

Spoken Language Key Stage 1)

- 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.

Reading: Comprehension

Develop pleasure in reading, motivation to read, vocabulary and understanding by:

- listening and discussing a wide range of poems, stories, non-fiction at a level beyond that 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;
- Understand what they read, in books they can read independently, 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;
 - participate in discussion about what is read to them, taking turns and listening to what others say;
 - explain clearly their understanding of what is read to them.

Writing: Handwriting

- 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: Vocabulary, Grammar & Punctuation

Develop their understanding of the concepts set out in English Appendix 2 by:

- 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';
- learning the grammar for year 1 in English Appendix 2;
- use the grammatical terminology in English Appendix 2 in discussing their writing.

Reading: Word Reading

- 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 [for example, 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.

Writing: Composition 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;
- 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: Transcription

Spell:

- words containing each of the 40+ phonemes already taught;
- common exception words;
- the days of the week.

Name the letters of the alphabet:

- naming the letters of the alphabet in order;
- using letter names to distinguish between alternative spellings of the same sound.

Add prefixes and suffixes:

- using the spelling rule for adding -s or -es as the plural marker for nouns and the third person singular marker for verbs;
- using the prefix un-;
- using -ing, -ed, -er and -est where no change is needed in the spelling of root words [for example, helping, helped, helper, eating, quicker, quickest];
- apply simple spelling rules and guidance, as listed in English Appendix 1
- write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far.