

Literacy Skills - Year 1

Text Types			
Fiction	Non-Fiction	Poetry	
Writing			
Spelling	Handwriting	Composition	Vocabulary, Punctuation & Grammar
<ul style="list-style-type: none"> • These vowel digraphs and trigraphs: ai, oi, ay, oy, a-e, e-e, i-e, o-e, u-e, ar, ee, ea, er, ir, ur, oo, oa, oe, ou, ow, ue, ew, ie igh, or, ore, aw, au, air, ear, are. • The sounds f, l, s, k spelt ff, ll, ss, zz, and ck, nk, -tch, v phoneme at the end of the words. • Division of words into syllables. • Adding s and es, either as plural nouns or third person singular of verbs. • Adding -ing, -ed and -er to verbs where the root word doesn't change. • Adding -er and -est to adjectives where the root word doesn't change. • Words ending -y. • Consonant spellings ph and wh. • Using k for the k sound. • Prefix un. • Compound words. • Common exception words (tricky word/red words) 	<ul style="list-style-type: none"> • 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. 	<p>Write sentences by:</p> <ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • Continue to focus on speaking and listening, to develop effective speech through sentences; include oral retelling of a simple story or fairytale. • Know that a sentence has a capital letter and a full stop; begin to use in own writing. • Introduce the term punctuation. • Join sentences with 'and'; call it a 'linking word'; use other linking words, for example, but. • Sequence a few sentences to write a simple story or recount of real events. • Read own work aloud to check for sense. • Use a capital letter for own name and personal pronoun 'I'; days of the week; names of places and people. • Nouns: understand and use singular and plural, for example, dog dogs; chair chairs; wish wishes; dress dresses

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			<ul style="list-style-type: none"> • Know verbs as 'doing words': playing, jumping. Also, suffixes which can be added to some verbs, for example, help, helping, helped. • Use spaces between words. • Introduce the question mark ? for a question, and an exclamation mark! For a surprise or a loud remark; begin to use these in own writing. • Talk about describing words such as pretty, new, blue, fierce.
Reading			
Word Reading		Comprehension	
<ul style="list-style-type: none"> • 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 spellings 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 word out words. • Re-read these books to build up their fluency and confidence in word reading. 		<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • 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 read to their own experiences. • Becoming very familiar with key stories, fairy stories and traditional stories, 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. <p>Understand both the books they can already read accurately and fluently and those they listen to by:</p> <ul style="list-style-type: none"> • Drawing on what they already know or on background information and vocabulary provided by the teacher. 	

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	<ul style="list-style-type: none">• Checking that the text makes sense to them as they read and correct 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.
<p>Spoken Language</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none">• Listen and respond appropriately to adults and their peers.• Ask relevant questions to extend their understanding and build vocabulary 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 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.	