

Year 1 writing and reading expectations

Working at the Expected Standard:

Pupil(s) are confidently and independently able to apply their knowledge, after discussion with their teacher:	
To write sentences in order to create short narratives and non-fiction texts.	
To use some features of different text types (although these may not be consistent).	
To reread their writing to check that it makes sense and make suggested changes.	
To use adjectives to describe.	
To use simple sentence structures.	
To use the joining word (conjunction) 'and' to link ideas and sentences.	
Has an awareness of:	capital letters for names, places, the days of the week and the personal pronoun 'I'.
	finger spaces.
	full stops to end sentences.
	question marks.
	exclamation marks.
To spell most words containing previously taught phonemes and GPCs accurately.	
To spell most Y1 common exception words and days of the week accurately (from English Appendix 1).	
To use -s and -es to form regular plurals correctly.	
To use the prefix 'un'.	
To add the suffixes -ing, -ed, -er and -est to root words (with no change to the root word).	
To write lower case and capital letters in the correct direction, starting and finishing in the right place.	
To write lower case and capital letters in the correct direction, starting and finishing in the right place with a good level of consistency.	

Working at the expected standard:

Pupil(s) are beginning to independently apply their knowledge and skills:
To blend sounds in unfamiliar words using the GPCs that they have been taught.
To respond speedily, giving the correct sound to graphemes (letters or groups of letters) for all of the 40+ phonemes.
To read common exception words, noting unusual correspondences between spelling and sound and where these occur in words.
To read words containing taught GPCs.
To read words containing -s, -es, -ing, -ed and -est endings.
To read words with contractions (for example, I'm, I'll, we'll).
To read texts that are consistent with their developing phonic knowledge accurately that do not require them to use other strategies to work out words.
To re-read texts to build up fluency and confidence in word reading.
To continue to demonstrate a pleasure in reading and a motivation to read.
To link what they have read or hear read to their own experiences.
To listen and discuss a wide range of fiction, non-fiction and poetry at a level beyond that at which they can read independently.
To retell familiar stories in increasing detail.
To recite simple poems by heart.
To discuss word meaning and link new meanings to those already known.
To check that a text makes sense to them as they read and to self-correct.
To predict what might happen on the basis of what has been read so far.
To begin to make simple inferences.
To discuss the significance of titles and events.
To join in discussions about a text, take turns and listen to what others say.