



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 and advice)</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 <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.

Listening and Attention	Speaking	Standard English	Vocabulary	Participating, Presenting and Performing
<p>As above in EYFS and</p> <ul style="list-style-type: none"> - Listen and maintain attention to an adult in a range of situations, e.g. when listening to a story, following simple instructions, viewing a film clip etc. - Listen and maintain attention to their peers in a range of situations, e.g. in talk partners, whilst undertaking role play, in small group discussions and activities. 	<p>As above in EYFS and:</p> <ul style="list-style-type: none"> - Respond appropriately to adults after listening attentively. - Respond appropriately to peers after listening attentively. - Respond appropriately to questions posed by an adult, orally, related to who, what, where, when, why and how e.g. Where does the character live in the story? = Ask questions to clarify thinking using who, what, where, when, why and how. = Take turns when speaking with adults and peers, working within pairs, small groups, larger groups and as a whole class. - Provide simple oral explanations, e.g. explaining a simple process using the joining word because. - Speak audibly when communicating with others in pairs and small groups. 	<p>As above in EYFS and:</p> <ul style="list-style-type: none"> - Speak in complete sentences linked to the context. - Use past, present and future tense, orally, e.g. past tense when recounting an event, present tense when working in role, and future tense when making a prediction. - Use joining words during talk to extend ideas, e.g. and, but, or, because. 	<p>As above in EYFS and:</p> <ul style="list-style-type: none"> - Introduce and explore new vocabulary orally, e.g. linked to real life contexts, stories, non-fiction, poetry and across the curriculum. - Describe settings orally using vocabulary provided and modelled by an adult. - Describe characters orally using vocabulary provided and modelled by an adult. - Describe feelings orally using vocabulary provided and modelled by an adult, e.g. Peter Rabbit felt disappointed because he wasn't allowed to play out with his friends. 	<p>As above in EYFS and:</p> <ul style="list-style-type: none"> - Orally retell sections of stories or an abridged version of a story, using a range of strategies, e.g. small world figures, props, images, actions and story maps. - Orally retell simple non-fiction texts (instructions, recounts or information), using a range of strategies, e.g. small world figures, props, images, actions and text maps. - Participate in role in English and across the curriculum, e.g. take on the role of a character and speak in role using strategies such as hot seating, magic mirror, magic microphone, - Take part in imaginative roleplay, e.g. linked to familiar contexts in role play areas, by using small world props and figures, or miming events. - Recite rhymes and poems by heart and present to an audience, e.g. different groups or another class.