

Key Learning in Reading: Year 1

Composition		Transcription	
Vocabulary, grammar and punctuation	Composition	Spelling (see also the Lancashire Supporting Spelling document for further detail and advice)	Handwriting
- Say, and hold in memory whilst writing, simple sentences which make sense. - Write simple sentences that can be read by themselves and others. - Separate words with finger spaces. - Punctuate simple sentences with capital letters and full stops. - Use capital letter for the personal pronoun. - Use capital letters for names of people, places and days of the week. - Identify and use question marks and exclamation marks. - Use simple connectives to link ideas e.g. <i>and</i>. Pluralise nouns using 's' and 'es' e.g. <i>dog, dogs; wish, wishes</i>. - Add suffixes to verbs where no spelling change is needed to the root word e.g. <i>helping, helped, helper</i>. - Add the prefix 'un' to verbs and adjectives to change the meaning e.g. <i>untie, unkind</i>.	- Orally compose every sentence before writing. - Re-read every sentence to check it makes sense. - Orally plan and rehearse ideas. - Sequence ideas/events in order. - Use formulaic phrases to open and close texts. - Use familiar plots for structuring the opening, middle and end of their stories. - Write in different forms with simple text type features e.g. <i>instructions, narratives, recounts, poems, information texts</i>. - Discuss their writing with adults and peers. - Read aloud their writing to adults and peers.	- Name the letters of the alphabet in order. - Use letter names to distinguish between alternative spellings of the same sound. - Spell words containing each of the phonemes already taught. - Be able to encode the sounds they hear in words. - Be able to read back words they have spelt. - Use their phonic knowledge when spelling unfamiliar words (<i>i.e. produce phonically plausible spellings</i>). - Spell common exception words. - Spell the days of the week. - Use the spelling rule for adding -s or -es (<i>i.e. when the word has a /iz/ sound</i>). - Use the prefix <i>un-</i> for words without any change to the spelling of the root word. - Use suffixes <i>-ing, -ed, -er</i> and <i>-est</i> where no change is needed in the spelling of root words. - Apply simple spelling rules and guidelines, as listed in Appendix 1 Supporting Spelling document. - Write from memory simple sentences dictated by the teacher that include words taught so far.	- Hold a pencil with an effective grip. - Form lower-case letters correctly – <i>starting and finishing in the right place, going the right way round, correctly oriented</i>. - Have clear ascenders ('<i>tall letters</i>') and descenders ('<i>tails</i>'). - Form capital letters correctly.