



End of Year 1 Expectations for English

Spoken Language

Speaking

- Stay within the main topic when engaged in collaborative talk
- Speak appropriately to others in different contexts
- Speak clearly and confidently in front of others

Listening

- Show careful listening skills in class discussions
- Ask relevant questions to extend understanding and knowledge

Reading

Word Recognition

- Match graphemes (written sounds) to their phonemes (auditory sounds) to the end of Phase 5
- Blend sounds in unfamiliar words to read phonically decodable texts
- Read words with contractions, understanding the apostrophe represents omitted letters
- Read common exception words (not phonically decodable) – appropriate to Year 1

Comprehension

- Check that the text makes sense to them as they read and correct miscues
- Make predictions based on the events in the text
- Understand and talk about the main characteristics within a known story
- Begin to draw inferences from the text and illustrations

Writing

Technical skills

- Spelling
 - Spell most high frequency words and Year 1 common exception words correctly
 - Spell most words correctly, using the Year 1 rules.
- Grammar and Punctuation
 - Use sentences in statement and question form.
 - Begin to use past and present tenses more consistently
 - Begin to use coordination e.g. and
 - Begin to use subordination e.g. because
 - Use mostly correctly capital letters at the start of sentences, a full stop at the end of a sentence, question marks and a capital letter for personal pronoun 'I'
 - Make some use of exclamation marks and capital letters for proper nouns

- Handwriting
 - Form lower case letters with the correct orientation, starting and finishing in the right place (moving towards joining when appropriate)
 - Maintain fluency and speed at an age appropriate level
- Proof reading and editing
 - Proof-read and edit own work in line with appropriate expectations for grammar and spelling

Application within writing

- Purpose and organisation
 - A series of sentences that should make sense, with some moving beyond simple structures (e.g. beginning to use compound sentences joined with 'and' or 'because')
- Composition and effect
 - Begin to use some expanded noun phrases (with adjectives) e.g. the old man, the comfy chair