



Year 1 - English

Reading – Word Reading

1.RWR - apply phonic knowledge and skills as the route to decode words

Not Met	Shallow	Emerging	Developing	Deepening	Functional
---------	---------	----------	------------	-----------	------------

1.RWR - respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes

Not Met	Shallow	Emerging	Developing	Deepening	Functional
---------	---------	----------	------------	-----------	------------

1.RWR - read accurately by blending sounds in unfamiliar words containing GPCs that have been taught

Not Met	Shallow	Emerging	Developing	Deepening	Functional
---------	---------	----------	------------	-----------	------------

1.RWR - read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word

Not Met	Shallow	Emerging	Developing	Deepening	Functional
---------	---------	----------	------------	-----------	------------

1.RWR - read words containing taught GPCs and –s, –es, –ing, –ed, –er and –est endings

Not Met	Shallow	Emerging	Developing	Deepening	Functional
---------	---------	----------	------------	-----------	------------

1.RWR - read other words of more than one syllable that contain taught GPCs

Not Met	Shallow	Emerging	Developing	Deepening	Functional
---------	---------	----------	------------	-----------	------------

1.RWR - read words with contractions [for example, I'm, I'll, we'll], and understand that the apostrophe represents the omitted letter(s)

Not Met	Shallow	Emerging	Developing	Deepening	Functional
---------	---------	----------	------------	-----------	------------

1.RWR - 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

Not Met	Shallow	Emerging	Developing	Deepening	Functional
---------	---------	----------	------------	-----------	------------

1.RWR - re-read these books to build up their fluency and confidence in word reading.

Not Met	Shallow	Emerging	Developing	Deepening	Functional
---------	---------	----------	------------	-----------	------------



Notes and guidance (non-statutory)

Pupils should revise and consolidate the GPCs and the common exception words taught in Reception. As soon as they can read words comprising the year 1 GPCs accurately and speedily, they should move on to the year 2 programme of study for word reading.

The number, order and choice of exception words taught will vary according to the phonics programme being used. Ensuring that pupils are aware of the GPCs they contain, however unusual these are, supports spelling later.

Young readers encounter words that they have not seen before much more frequently than experienced readers do, and they may not know the meaning of some of these. Practice at reading such words by sounding and blending can provide opportunities not only for pupils to develop confidence in their decoding skills, but also for teachers to explain the meaning and thus develop pupils' vocabulary.

Pupils should be taught how to read words with suffixes by being helped to build on the root words that they can read already. Pupils' reading and re-reading of books that are closely matched to their developing phonic knowledge and knowledge of common exception words supports their fluency, as well as increasing their confidence in their reading skills. Fluent word reading greatly assists comprehension, especially when pupils come to read longer books.



Year 1 - English

Reading - Comprehension

Pupils should develop pleasure in reading, motivation to read, vocabulary and understanding by:

1.RC - listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently

Not Met	Shallow	Emerging	Developing	Deepening	Functional
---------	---------	----------	------------	-----------	------------

1.RC - being encouraged to link what they read or hear read to their own experiences

Not Met	Shallow	Emerging	Developing	Deepening	Functional
---------	---------	----------	------------	-----------	------------

1.RC - becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics

Not Met	Shallow	Emerging	Developing	Deepening	Functional
---------	---------	----------	------------	-----------	------------

1.RC - recognising and joining in with predictable phrases

Not Met	Shallow	Emerging	Developing	Deepening	Functional
---------	---------	----------	------------	-----------	------------

1.RC - learning to appreciate rhymes and poems, and to recite some by heart

Not Met	Shallow	Emerging	Developing	Deepening	Functional
---------	---------	----------	------------	-----------	------------

1.RC - discussing word meanings, linking new meanings to those already known

Not Met	Shallow	Emerging	Developing	Deepening	Functional
---------	---------	----------	------------	-----------	------------

Pupils should be taught to understand both the books they can already read accurately and fluently and those they listen to by:

1.RC - drawing on what they already know or on background information and vocabulary provided by the teacher

Not Met	Shallow	Emerging	Developing	Deepening	Functional
---------	---------	----------	------------	-----------	------------

1.RC - checking that the text makes sense to them as they read and correcting inaccurate reading

Not Met	Shallow	Emerging	Developing	Deepening	Functional
---------	---------	----------	------------	-----------	------------

