

# Y1 Skills: Reading

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| Respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes., including alternative sounds for graphemes. Able to put them into word collection charts e.g. ee, ea, ie, ei, e<br>-e                    |
| Blending sounds in unfamiliar words and words of more than one syllable containing taught GPCS e.g.<br>window, fairy, table, rocket                                                                                                                 |
| Blending common exception words (words that are spelt in an usual or uncommon way– exceptions to spelling rules e.g. the, said, was, are                                                                                                            |
| Read words containing –s, –ing, –ed, –er and –est suffixes                                                                                                                                                                                          |
| Reading compound words e.g. pancake, football, snowman                                                                                                                                                                                              |
| Read words with contractions and understand that the apostrophe represents omitted letter(s) e.g. I'll, we'll                                                                                                                                       |
| Read aloud with pace and expression e.g. pausing at a full stop, raise voice for a question                                                                                                                                                         |
| Recognise capital letters, full stops, question marks, exclamation marks and ellipsis                                                                                                                                                               |
| Listening to and discussing a wide range of poems, stories and non–fiction at a level beyond that at which they can read independently e.g. discuss some of the features of a non–fiction text. Participate in drama activities such as hot seating |
| Becoming familiar with key stories, fairy stories and traditional tales, including retelling them                                                                                                                                                   |
| Recognising and joining in with predictable phrases e.g. You can't catch me...                                                                                                                                                                      |
| Recite some rhymes and poems by heart                                                                                                                                                                                                               |
| Discussing word meanings, linking new meanings to those already known e.g. small to tiny                                                                                                                                                            |
| Checking that the text makes sense to them as they read and correcting inaccurate reading                                                                                                                                                           |
| Discussing the significance of the title and events                                                                                                                                                                                                 |
| Making simple inferences on the basis of what is being said and done or through illustrations e.g. How is the character feeling? How do you know?                                                                                                   |
| Predict what might happen on the basis of what has been read so far                                                                                                                                                                                 |
| Participating in discussion about what is read to them, including what they like or dislike about the text                                                                                                                                          |
| Explain their understanding of what is read to them                                                                                                                                                                                                 |

# Y1 Skills: Writing

Write sentences by:

- 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
- Reading aloud and discussing what they have written with the teacher or other pupils

Spell words containing each of the 40+ phonemes already taught, common exception words and the days of the week

Name the letters of the alphabet, naming the letters in order and using letter names to distinguish between alternative spellings of the same sound

Write from memory simple sentences dictated by the teacher that includes words using the GPCS and common exception words taught so far.

Add prefixes and suffixes (e.g. –s, –es, un–, –ing, –ed, –er, –est)

Understand the plural noun suffixes –s or –es (e.g. dog –dogs, wish– wishes) including the effects of these suffixes on the meaning of a noun

Understand suffixes that can be added to verbs where no change is needed in the spelling of the root word (e.g. helping, helped, helper)

Understand how the prefix un– changes the meaning of verbs and adjectives (e.g. unkind or undoing)

Develop their understanding of how words can combine to make sentences, joining words and clauses using 'and'

Develop understanding of punctuation by:

- Using spaces to separate words
- Being introduced to capital letter, full stops, question marks and exclamation marks to demarcate sentence
- Using capital letters for names and the personal pronoun 'I'

Use the grammatical terminology in English Appendix 2 in discussing their writing (letter, capital letter, word singular, plural, sentence, punctuation, full stop, question mark, exclamation mark)