

Year 1 End of Year expectations for Literacy

At the end of the year most children

Writing

Vocabulary, Grammar and Punctuation

- can use some topic related words
- can use full stops and capital letters to demarcate sentences
- can use familiar adjectives to add detail (e.g. red apple, bad wolf)
- can begin to use "and" to create extended sentences (e.g. She was very slim and very tall) - and to join clauses (e.g. She was very tall and she liked eating sweets)
- can choose some appropriate vocabulary relevant to subject matter
- can begin to use capital letters for names and the personal pronoun "I"

Spelling and Handwriting

- usually correct spelling of high frequency single morpheme words.
- can form digits 0 to 9 and capital letters
- can segment and spell words containing adjacent consonants (e.g. boost, champ, burnt)
- can add the prefix un (e.g. undo, unlock) to words
- can use letter names to distinguish between alternative spellings of the same sound
- can spell words of more than one syllable which have close graphic/phonic correspondence (e.g. picnic, cowboy)
- can spell common regular noun and verb suffixes (e.g. plurals where an "s" is added; - and verbs -help, helping, helped)

Composition (Organisation and Purpose)

- can convey basic information and ideas through topic related word choice
- can attempt simple, familiar forms (e.g. recounts, simple stories for a range of purposes)
- can produce writing which another person is able to read with some mediation
- can make simple connections between ideas, events(e.g. repeated nouns, pronouns)
- can show some control over word/events through composing a sentence orally before writing
- can expand detail to ideas using 'and'
- can use some formulaic phrases to indicate start/end of text (e.g. once upon a time, one day, the end)
- can use some events/ideas in appropriate order (e.g. actions listed in time/sequence)

Reading

- can read accurately by blending sounds in unfamiliar words containing known GPCs
- can read other words of more than one syllable that contain known GPCs (e.g. cowboy, playground)
- can use letter sound knowledge to work out unknown words and link to meaning and English syntax
- can read fluently, attending to a greater range of punctuation and text layout
- can respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes (e.g. English Curriculum Appendix 1)
- can read words with common inflections (e.g. -s, -es, -ing, -ed, -er and -est endings)
- can read common exception words (e.g. English Curriculum Appx. 1)

- can read words with contractions (for example, I'm, I'll, we'll), and understand that the apostrophe represents the omitted letter(s) (e.g. couldn't, I've)
- can answer simple literal retrieval questions about a text e.g. about character and plot
- can check information in text against the illustrations, particularly in non-fiction and comment on the content
- can use contents page and glossary in non-fiction books to locate information in response to simple questions
- can notice when the text does not make sense and re-read to self-correct any misread words
- can predict what might happen on the basis of what has been read so far
- can interpret character and plot more fully e.g. when there are more characters involved and events are sustained over several pages
- can make simple inferences from the text
- can recognise that print may be located in captions, fact boxes and diagrams in non-fiction texts
- can use the contents page in a non-fiction text to select which sections of a text to read
- can recognise and join in with predictable phrases and simple recurring literary language
- can become very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics
- can comment on the significance of the title of a book and how this relates to the text