

About the statements

The statements detailed in this booklet give an overview of the end of year expectations for most children in Year 1. It is important to note that children may find some aspects of English easier than others. For example, a child may find word reading easy but show less confidence in their comprehension or when explaining answers to more detailed questions about what they have read. In writing, some children may have good composition skills and can think of ideas for their writing but show less confidence in their sentence structure and use of punctuation. Please refer to your child's personalised targets which will give more detail about the areas in reading and writing that they should be working on each half term.

In addition to reading and writing, the English curriculum also covers spoken language and listening skills. Talking to your child at home about their ideas and opinions, modelling appropriate conversational skills and encouraging children to listen carefully and respond appropriately to others is also a key part of supporting your child in their English development. The weekly discussion topics on the school newsletter offer a good starting point for purposeful conversations at home.



Useful websites

<https://www.activelearnprimary.co.uk/login?c=0>

The children have their own Active Learn logins which gives them access to a wide variety of games linked to the spelling, punctuation and grammar objectives.

<http://resources.woodlands-junior.kent.sch.uk/literacy/>

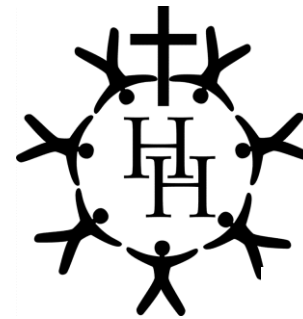
There are lots of links to useful games on this website.

<http://www.bbc.co.uk/newsround>

The Newsround website is a great starting point for discussion topics at home linked to current affairs and topics that interest children. It is advised that children access this site with an adult to ensure all topics are relevant and suitable for their age.

Hanging Heaton C of E (VC) J & I School

Supporting your child at home



Year 1



English

A booklet for parents

Reading expectations

These statements show what most children are expected to be able to do in reading by the end of Year 1:

Word reading

- I can read words by breaking them down into sounds.
- I quickly read my given letters or groups of letters.
- I read new words by blending letter sounds together.
- I can read some unusual words.
- I know how to read my word list words including words ending in -s, -es, -ing, -ed, -er and -est.
- I can correctly read the longer words in my word list.
- I can read words that contain missing letters such as I'm, I'll, and we'll.
- I correctly read aloud the words from my book.
- I re-read my books so that I become a better reader.

Comprehension

- I listen and discuss what I have read, including poems, stories and non-fiction books.
- When I read, I can tell you of similar things that have happened to me.
- I can tell you about some special stories we have worked on in class and even re-tell them to my teacher.
- I like to join in with the class at special times of a story when the teacher is telling certain stories.
- I have learned some rhymes or poems.
- I discuss what words mean.
- I understand the books I can read.
- I check what I am reading makes sense as I am reading through it.
- I discuss the titles and events from the books I read.
- I can tell you about why a character does or says some things.
- I like to predict what happens next based on what I have read so far.
- I take turns to listen and discuss when I am in a group.
- I can explain what has happened in the story someone has just read to me.

Writing expectations

These statements show what most children are expected to be able to do in writing by the end of Year 1:

Transcription

- I can spell my word list accurately.
- I can spell some unusual words correctly.
- I can spell the days of the week.
- I know the names of all the letters of the alphabet in order.
- I know some sounds can be spelled in different ways using different letters.
- I use word endings such as -s and -es to change a word to mean more than one.
- I know how to add un- at the beginning of a word to create a new word.
- I spell words correctly by adding -ing, -ed, -er and -est to create new words such as helping, helped, helper.
- I can spell the words correctly in my Year 1 spelling list.
- I can write out a sentence told to me by my teacher.

Handwriting

- When writing, I sit and hold a pencil correctly.
- I can write some of my letters correctly, starting and finishing in the right place.
- I can write some capital letters.
- I can write the numbers 1,2,3,4,5,6,7,8,9,0 correctly.
- I can tell you how some letters are similar and can be put into groups.

Composition

- Before I write a sentence, I can say out loud what I am going to write.
- I can think of and say a sentence before I write it.
- I can write a text by thinking of a list of sentences in the order I need.
- I check my sentences make sense by re-reading them.
- I can discuss what I have written with the teacher or my friends.
- I can read aloud my own writing so my friends and the teacher can hear me.

Grammar and Punctuation

- When I write, I leave spaces between my words.
- I can add together two sentences using 'and'.
- I can tell you where I might use a capital letter, a full stop, question marks or exclamation marks in my work.
- I can show you where I can use a capital letter for the names of people, places, the days of the week and when I use I.
- I can make words mean more than one object by adding -s or -es. For example, dog and dogs or wish and wishes.
- I can add endings such as -ing and -ed to words to make new words.
- I understand how adding un to the beginning of some words changes the word to mean the opposite.
- I know that words can be put together to build sentences.
- I can use the grammar rules set out in my grammar list.