

Year 1 reading

Key performance indicator	Performance standard
<p>Responds speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes</p> <p>Reads accurately by blending sounds in unfamiliar words</p> <p>Reads common exception words</p> <p>Reads 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</p> <p>Develops pleasure in reading, motivation to read, vocabulary and understanding by:</p> <ol style="list-style-type: none"> 1. listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently; 2. becoming very familiar with key stories, fairy stories and traditional tales. <p>Understands both the books they can already read accurately and fluently and those they listen to by:</p> <ol style="list-style-type: none"> 1. checking that the text makes sense to them as they read; 2. as they read, correcting inaccurate reading; 3. discussing the significance of the title and events; and 4. predicting what might happen on the basis of what has been read so far. 	<p>With reference to the KPIs</p> <p>By the end of Y1, a child should be able to read all common graphemes and read unfamiliar words containing these graphemes, accurately and without undue hesitation by sounding them out in books that are matched closely to the level of word reading knowledge</p> <p>A child should be able to read many common words containing GPCs taught so far (eg shout, hand, stop, or dream) without needing to blend the sounds out loud first</p> <p>Reading of common exception words (eg you, could, many or people) should be secure meaning a child can read them easily and automatically</p> <p>A child can:</p> <ul style="list-style-type: none"> • read words with suffixes with support to build on the root words that can be read already; • retell some familiar stories that have been read and discussed with them or that they have acted out; • listen to stories, poems and non-fiction that cannot yet be read independently; • understand how written language can be structured such as how to build surprise in narratives and the characteristic features of non-fiction; and • take part in a discussion, considering the opinions of others, with support.

Year 1 writing

Key performance indicator	Performance standard
<p>Begins to form lower-case letters in the correct direction, starting and finishing in the right place</p> <p>Writes sentences by:</p> <ol style="list-style-type: none"> 1. sequencing sentences to form short narratives; and 2. re-reading what has been written to check that it makes sense. <p>Spells words containing each of the 40+ phonemes already taught</p> <p>Names the letters of the alphabet in order</p> <p>Writes from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far</p> <p>Introduces capital letters, full stops, question marks and exclamation marks to demarcate sentences</p>	<p>With reference to the KPIs</p> <p>By the end of Y1 a child should be able to compose individual sentences orally and then write them down and be able to spell correctly many of the words covered in Y1 (see appendix 1 of the national curriculum document) as well as name the letters of the alphabet in order</p> <p>A child is able to make phonically-plausible attempts to spell words that have not yet been learnt and can form individual letters correctly</p> <p>A child can:</p> <ul style="list-style-type: none"> • sound and blend unfamiliar printed words quickly and accurately using the phonic knowledge and skills that have already been learnt; • read back words that have been spelt; • spell some words in a phonically plausible way, even if sometimes incorrectly; • write simple dictated sentences that include words taught so far; • demonstrate the skills and processes essential to writing by thinking aloud as they collect ideas, sequence the ideas, draft and re-read to check that the meaning is clear; and • recognise sentence boundaries in spoken sentences and use the vocabulary listed in appendix 2 of the national curriculum document when writing is discussed. <p>A child is able to form letters correctly and confidently</p> <p>A child is beginning to use some of the distinctive features of standard English in their writing. 'Standard English' is defined in the glossary</p>