

English Attainment Statements

English Aspect: Speaking and listening	Ongoing throughout the year
Pupils:	
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 contributions of others.	
select and use appropriate registers for effective communication.	

English Aspect: Reading - Word Reading	Ongoing throughout the year
Pupils:	
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.	
A note on phonic learning:	
The majority of children enter year 1 revising phases 1-4 (in the autumn term) and beginning Phase 5 (letters and sounds).	
The majority of children leave year 1 completing Phase 5 (letters and sounds) of their phonic development.	
It is important to remember, particularly in the early years, that children develop at different rates.	

English Aspect: Reading - Comprehension and Enjoyment
Pupils 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.
Pupils understand both the books that they can already read accurately and fluently and those that 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.
answering and asking questions.
predicting what might happen on the basis of what has been read so far.
Pupils:
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 genres Year 1 Main (focus in bold)

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Fiction - Narrative - Traditional and Fairy Tales Story	Non-fiction Reading and writing for information	Fiction - cumulative stories	Non-fiction Recounts Instructions	Author study Julia Donaldson	Poetry Word play on 3 themes

Children learn about the characteristic language features and structures of different text types, and to apply them in their own writing. Their writing is guided by audience and purpose. Children can apply their skills across a range of contexts in different forms.

English Aspect: Writing - transcription - Spelling	Autumn	Spring	Summer
Pupils can spell:			
words containing each of the 40+ phonemes already taught. (see detail below).			
common exception words.			
the days of the week.			
name the letters of the alphabet:			
naming the letters of the alphabet in order.			
using letter names to distinguish between alternative spellings of the same sound.			
add prefixes and suffixes:			
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.			
Pupils spell words with the following phonemes:			
ai, ay Examples: rain, wait, train, paid, afraid, day, play, way			
oy, oi Examples: boy, toy, enjoy, join, point, soil			
ew, ue Examples: blew, new, grew, Tuesday, true, clue, blue			
aw Examples: saw, draw, yawn, crawl			
a-e Examples: made, came, same, take, safe			
ou Examples: about, mouth, around, could, mould, you			
ea Examples: sea, dream, meat, each, steam			
wh Examples: when, where, which, wheel, while, (who)			
ow Examples: low, own, blow, snow, now, brown, down			
ee Examples: see, tree, green, meet, week, steel			
ir Examples: girl, bird, shirt, first, third			
e-e Examples: these, theme, complete			
ie Examples: lie, tie, pie, cried, chief, field, thief			
ar Examples: car, start, park, arm, garden			
ph Examples: phone, elephant, alphabet			
er Examples: her, term, verb, person, summer, winter			
y Examples: letter with different sounds by, my, gym, very.			
i-e Examples: five, ride, like, time, side			
oe Examples: toes, goes.			
ey Examples: as in they.			
o-e Examples: home, those, woke, hope, hole.			
u-e Examples: June, rule, rude, use, tube, tune, huge.			
Adding s and es to words (plural of nouns and the third person singular of verbs). Examples: cats, dogs, spends, rocks, thanks, catches.			
Adding the endings -ing , -ed and -er to verbs where no change is needed to the root word. Examples: hunting, hunted, hunter, buzzing, buzzed, buzzer, jumping, jumped, jumper .			
The /v/ sound at the end of words have. Examples: have, live, give			
ea Examples: bread, head, meant, instead,			
au Examples: author, August, dinosaur, astronaut			
ur Examples: turn, hurt, church, burst, Thursday			
oo Examples: food, pool, moon, zoo, soon book, took, foot, wood, good			
oa Examples: boat, coat, road, coach, goal			
or Examples: for, short, born, horse, morning			
a, e, i, o, u Examples: acorn, he, mind, no, unit			
g letter with /j/ sound Examples: fudge, gentle			
igh Examples: high, night, light, bright, right, sight			
The /sh/ sound in words Examples: special, station, chef, sure,			
The /ŋ/ sound spelt before k Examples: bank, think, honk, sunk, pink			
-tch Examples: catch, fetch, kitchen, notch, hutch			
The sounds /f/, /l/, /s/, /z/ and /k/ spelt ff, ll, ss, zz Examples: off, well, miss, buzz			
Adding -er and -est to adjectives where no change is needed to the root word Examples: grander, grandest, fresher, freshest, quicker, quickest			
Compound words Examples: football, playground, farmyard, bedroom, blackberry			
Days of the week			
ore more, score, before, wore, shore			
air air, fair, pair, hair, chair			

ear dear, hear, beard, near, year bear, pear, wear			
are bare, dare, care, share, scared			
Division of words into syllables pocket, rabbit, carrot, thunder, sunset			
Words ending –y very, happy, funny, party, family			
Using k for the /k/ sound Kent, sketch, kit, skin, frisky			
Adding the prefix –un unhappy, undo, unload, unfair, unlock			
Months of the year			
write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.			

Pupils can spell the following words:					
the	a	do	to	today	of
said	says	are	were	was	is
his	has	I	you	your	they
be	he	me	she	we	no
go	so	by	my	here	there
where	love	come	some	one	once
ask	friend	school	put	push	pull
full	house	our	have	what	people

English Aspect: Writing - transcription - Handwriting	Ongoing throughout the year
Children are able to:	
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 handwriting 'families' (i.e. letters that are formed in similar ways) and to practise these.	

