



End of Year Expectations English for Year 1

Please note that in line with the progress children make this list is subject to change and the objectives are not necessarily taught in the order listed below.

Reading
<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 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 aloud accurately books that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words• Re-read these books to build up their fluency and confidence in word reading.• Develop pleasure in reading, motivation to read, vocabulary and understanding by:<ul style="list-style-type: none">○ 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 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:<ul style="list-style-type: none">○ 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.
Writing
<ul style="list-style-type: none">• Write sentences by:<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.• Develop understanding of grammatical concepts by:<ul style="list-style-type: none">○ Leaving spaces between words○ joining words and joining clauses using 'and'○ beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark○ using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'
New grammatical terminology
<ul style="list-style-type: none">• letter, capital letter word

- singular, plural
- sentence punctuation, full stop, question mark, exclamation mark

Spelling

Common Exception Words			First High Frequency Words				
he	you	where	the	had	them	back	house
a	your	love	and	her	do	from	old
do	they	come	in	what	me	children	too
to	be	some	of	there	down	him	time
today	he	one	it	out	dad	Mr	I'm
of	me	once	they	this	big	get	if
said	she	ask	on	have	when	just	help
says	we	friend	for	went	it's	now	Mrs
are	no	school	at	like	see	came	called
were	go	put	but	so	looked	oh	here
was	so	push	that	not	very	about	off
is	by	pull	with	then	look	got	asked
his	my	full	all	little	don't	their	saw
has	here	house	can	as	will	people	make
I	there	our	up	mum	into	could	an