

## End of Year Expectations for Year 1 for New National Curriculum – EXPECTED (At National Standard)

<u>Reading</u>	
Word Reading	Comprehension
<p>Sufficient evidence shows the ability to...</p> <ul style="list-style-type: none"> <li>❑ Apply phonic knowledge to decode words.</li> <li>❑ Respond with the correct sound to graphemes for all 40+ phonemes, including alternative sounds.</li> <li>❑ Read accurately by blending sounds in unfamiliar words containing GPCs taught.</li> <li>❑ Read a range of simple common exception words e.g. the, said, they, once, she, friend, school.</li> <li>❑ Read words with the endings -s, -es, -ing, -ed and -est.</li> <li>❑ Read words of more than one syllable which contain GPCs known.</li> <li>❑ Read contractions e.g. I'm, can't, we'll. Know that apostrophes represent omitted letters.</li> <li>❑ Read some phonically-decodable books, closely matched to phonic knowledge.</li> <li>❑ Read pseudo (alien) words with accuracy, including vowel digraphs and trigraphs.</li> </ul>	<p>Sufficient evidence shows the ability to...</p> <ul style="list-style-type: none"> <li>❑ Listen to, discuss and enjoy a wide range of poems and stories at a level beyond that which they can read independently.</li> <li>❑ Become familiar with key stories, fairy stories and traditional tales; retell them; know their characteristics.</li> <li>❑ Link what they read to their own experiences.</li> <li>❑ Recognise and join in with predictable phrases in poems and stories.</li> <li>❑ Appreciate some rhymes and poems; recite some by heart.</li> <li>❑ Discuss the meanings of new words, linking them to words already known.</li> <li>❑ Listen to, discuss and enjoy a range of non-fiction texts; draw on what they already know, and on background information and vocabulary provided by the teacher.</li> <li>❑ Check that texts make sense when reading; self-correct and re-read inaccurate reading.</li> <li>❑ Talk about the significance of the title and events.</li> <li>❑ Infer on the basis of what is said and done e.g. know that Jack is scared of the giant because he is hiding; the princess is sad because she has lost her ring.</li> <li>❑ Predict what might happen on the basis of what has been read so far e.g. the boy will be in trouble for stealing the buns.</li> <li>❑ Participate in discussion about what is read to them, taking turns and listening to others.</li> <li>❑ Explain clearly their understanding of what is read to them.</li> </ul>

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<u>Writing</u>			
Transcription		Composition	
<p><b>Spelling</b> Sufficient evidence shows the ability to...</p> <ul style="list-style-type: none"> <li>❑ Write from memory, simple dictated sentences containing the GPCs and words taught so far.</li> <li>❑ Spell words containing each of the 40+ phonemes taught so far. Most words can be deciphered.</li> <li>❑ Spell words using the prefix un- e.g. unhappy, unfair; the suffixes –ing, -ed, -er and –est where no change is made to the root word.</li> <li>❑ Spell most common exception words in the YR 1 spelling appendix.</li> <li>❑ Recognise and spell a set of simple compound words.</li> <li>❑ Understand the difference between singular and plural. Add suffixes s and es to words e.g. cats, witches, catches.</li> <li>❑ Name the letters of the alphabet in order.</li> </ul>	<p><b>Handwriting</b> Evidence:</p> <ul style="list-style-type: none"> <li>❑ Most letters are correctly formed and orientated, including lower case, capital letters and digits; there may be some inconsistency in size.</li> <li>❑ Capital letters formed correctly for some names of people, places and the days of the week.</li> <li>❑ Some spaces are left between words, although inconsistent.</li> <li>❑ Most letters sit on the line correctly.</li> </ul>	<p><b>Composition: structure and purpose</b> Sufficient evidence shows the ability to...</p> <ul style="list-style-type: none"> <li>❑ Compose sentences orally before writing; talk about where the sentence begins and ends.</li> <li>❑ Attempt to write appropriately to the task.</li> <li>❑ Sequence simple sentences and sentence-like forms to form short narratives based on real or fictional experiences.</li> <li>❑ Compose orally and write simple poems.</li> <li>❑ Re-read writing to check it makes sense.</li> <li>❑ Discuss own writing with others; make simple changes where suggested.</li> </ul>	<p><b>Vocabulary, grammar and punctuation</b> Sufficient evidence shows the ability to...</p> <ul style="list-style-type: none"> <li>❑ Write sentences or sentence-like structures which can be clearly understood.</li> <li>❑ Often use 'and' to join words and clauses.</li> <li>❑ Sometimes use a capital letter and full stop to show sentence boundaries; sometimes use question mark or exclamation mark in the right place.</li> <li>❑ Sometimes use a capital letter for the names of people and places, days of the week, and for the personal pronoun 'I'.</li> <li>❑ Sometimes include adjectives for description.</li> <li>❑ Begin to use some features of Standard English e.g. I did.</li> </ul>