

Literacy Expectations – Year 1

Punctuation	Sentence Structure	Writing	Speaking & Listening	Reading	Spelling	Handwriting
<p>Recognise and use full stops and capital letters</p> <p>Using the terms 'sentence'</p> <p>Use capitals for 'I', sentence starts and names, 'Mr', 'Miss', headings, book titles and emphasis</p> <p>To add question marks to questions</p> <p>Introduce commas</p> <p>NO apostrophes for plurals!</p>	<p>Compose and write simple sentences independently to communicate meaning.</p> <p>Start all sentences with a capital letter and end them with a full stop.</p> <p>Begin to read over work and check it makes sense.</p>	<p>Use key features of narrative in own writing.</p> <p>Use new and interesting words and phrases including story language.</p> <p>Write chronological and non-chronological texts using simple structures.</p> <p>Group written sentences together in chunks of meaning or subject.</p> <p>Begin to self edit written work.</p>	<p>Talking to others:</p> <p>Able to express feelings and ideas when speaking about matters of immediate interest.</p> <p>Can talk in ways that are audible and intelligible to peers.</p> <p>Show some awareness of the listener by adjusting spoken language and using body language.</p> <p>Talking with others:</p> <p>Listen attentively and engage with the speaker.</p> <p>Take turns in small group situations or with talk partner.</p> <p>Can listen to what others in group suggest and then say what they agree with.</p>	<p>*Read up to 100 familiar words.</p> <p>*Can sound out CVC /CCVC/CVCC words without prompt.</p> <p>*Able to predict what happens next in stories.</p> <p>*Know the difference between fiction and non-fiction books</p> <p>*Know to stop at a full stop.</p> <p>*Checking for sense of a sentence</p> <p>*Use grammar of a sentence to decipher new and unfamiliar words</p> <p>*To read with expression and intonation</p> <p>*To predict words from sense</p> <p>*To use the terms vowels and consonant</p> <p>*Using question intonation in spoken word</p> <p>*Know that most fiction books have good and sometimes bad characters.</p> <p>Have a reading age of at least 7.6 years by the end of Year 1.</p>	<p>*Phonics letter and digraph recognition</p> <p>*Blending</p> <p>*CVC words and rhyme patterns</p> <p>*Alphabetical order</p> <p>*Recognise high frequency words</p> <p>*Extending CVC to include digraphs</p> <p>*Tricky words</p> <p>*Decoding multi-syllabic words</p> <p>*Words ending 'ff', 'll', 'ss', 'ck', 'ng'</p> <p>*Words starting 'bl', 'cr', 'tr', 'str.</p> <p>*Words ending 'nd', 'lp', 'st'</p> <p>*Plurals that add an 's'</p> <p>*Common spelling patterns 'ee', 'ai', 'ie', 'oa', 'oo' (long)</p> <p>*Past tense words ending 'ed'</p> <p>*Phase 4 Blend adjacent consonants in words and apply this skill when reading unfamiliar texts eg. spoon, cried, nest.</p> <p>*Segment adjacent consonants in words and apply this in spelling.</p> <p>*Phase 5 Use alternative ways of pronouncing & spelling the graphemes corresponding to the long vowel phonemes eg. o e/o-e/o/ow eg. snake.</p> <p>*Read phonetically decodable 2 and 3 syllable words eg. bleating, frogspawn, zookeeper.</p>	<p>Sit correctly when writing and hold their pencil in the correct grip - 'tripod'.</p> <p>Pupils should understand that they need a sharp pencil for writing.</p> <p>Form all lower case letters correctly in the Nelson script that will be easy to join later.</p> <p>Be aware of the difference between lower case and capital letters.</p> <p>Writing whole name correctly using capital and lower case letters correctly.</p> <p>Form all capital letters correctly.</p> <p>Clear formation of ascenders and descenders.</p> <p>Lines of writing are sufficiently spaced so that individual words can be clearly seen and read.</p>

