

Year 1 Reading			
Word Reading		Comprehension	
<p><b>Sufficient evidence shows the ability to...</b>            Apply phonic knowledge to decode words.            Respond with the correct sound to graphemes for all 40+ phonemes, including alternative sounds.            Read accurately by blending sounds in unfamiliar words containing GPCs taught.            Read a range of simple common exception words e.g. the, said, they, once, she, friend, school.            Read words with the endings -s, -es, -ing, -ed and -est.            Read words of more than one syllable which contain GPCs known.            Read contractions e.g. I'm, can't, we'll. Know that apostrophes represent omitted letters.            Read some phonically-decodable books, closely matched to phonic knowledge.            Read pseudo (alien) words with accuracy, including vowel digraphs and trigraphs.</p>		<p><b>Sufficient evidence shows the ability to...</b>            Listen to, discuss and enjoy a wide range of poems and stories at a level beyond that which they can read independently.            Become familiar with key stories, fairy stories and traditional tales; retell them; know their characteristics.            Link what they read to their own experiences.            Recognise and join in with predictable phrases in poems and stories.            Appreciate some rhymes and poems; recite some by heart.            Discuss the meanings of new words, linking them to words already known. 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.            Check that texts make sense when reading; self-correct and re-read inaccurate reading.            Talk about the significance of the title and events.            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.            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.            Participate in discussion about what is read to them, taking turns and listening to others.            Explain clearly their understanding of what is read to them.</p>	
Year 1 Writing			
Transcription		Composition	
<p><b>Spelling</b>  <b>Sufficient evidence shows the ability to...</b>            Write from memory, simple dictated sentences containing the GPCs and words taught so far.            Spell words containing each of the 40+ phonemes taught so far. Most words can be deciphered.            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.            Spell most common exception words in the YR 1 spelling appendix.            Recognise and spell a set of simple compound words.            Understand the difference between singular and plural. Add suffixes s and es to words e.g. cats, witches, catches.            Name the letters of the alphabet in order.</p>	<p><b>Handwriting</b>  <b>Evidence:</b>            Most letters are correctly formed and orientated, including lower case, capital letters and digits; there may be some inconsistency in size.            Capital letters formed correctly for some names of people, places and the days of the week.            Some spaces are left between words, although inconsistent.            Most letters sit on the line correctly.</p>	<p><b>Composition: structure and purpose</b>  <b>Sufficient evidence shows the ability to...</b>            Compose sentences orally before writing; talk about where the sentence begins and ends.            Attempt to write appropriately to the task.            Sequence simple sentences and sentence-like forms to form short narratives based on real or fictional experiences.            Compose orally and write simple poems.            Re-read writing to check it makes sense.            Discuss own writing with others; make simple changes where suggested.</p>	<p><b>Vocabulary, grammar and punctuation</b>  <b>Sufficient evidence shows the ability to...</b>            Write sentences or sentence-like structures which can be clearly understood.            Often use 'and' to join words and clauses.            Sometimes use a capital letter and full stop to show sentence boundaries;            Sometimes use question mark or exclamation mark in the right place.            Sometimes use a capital letter for the names of people and places, days of the week, and for the personal pronoun 'I'.            Sometimes include adjectives for description.            Begin to use some features of Standard English e.g. I did.</p>

		<p><b>Greater Depth</b></p> <p><b>The pupil can write for a range of purposes and audiences:</b></p> <p>Provide enough detail to interest the reader (e.g. is beginning to provide additional information or description, beyond a simple list).</p> <p>Use interesting and ambitious words sometimes, (words not usually used by a child of that age, and not a technical word used in a taught context).</p> <p>Link ideas and events, using strategies to create 'flow' (e.g. Last time, also, after, then, soon, at last, and another thing...).</p>
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