1.RC - discussing the significance of the title and events

Not Met	Shallow	Emerging	Developing	Deepening	Functional
---------	---------	----------	------------	-----------	------------

1.RC - making inferences on the basis of what is being said and done

Not Met	Shallow	Emerging	Developing	Deepening	Functional
---------	---------	----------	------------	-----------	------------

1.RC - predicting what might happen on the basis of what has been read so far

Not Met	Shallow	Emerging	Developing	Deepening	Functional
---------	---------	----------	------------	-----------	------------

1.RC - participate in discussion about what is read to them, taking turns and listening to what others say					
Not Met	Shallow	Emerging	Developing	Deepening	Functional
1.RC - explain clearly their understanding of what is read to them.					
Not Met	Shallow	Emerging	Developing	Deepening	Functional

Notes and guidance (non-statutory)

Pupils should have extensive experience of listening to, sharing and discussing a wide range of high-quality books with the teacher, other adults and each other to engender a love of reading at the same time as they are reading independently.

Pupils' vocabulary should be developed when they listen to books read aloud and when they discuss what they have heard. Such vocabulary can also feed into their writing. Knowing the meaning of more words increases pupils' chances of understanding when they read by themselves. The meaning of some new words should be introduced to pupils before they start to read on their own, so that these unknown words do not hold up their comprehension.

However, once pupils have already decoded words successfully, the meaning of those that are new to them can be discussed with them, so contributing to developing their early skills of inference. By listening frequently to stories, poems and non-fiction that they cannot yet read for themselves, pupils begin to understand how written language can be structured in order, for example, to build surprise in narratives or to present facts in non-fiction. Listening to and discussing information books and other non-fiction establishes the foundations for their learning in other subjects. Pupils should be shown some of the processes for finding out information.

Through listening, pupils also start to learn how language sounds and increase their vocabulary and awareness of grammatical structures. In due course, they will be able to draw on such grammar in their own writing.

Rules for effective discussions should be agreed with and demonstrated for pupils. They should help to develop and evaluate them, with the expectation that everyone takes part. Pupils should be helped to consider the opinions of others.

Role-play can help pupils to identify with and explore characters and to try out the language they have listened to.



Year 1 - English

Writing - transcription

Spelling

1.WTS – Spell words containing each of the 40+ phonemes already taught

Not Met	Shallow	Emerging	Developing	Deepening	Functional
---------	---------	----------	------------	-----------	------------

1.WTS – Spell common exception words

Not Met	Shallow	Emerging	Developing	Deepening	Functional
---------	---------	----------	------------	-----------	------------

1.WTS – Spell the days of the week

Not Met	Shallow	Emerging	Developing	Deepening	Functional
---------	---------	----------	------------	-----------	------------

1.WTS - name the letters of the alphabet in order

Not Met	Shallow	Emerging	Developing	Deepening	Functional
---------	---------	----------	------------	-----------	------------

1.WTS - name the letters of the alphabet using letter names to distinguish between alternative spellings of the same sound

Not Met	Shallow	Emerging	Developing	Deepening	Functional
---------	---------	----------	------------	-----------	------------

1.WTS - add prefixes and suffixes; using the spelling rule for adding –s or –es as the plural marker for nouns and the third person singular marker for verbs

Not Met	Shallow	Emerging	Developing	Deepening	Functional
---------	---------	----------	------------	-----------	------------

1.WTS - add prefixes and suffixes; using the prefix un–

Not Met	Shallow	Emerging	Developing	Deepening	Functional
---------	---------	----------	------------	-----------	------------

1.WTS - add prefixes and suffixes;

Not Met	Shallow	Emerging	Developing	Deepening	Functional
---------	---------	----------	------------	-----------	------------

1.WTS - using –ing, –ed, –er and –est where no change is needed in the spelling of root words [for example, helping, helped, helper, eating, quicker, quickest]

Not Met	Shallow	Emerging	Developing	Deepening	Functional
---------	---------	----------	------------	-----------	------------

1.WTS - apply simple spelling rules and guidance, as listed in English Appendix 1

Not Met	Shallow	Emerging	Developing	Deepening	Functional
---------	---------	----------	------------	-----------	------------

1.WTS - write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far.

