



# End of Year Expectations

## 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 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 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
- reread these books to build up their fluency and confidence in word 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 known

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

THERE  
IS NO SUCH THING AS  
A CHILD WHO HATES  
TO READ; THERE ARE ONLY CHILDREN WHO HAVE NOT FOUND  
THE RIGHT BOOK.

# End of Year Expectations Writing

## Transcription



- spell words containing each of the 40+ phonemes already taught
- spell common exception words
- name the days of the week
- name the letters of the alphabet:
- Name the letters of the alphabet in order
- Use letter names to distinguish between alternative spellings of the same sound
- Add prefixes and suffixes:
- Use the spelling rule for adding -s or -es as the plural marker for nouns and the third person singular marker for verbs
- Use the prefix un-
- Use -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 and guidance, as listed on the Spelling Lists page
- write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far

## 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



## 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 hand-writing 'families' (ie letters that are formed in similar ways) and to practise these

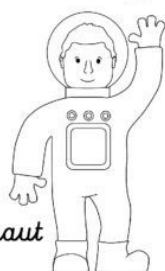
Name: \_\_\_\_\_

Carefully trace over the a sounds below.

a a a a a  
a a a a a

Can you read these words with a?

and about bat  
apple cat par  
as man sad astronaut  
at fat mad



a



# End of Year Expectations Writing Examples

Today I put in seven delicious  
fruits in my basket.

I set off to Arroyos  
village but suddenly a monkey  
stole the yellow  
banana. Then the animics  
took the <sup>other</sup> fruit  
then a hawk crashed  
into a orange tree. I said  
What a surprise!

On World book day  
we dressed up as different  
book characters. I was Ruby  
the red fairy. She is the 1st  
fairy.

# Grammar and Terminology

|  |   |  |  |   |
|--|---|--|--|---|
| <p><b>Noun</b></p> <p>Something that exists : a word that names a person, place, thing, idea, quality, or action.</p> <p><i>e.g. Charles, Neston, grapefruit, privacy, happiness, arrival.</i></p>                             | <p><b>Regular Plural Nouns</b></p> <p>Adding of -s or -es to indicate more than one.</p> <p><i>e.g. dog, dogs; wish, wishes</i></p>   | <p><b>Verb</b></p> <p><i>A word that shows an action, an occurrence or state of being.</i></p> <p><i>'a doing word'</i></p> <p><i>e.g. jump, helping</i></p> | <p><b>Suffixes that can be added to verbs</b></p> <p>Letters that can be added to the end of the verb to change its meaning</p> <p><i>e.g help, helping, helped, helper</i></p>  | <p><b>Adjective</b></p> <p><i>A word that describes or modifies a noun or pronoun.</i></p> <p><i>e.g. blue, happy, nice, kind</i></p> |
| <p><b>Sentence</b></p> <p>A group of words that have meaning. They must have a capital letter and full stop.</p> <p>Children must put spaces between each word (finger spaces).</p> <p><i>e.g. The cat sat on the mat.</i></p> | <p><b>Capital letters</b></p> <p>A capital letter is needed for:</p> <ul style="list-style-type: none"> <li>- the start of sentences</li> <li>- names</li> <li>- personal pronouns (I)</li> </ul> | <p><b>Question marks</b></p> <p>Question mark to be used at the end of a question.</p> <p><i>e.g. where is the cat?</i></p>                                  | <p><b>Prefixes that can be added to verbs and adjectives</b></p> <p>Letters that can be added to the beginning of an adjective or verb that can change its meaning.</p> <p><i>E.g. unkind, unfair, untie the boat.</i></p> |   |

**Phase 2 Sounds**

|   |   |   |    |   |    |
|---|---|---|----|---|----|
| a | t | p | i  | n | m  |
| o | c | k | ck | e | u  |
| h | b | f | ff | l | ll |

**Phase 3 Sounds**







|    |         |    |     |     |         |    |
|----|---------|----|-----|-----|---------|----|
| v  | w       | x  | y   | z   | zz      | qu |
| g  | ai      | ee | igh | oa  | oo      |    |
| r  | ow      | oi | ear | air | ure     |    |
| ph | ew      | oe | au  | ey  | a_e_e_e |    |
| le | o_e_u_e |    |     |     |         |    |

