary, grammar and punctuation	Composition	Spelling <i>(see also the Lancashire Supporting Spelling document for further detail)</i>	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. ▪ 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 ‘s’ and ‘es’ 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 ‘un’ 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 rehearse 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 –s or –es (<i>i.e. when the word has a /iz/ sound</i>). ▪ Use the prefix un– for words without any change to the spelling of the root word . ▪ Use suffixes –ing, –ed, –er and –est 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.