



Year 1

Reading

Pupils should be taught to:

- Apply phonic knowledge and skills as the route to decode words
- Respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes
- Read accurately by blending sounds in unfamiliar words containing GPCs that have been taught
- Read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word
- Read words containing taught GPCs and –s, –es, –ing, –ed, –er and –est endings
- Read other words of more than one syllable that contain taught GPCs
- Read words with contractions (e.g. I’m, I’ll, we’ll), and understand that the apostrophe represents the omitted letter(s)
- 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
- Re-read these books to build up their fluency and confidence in word reading

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

- Listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently
- Being encouraged to link what they read or hear read to their own experiences
- Becoming very familiar with key stories, fairy stories and traditional tales, **retelling them** and considering their particular characteristics
- Recognising and joining in with **predictable** phrases
- Learning to appreciate rhymes and poems, and to recite some by heart
- Discussing **word meanings**, linking new meanings to those already known

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

- Drawing on what they already know or on background information and **vocabulary** provided by the teacher
- Checking that the text makes sense to them as they read and correcting inaccurate reading
- Discussing the significance of the title and events
- Making **inferences** on the basis of what is being said and done
- **Predicting** what might happen on the basis of what has been read so far
- Participating in discussions about what is read to them, taking turns and listening to what others say
- **Explaining** clearly their understanding of what is read to them
- **Retrieve** some key points from fiction and non-fiction e.g. characters, events, titles & information

Words in **bold** link directly to VIPERS.

Writing – purpose and process

Pupils should be taught to produce writing for two key purposes: to entertain and to inform.

Pupils should be taught to write sentences by:

- Saying out loud what they are going to write about
- Composing a sentence orally before writing it
- Sequencing sentences to form short narratives
- Re-reading what they have written to check that it makes sense

Pupils should be taught to:

- Discuss what they have written with the teacher or other pupils
- Read aloud their writing clearly enough to be heard by their peers and the teacher

Writing - grammar

- Write single clause sentences
- Write multi-clause sentences using the coordinating conjunction ‘and’
- Write a variety of sentence types: statements, questions, commands and exclamations
- Use adjectives to describe in single-clause sentences e.g. The dark forest was scary.
- Different sentence openings e.g. –ly openers (adverbs)
- Recognise and use patterns in language: repetition for rhythm and alliteration
- Use determiners correctly: the, a, an, my, your, an, this, that, his, her, their, some, all, lots of, many, more, those, these
- Describe using a simile: as....as...



Year 1

Writing – text structure

Fiction

- Sequence sentences to form short narratives
- Use different planning tools: e.g. story map and story mountain
- Begin to plan an opening around character(s), setting, time of day and type of weather
- Begin to understand the 5-part story plot: opening e.g. once upon a time; build-up e.g. one day; problem / dilemma e.g. suddenly, unfortunately; resolution e.g. luckily, fortunately; ending e.g. finally

Non-fiction

- Simple factual sentences around a theme
- Introduce different planning tools: text map / washing line
- Heading
- Introduction - opening factual statement
- Middle section(s)
- Ending - concluding sentence
- Numbered points for instructions

Writing – punctuation

- Use finger spaces
- Use capital letters, including for names of people, places, the days of the week and the personal pronoun 'I'
- Full stops
- Question marks
- Exclamation marks

Writing – handwriting

Through frequent, direct and discrete teaching, pupils should be taught to:

- Sit correctly at a table, holding a pencil comfortably and correctly
- Begin to form lower-case letters in the correct direction, starting and finishing in the right place
- Form capital letters
- Form digits 0-9
- Understand which letters belong to which handwriting families (i.e. letters that are formed in similar ways) and to practise these

Writing - spelling

- Use 'Grow The Code' mat to support independent spelling
- Use tricky words mat to support independent spelling
- Write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far
- Follow the Little Wandle scheme to teach the spelling of the remaining GPCs
- Spell words containing each of the 40+ phonemes already taught
- Spell common exception words
- Spell the days of the week
- Name the letters of the alphabet in order
- Name the letters of the alphabet using letter names to distinguish between alternative spellings of the same sound
- Use the spelling rule for adding –s or –es as the plural marker for nouns and the third person singular marker for verbs
- Use the prefix un– and explain how it changes the meaning of verbs and adjectives
- Use –ing, –ed, –er and –est where no change is needed in the spelling of root words e.g. helping, helped, helper, eating, quicker, quickest
- Spell compound words e.g. football, playground, farmyard, bedroom, blackberry
- Divide words into syllables