**Phase 5 Sounds**

|    |         |    |    |    |         |
|----|---------|----|----|----|---------|
| ea | oy      | ir | ue | aw |         |
| ph | ew      | oe | au | ey | a_e_e_e |
| le | o_e_u_e |    |    |    |         |

Name: \_\_\_\_\_ Book 1










Color the beginning sound







|   |   |   |   |   |
|---|---|---|---|---|
|  | i | s | t | p |
|  | a | n | p | i |
|  | p | i | a | n |
|  | s | i | a | t |
|  | t | a | p | i |
|  | p | n | s | i |

Name: \_\_\_\_\_

**What's in the Middle?**

Directions: Color or dot the missing vowel.

|   |       |   |   |   |   |
|---|-------|---|---|---|---|
|  | a     |  | o |  | o |
| m_p_i   | b_g_u | h_n_a   |   |   |   |
|  | e     |  | a |  | a |
| d_g_i   | h_p_i | n_p_o   |   |   |   |
|  | o     |  | i |  | a |
| w_t_i   | h_t_a | d_g_o   |   |   |   |

|      |   |       |  |
|------|---|-------|--|
| chi  | pib  | fair  | h   |
| jaz  | vus  | flute | st  |
| farr | yop  | goat  | m   |
| thou | elt  | shine | le  |

# Spelling Lists and High Frequency Words

## Year 1 Common Exception Words

|       |      |       |        |
|-------|------|-------|--------|
| the   | is   | no    | one    |
| a     | his  | go    | once   |
| do    | has  | so    | ask    |
| to    | I    | by    | friend |
| today | you  | my    | school |
| of    | your | here  | put    |
| said  | they | there | push   |
| says  | be   | where | pull   |
| are   | he   | love  | full   |
| were  | me   | come  | house  |
| was   | she  | some  | our    |

Practise saying these words in sentences, reading and spelling them.



# Supporting your child

Read the Learning Log (sent home each Friday in your child's homework folder) with your child and discuss what they have learnt.

## Reading

Listen to your child read at home at least three times a week, but ideally daily, to become fluent readers. Focus on questioning, retelling and prediction.

Strategies to help your child read unfamiliar words:

- Use the pictures (Do not cover up the pictures! These can help your child to predict unfamiliar words in the text.
- Sound out words, encouraging your child to look for any 'special friends' (single sounds made by 2 or 3 letters e.g. *ai, sh, ee, air*)
- Breaking up longer words and looking for smaller words within them. E.g. *yesterday, sandpit, lunchbox*
- Reading on past an unfamiliar word and predicting what word would make sense grammatically.

## Comprehension

Understanding the text is as important as reading the words and the following activities will help with this:

- Asking your child specific questions, asking them to show in the text where they have found the answer.
- Getting your child to ask you questions about the text!
- Asking your child to retell a story, ordering events correctly.
- Asking your child to recall some facts / explanations from a non-fiction text.

## Writing

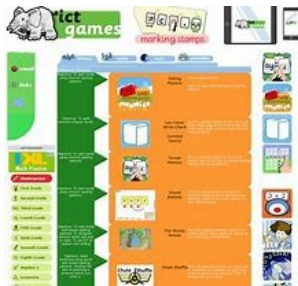
Encourage your child to write for a range of purposes. E.g. *shopping lists, postcards, stories*

- Let your child spell words phonetically unless it is a common exception word (see spelling list page).
- Help them to compose sentences orally before writing.
- Remind your child to begin sentences with a capital letter and end them with a full stop.
- Encourage your child to form cursive letters that they have learnt in class..

# Websites, Apps and Resources



[www.phonicsplay.co.uk](http://www.phonicsplay.co.uk)



[www.ictgames.com/literacy](http://www.ictgames.com/literacy)



[www.topmarks.co.uk/english](http://www.topmarks.co.uk/english)

There are many different work books that could help your child. They are easily found on Amazon or at places like WHSmiths.

You can search for 'Year 1 Worksheets' online and find many free resources too.