

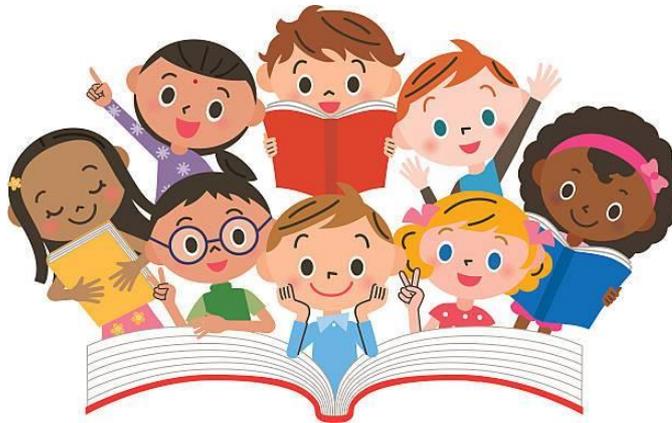


Southwood Infant School

National Curriculum Statements for Year 1

Children will be expected to be able to carry out all of the statements by the time they leave Year 1.

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 words.
- 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 books aloud, accurately, that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words

Excellence – Respect - Enjoyment

- Reread these books to build up their fluency and confidence in word reading

Reading – comprehension

- *Develop pleasure in reading, motivation to read, vocabulary and understanding by:*
 - Listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently.
 - Being encouraged to link what they read or hear 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 know.
 - *Understand both the books they can already read accurately and fluently and those they listen to 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



Writing – Spelling

- *Spell: words containing each of the 40+ phonemes already taught.*
 - Spell: common exception words.
 - Spell: the days of the week.
 - 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.
 - Write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far.

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’ (ie letters that are formed in similar ways) and to practise these

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 their writing aloud, clearly enough to be heard by their peers and the teacher.

Writing - vocabulary, grammar and punctuation

- Leave spaces between words.
- Join words and join clauses using 'and'
- Begin to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark.
- Use a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'