

**English – Year One Teaching and End of Year Expectations**

**Spoken Language**

**Lots of opportunity for the following through working in groups of different sizes from pairs to large groups:**

- Listen and respond in discussions
- Ask relevant questions
- Build vocabulary
- Articulate and justify answers and opinions
- Form well structured descriptions and narratives / express feelings
- Participate actively in collaborative conversation
- Speculate / Hypothesise / imagine / explore in discussions
- Speak audibly and fluently
- Participate in discussions, presentations and performances
- Consider and evaluate different viewpoints

**Word Reading**

- Apply phonic knowledge / skills to decode
- Know fluently sounds for all 40+ letters and groups of letters and alternative sounds \*
- Read accurately by blending sounds in unfamiliar words
- Read common exception words \*
- Read words with taught GPCs and -s / -es / -ing / -ed / -er / -est endings
- Read words with contractions e.g. I'm / I'll (knowing the apostrophe represents omitted letters)
- Read aloud accurately books consistent with developing phonic knowledge
- Re-read books to build fluency / confidence in word reading

**Reading**

**Comprehension**

- listen to / discuss poems, stories, non-fiction
- link what is read to own experiences
- become familiar with key stories e.g. fairy tales – retelling / recognising characteristics of type of story
- Recognise and join in with familiar texts
- Recite some rhymes and poems by heart
- Discuss word meanings
- show understanding of books read and vocabulary
- check a text makes sense (correcting inaccurate reading)
- discuss significance of title and events
- Make inferences about what is being read
- Predict what might happen
- Participate in discussions about books – taking turns and listening to others
- Explain clearly their understanding of a text read

**Writing – Transcription**

**Handwriting**

- Hold pencil correctly
- Form lower case letters in correct direction (before adding lead-in)
- Form capital letters correctly
- Write digits 0 to 9 correctly
- Practise writing letters in handwriting 'families' \*

**Composition**

- say out loud what they are going to write about
- compose sentence orally before writing it
- sequence sentences to form short narrative
- Re-read what has been written to check it makes sense
- discuss what they have written with teacher and other pupils
- Read writing aloud, clearly

**Spelling**

- Spell words using the 40+ phonemes / common exception words / days of the week
- Add prefixes and suffixes (-s / -es for nouns and 3<sup>rd</sup> person verbs; un- (e.g. unhappy); -ing / -ed / -er / -est where no change is needed in the root word, e.g. faster, fastest, showing)
- Spell ff, ll, ss, zz, ck words (after single vowel letter e.g. fluff, pill, fuss, buzz, brick)
- Spell nk words e.g. think
- -tch words e.g. patch
- v at the end of words (-ve e.g. have)
- s / -es at the end of words (e.g. cats / patches)
- -ing / -ed / -er (where no change to root word, e.g. catching, started, faster)
- Spell words using the vowel digraphs and trigraphs \*

**Vocabulary, Grammar and Punctuation**

**Terminology**

- Letter / capital letter
- Word / singular / plural
- Sentence
- Punctuation / full stop / question mark / exclamation mark

**Word / Sentence / Text**

- Regular plural noun suffixes -s / -es, including the effect of these suffixes on the meaning of the noun
- Suffixes that can be added to verbs where no change is needed in the spelling of the root word, e.g. helping / helped / helper
- How the prefix un- changes the meaning of verbs and adjectives e.g. negation such as unkind, undoing or untie
- How words combine to make sentences
- joining words and joining clauses using **and**
- sequencing sentences to form short narratives

**Punctuation**

- Leaving spaces between words
- Joining words and joining clauses using **and**
- Beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark
- Using a capital letter for names of people, places, the days of the week and the personal pronoun 'I'

Use grammatical terminology in discussing their writing