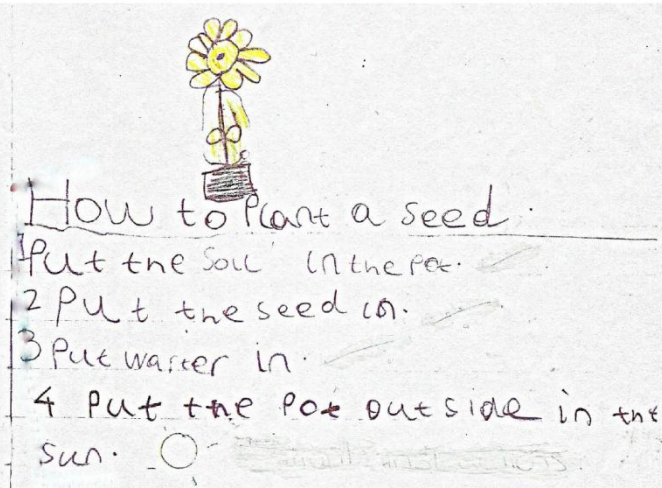
English Aspect: Writing - Composition	Ongoing throughout the year
Children are able to:	
Say out loud what they are going to write about.	
Compose a sentence orally before writing it.	
Sequence sentences to form short narratives.	
Re-read what they have written to check that it makes sense.	
Discuss 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.	

English Aspect: Writing - vocabulary, grammar and punctuation	Ongoing throughout the year
Pupils understand/use:	
Word:	
Regular plural noun suffixes –s or –es [for example, <i>dog, dogs; wish, wishes</i>], including the effects of these suffixes on the meaning of the noun.	
Suffixes that can be added to verbs where no change is needed in the spelling of root words (e.g. <i>helping, helped, helper</i>).	
How the prefix un- changes the meaning of verbs and adjectives [negation, for example, <i>unkind, or undoing: untie the boat</i>].	
Sentence:	
How words can combine to make sentences .	
Joining words and joining clauses using <i>and</i> .	
Text:	
Sequencing sentences to form short narratives	
Punctuation:	
Separation of words with spaces.	
Introduction to capital letters, full stops, question marks and exclamation marks to demarcate sentences .	
Capital letters for names of people, places, the days of the week and for the personal pronoun I .	
Terminology:	
use and understand the grammatical terminology accurately and appropriately when discussing their writing and reading: letter, capital letter, word, singular, plural, sentence, punctuation, full stop, question mark, exclamation mark.	

Examples of pupil writing - Year 1

How To Plant A Seed

As part of a science topic the previous week, pupils planted sunflower seeds. The following week in an English lesson, pupils were asked to recall and write instructions for planting seeds. In preparation for writing, the teacher shared some simple instructional texts with pupils and annotated the main features. The writing is independent.



The Lion And The Mouse

Following the story of 'The Lion And The Mouse' pupils were asked to describe what was happening in one of the story illustrations. Pupils talked about the illustrations and selected one to describe. Pupils were encouraged to think about different ways to begin a sentence. The writing is independent (typed for clarity).

Then the Lion Rord very loudly across the svanna. After that the zebras were looking at each ofer. But the Graffe was eating the leavs one was looking downwad (downwards) and the anmils was having a party. Then the Bufalon was siting down by the steem. But the Birds were flying in the siy and there was lots of ofer Birds. The ostric (ostrich) was siting on the strow (straw) The Lion of the svanna saw the pecoc (peacock) was flying in the siy. Then the zebra was looking at the strow But then the zebra went away.

The Strange Holiday

As an end of term assessment, pupils were asked to write a story about a strange holiday. They were prompted to think about where they went, who with, what happened and how the strange event was resolved. Pupils talked through their ideas with an adult prior to writing. The writing is independent. The pupil read a section of writing aloud and was supported to read for sense. The story is typed for clarity.

I went to butlins. And my mom brudg (brought) cholachots (chocolates) and some biscites (biscuits) and I had a biscite. I went to pick my Nan and granddad up and the jerney (journey) took long time. When we got there it was sunny and hot. On the next day it was raniy and soggy and my hair got wet and I had a cake. And my mom went on a ride and my mum was skard (scared) but I wont (wasn't) skard. I wont eveive (even) skard on eny ride and then my dad went on a ride. Then I went to the bech (beach). I had a lcrime (ice cream). I had a cholachot lcrime my dad had a vilna (vanilla) lcrime my mom had chcoclat lcrime. My nan had a vilna lcrime and my granddad had the same as me. I went in the swimming pool. I cud swim. And my mom went in the swimming pool. And my granddad went in the pool. And my nan went in the pool. And my dad went in the pool. The sand and the sea got ferver (further) and ferver. Ather (After) that it was strant (strange) because I sor a ddragon (dragon) and it had skary (scary) teeth and they was very very dertey (dirty) He had sarp (sharp) clors (claws) and he chasd us. It was very skary. It cept chaysing us. And it cept chaysing us all the way. But he didet (didn't) folu (follow) us. I went on a nover (another) ride. My mom went on a ride. My dad went on a rola cosde (coaster). My granddad went on a ride. The rides was fast.