

## Year One English Basic Skills

### Reading - Word reading

- Apply phonic knowledge and skills as the route to decode words
- 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 and 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.

### 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
- Link what they read or hear read to their own experiences
- Become very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics
- Discuss word meanings, linking new meanings to those already known
- Draw on what they already know or on background information and vocabulary provided by the teacher
- Make inferences on the basis of what is being said and done
- Predict what might happen on the basis of what has been read so far
- Explain clearly their understanding of what is read to them.

### Writing- transcription

- Spell: words containing each of the 40+ phonemes already taught, common exception words, the days of the week
- Add prefixes and suffixes: use the spelling rule for adding –s or –es use the prefix un– using –ing, –ed, –er and –est where no change is needed in the spelling of root words [for example, helping, helped, helper, eating, quicker, quickest]
- Write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far.

### Handwriting

- Hold a pencil comfortably and correctly
- begin to form lower-case letters, capital letters and digits in the correct direction, starting and finishing in the right place
- understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and to practise these.

### Writing composition

- Compose a sentence orally before writing it
- Sequence sentences to form short narratives
- Re-read what they have written to check that it makes sense
- Read aloud their writing clearly enough to be heard by their peers and the teacher.