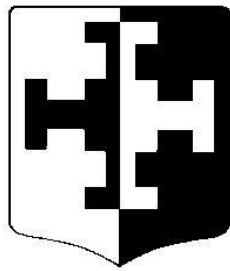


St.Chad's Church of England

Primary School

2016-2017



English – Year 1

Reading

Word Reading

Comprehension

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
- 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

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
- 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

Writing

Composition		Transcription	
Vocabulary, grammar and punctuation	Composition	Spelling	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 /ɪz/ sound</i>) • Use the prefix un- for words without any change to the spelling of the root word • Use suffixes -ing, -ed, -er and -est where no change is needed in the spelling of root words • 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 ('tall letters') and descenders ('tails') • Form capital letters correctly

Spoken Word

Pupils should be taught to:

- listen and respond appropriately to adults and their peers
- ask relevant questions to extend their understanding and knowledge
- use relevant strategies to build their vocabulary
- articulate and justify answers, arguments and opinions
- give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings
- maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments
- use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas
- speak audibly and fluently with an increasing command of Standard English
- participate in discussions, presentations, performances, role play, improvisations and debates
- gain, maintain and monitor the interest of the listener(s)
- consider and evaluate different viewpoints, attending to and building on the contributions of others
- select and use appropriate registers for effective communication.