Not Met	Shallow	Emerging	Developing	Deepening	Functional
---------	---------	----------	------------	-----------	------------



Notes and guidance (non-statutory)

Reading should be taught alongside spelling, so that pupils understand that they can read back words they have spelt.

Pupils should be shown how to segment spoken words into individual phonemes and then how to represent the phonemes by the appropriate grapheme(s). It is important to recognise that phoneme-grapheme correspondences (which underpin spelling) are more variable than grapheme-phoneme correspondences (which underpin reading). For this reason, pupils need to do much more word-specific rehearsal for spelling than for reading.

At this stage pupils will be spelling some words in a phonically plausible way, even if sometimes incorrectly. Misspellings of words that pupils have been taught to spell should be corrected; other misspelt words should be used to teach pupils about alternative ways of representing those sounds.

Writing simple dictated sentences that include words taught so far gives pupils opportunities to apply and practise their spelling.



Year 1 - English

Writing - transcription

Handwriting

1.WTH – sit correctly at a table, holding a pencil comfortably and correctly

Not Met

Shallow

Emerging

Developing

Deepening

Functional

1.WTH – begin to form lower-case letters in the correct direction, starting and finishing in the right place

Not Met

Shallow

Emerging

Developing

Deepening

Functional

1.WTH – form capital letters

Not Met

Shallow

Emerging

Developing

Deepening

Functional

1.WTH - form digits 0-9

Not Met

Shallow

Emerging

Developing

Deepening

Functional

1.WTH - understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and to practise these.

Not Met

Shallow

Emerging

Developing

Deepening

Functional

Notes and guidance (non-statutory)

Handwriting requires frequent and discrete, direct teaching. Pupils should be able to form letters correctly and confidently. The size of the writing implement (pencil, pen) should not be too large for a young pupil's hand. Whatever is being used should allow the pupil to hold it easily and correctly so that bad habits are avoided.

Left-handed pupils should receive specific teaching to meet their needs.



Year 1 - English					
Writing - composition					
1.WC – write sentences by saying out loud what they are going to write about					
Not Met	Shallow	Emerging	Developing	Deepening	Functional
1.WC – write sentences by composing a sentence orally before writing it					
Not Met	Shallow	Emerging	Developing	Deepening	Functional
1.WC – write sentences by sequencing sentences to form short narratives					
Not Met	Shallow	Emerging	Developing	Deepening	Functional
1.WC - write sentences by re-reading what they have written to check that it makes sense					
Not Met	Shallow	Emerging	Developing	Deepening	Functional
1.WC - discuss what they have written with the teacher or other pupils					
Not Met	Shallow	Emerging	Developing	Deepening	Functional
1.WC - read aloud their writing clearly enough to be heard by their peers and the teacher.					
Not Met	Shallow	Emerging	Developing	Deepening	Functional

Notes and guidance (non-statutory)

At the beginning of year 1, not all pupils will have the spelling and handwriting skills they need to write down everything that they can compose out loud.

Pupils should understand, through demonstration, the skills and processes essential to writing; that is, thinking aloud as they collect ideas, drafting, and re-reading to check their meaning is clear.



Year 1 - English

Writing – vocabulary, grammar and punctuation

Pupils should be taught to develop their understanding of the concepts set out in English Appendix 2 by:

1.WVGP – leaving spaces between words

Not Met

Shallow

Emerging

Developing

Deepening

Functional

1.WVGP – joining words and joining clauses using ‘and’

Not Met

Shallow

Emerging

Developing

Deepening

Functional

1.WVGP – beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark

Not Met

Shallow

Emerging

Developing

Deepening

Functional

1.WVGP - using a capital letter for names of people, places, the days of the week, and the personal pronoun ‘I’

Not Met

Shallow

Emerging

Developing

Deepening

Functional

1.WVGP - learning the grammar for year 1 in English Appendix 2

Not Met

Shallow

Emerging

Developing

Deepening

Functional

1.WVGP - use the grammatical terminology in English Appendix 2 in discussing their writing.

Not Met

Shallow

Emerging

Developing

Deepening

Functional

Notes and guidance (non-statutory)

Pupils should be taught to recognise sentence boundaries in spoken sentences and to use the vocabulary listed in English Appendix 2 (‘Terminology for pupils’) when their writing is discussed.

Pupils should begin to use some of the distinctive features of Standard English in their writing. ‘Standard English’ is defined in the Glossary.