

Word Reading

- ☐ I can apply phonic knowledge and skills as the route to decode words.
- ☐ I can respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes.
- ☐ I can read accurately by blending sounds in unfamiliar words containing GPCs that have been taught.
- ☐ I can read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word.
- ☐ I can read words containing taught GPCs and -s, -es, -ing, -ed, -er and -est endings.
- ☐ I can read other words of more than one syllable that contain taught GPCs.
- ☐ I can read words with contractions [for example, I'm, I'll, we'll], and understand that the apostrophe represents the omitted letter(s).
- ☐ I can read aloud accurately books that are consistent with my developing phonic knowledge and that do not require me to use other strategies to work out words.
- ☐ I can re-read these books to build up my fluency and confidence in word-reading.

Comprehension

- ☐ I can listen to and discuss a wide range of poems, stories and non-fiction at a level beyond that at which I can read independently.
- ☐ I can link what I read or hear to my own experiences.
- ☐ I am becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics.
- ☐ I recognise and join in with predictable phrases.
- ☐ I am learning to appreciate rhymes and poems, and can recite some by heart.
- ☐ I can discuss word meanings, linking new meanings to those I already know.
- ☐ I can draw on what I already know or on background information and vocabulary provided by my teacher.
- ☐ I can check that the text makes sense to me as I read and correct inaccurate reading.

- ☐ I can discuss the significance of titles and events.
- ☐ I can make inferences on the basis of what is being said and done.
- ☐ I can predict what might happen on the basis of what has been read so far.
- ☐ I can participate in discussion about what is read to me, taking turns and listening to what others say.
- ☐ I can explain clearly my understanding of what is read to me.

Transcription

- ☐ I can spell words containing each of the 40+ phonemes already taught.
- ☐ I can spell common exception words.
- ☐ I can spell the days of the week.
- ☐ I can name the letters of the alphabet naming the letters of the alphabet in order.
- ☐ I can name the letters of the alphabet using letter names to distinguish between alternative spellings of the same sound.
- ☐ I can add prefixes and suffixes using the spelling rule for adding -s or -es as the plural marker for nouns and the third person singular marker for verbs.
- ☐ I can add prefixes and suffixes using the prefix un-
- ☐ I can 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]
- ☐ I can apply simple spelling rules and guidance, as listed in English Appendix 1.
- ☐ I can write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far.

Handwriting

- ☐ I can form capital letters.
- ☐ I can form digits 0-9.
- ☐ I understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and to practise these.

Composition

- ☐ I can write sentences by saying out loud what I am going to write about.
- ☐ I can write sentences by composing a sentence orally before writing it.
- ☐ I can sequence sentences to form short narratives.
- ☐ I can write sentences by re-reading what I have written to check that it makes sense.
- ☐ I can discuss what I have written with my teacher or other pupils.
- ☐ I can read aloud my writing clearly enough to be heard by my peers and my teacher.

Vocabulary, Grammar and Punctuation

- ☐ I can leave spaces between words.
- ☐ I can join words and join clauses using 'and'.
- ☐ I am beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark.
- ☐ I can use a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'.
- ☐ I am learning the grammar for year 1 in English Appendix 2.
- ☐ I can use the grammatical terminology in English Appendix 2 in discussing my writing.