

Literacy National Curriculum

Statutory Requirements

Year One



Spoken Word	Word Reading	Comprehension	Writing - Handwriting	Writing - Composition	Writing - Grammar, Vocabulary and Punctuation
<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> □ listen and respond appropriately to adults and their peers □ ask relevant questions to extend their understanding and knowledge □ use relevant strategies to build their vocabulary □ articulate and justify answers, arguments and opinions □ give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings □ maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments □ use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas □ speak audibly and fluently with an increasing command of Standard English □ participate in discussions, presentations, performances, role play, improvisations and debates □ gain, maintain and monitor the interest of the listener(s) □ consider and evaluate different viewpoints, attending to and building on the 	<p>Pupils should be taught to:</p> <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 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> □ 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 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: □ drawing on what they already know or on background information and vocabulary provided by the 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> □ 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 <p>□ understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and to practise these.</p>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> □ 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 aloud their writing clearly enough to be heard by their peers and the teacher. 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> □ develop their understanding of the concepts set out in English Appendix 2 by: □ 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' □ learning the grammar for year 1 in English Appendix 2 □ use the grammatical terminology in English Appendix 2 in discussing their writing.

<p>contributions of others ☐select and use appropriate registers for effective communication.</p>	<p>require them to use other strategies to work out words ☐re-read these books to build up their fluency and confidence in word reading.</p>	<p>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.</p>			
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