

Year 1 English End of Year Expectations

Reading			
Sounds out words using phonics.			
Reads aloud a variety of books.			
Re-read books to help build knowledge of words and stories.			
Identifies which words appear again and again.			
Re-reads if reading does not make sense.			
Reads with pace & expression, i.e. pause at full stop; raise voice for question.			
Learns predictable rhymes and poems.			
Re-tells with accuracy.			
Relates reading to own experiences.			
Knows what predication, inference, sequencing, vocabulary and retrieval means.			
Discusses significance of title & events.			
Makes predictions on basis of what has been read.			
Discusses meanings of words.			
Makes inferences on basis of what is being said & done.			
Knows difference between fiction and non-fiction texts.			
Discusses meaning of what read.			
Writing			
Knows the letters of the alphabet in order.			
Corrects formation of lower case – finishing in right place.			
Corrects formation of capital letters.			
Corrects formation of digits.			
Holds a pencil correctly.			
Handwriting is beginning to be joined and can be read by others.			
Uses finger spaces between words.			
To know what suffixes and prefixes are: (s, es, un, ing, ed, er & est).			
Spells key Year 1 words.			
Knows what a sentence is.			
Knows what a noun is.			
Knows what a verb is.			
Knows what a pronoun is.			
When writing sentences uses: - Capital letters and full stops. - Question marks. - Exclamation marks. - Uses capital letters for names, places & personal pronoun 'I'.			
Writes sentences by: - Saying out loud what they will write. - Composing a sentence orally before writing it. - Sequencing sentences that tells the reader what is going on. - Re-reads what they have written to check that it makes sense. - Uses 'and' to join ideas. - Uses conjunctions to join sentences (e.g. so, but). - Uses standard forms of verbs, e.g. go/went.			
Oracy			
PHYSICAL	LINGUISTIC	COGNITIVE	SOCIAL/EMOTIONAL
- Look at who is talking to you and you are talking to - Speak clearly and confidently in a range of contexts - Use appropriate tone of voice for context (projecting voice for large audience) - Use hand gestures to support delivery in presentational talk (pointing to something being discussed)	- Speak in sentences using joining phrases to link ideas - Using vocabulary appropriately specific to the topic in hand e.g. lighter/heavier rather than bigger and smaller - Take opportunities to try out new language, even if it is not always correctly used - Use sentence stems to link to other's ideas in group discussion e.g. 'I agree with... because...' 'linking to...' - Use conjunctions to organise and sequence ideas e.g. firstly, secondly, finally	- Use 'because' to develop their ideas - Make relevant contributions that match what has been asked - Ask simple questions - Describe events that have happened to them in detail	- Listen and respond appropriately to others - Be willing to change their mind based on what they have heard - Begin to organise group discussions independently of an adult