

## Literacy Basic Skills Overview - Year 1

This document highlights the essential skills that need to be securely learned in Year 1 to enable pupils to build on this knowledge and make progress in Year 2. To ensure there are no gaps in children's learning, Year 2 teachers should use this document at the start of the academic year to analyse pupils' work. Teachers should focus on the objectives highlighted in yellow to determine whether children are secure in these basic skills, or whether consolidation is needed before moving onto the Year 2 curriculum.

| Writing - Composition  | Writing - Transcription   | Writing - Vocabulary, Grammar and Punctuation   |
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| <p><b>Planning:</b></p> <ul style="list-style-type: none"> <li>Composing a sentence orally before writing it.</li> </ul> <p><b>Drafting and Writing:</b></p> <ul style="list-style-type: none"> <li>Write a simple sentence using a full stop and a capital letter.</li> <li>How words can combine to make sentences.</li> <li>Joining words and joining clauses using <b>and</b>.</li> <li>Sequencing sentences to form short narratives.</li> </ul> <p><b>Evaluation and Editing:</b></p> <ul style="list-style-type: none"> <li>Discuss what they have written with the teacher or other pupils.</li> </ul> <p><b>Proofreading:</b></p> <ul style="list-style-type: none"> <li>Beginning to check that their sentence makes sense.</li> </ul> | <p><b>Spelling:</b><br/><i>See spelling diagnostic and progression for all spelling rules. This can be used for assessment.</i></p> <ul style="list-style-type: none"> <li>Revision from Reception.</li> <li>Apply phonic knowledge and skills as the route to decode words.</li> <li>Vowel digraphs which have been taught and the sounds which they represent.</li> <li>Consonant digraphs which have been taught and the sounds which they represent:</li> <li>The sounds f, l, s, z, and k spelt ff, ll, ss, zz and ck.</li> <li>-nk and -tch.</li> <li>Respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes.</li> </ul> <p><u>Apply simple year 1 spelling rules and guidance:</u></p> <ul style="list-style-type: none"> <li>Division of words into syllables.</li> <li>Using k for the k sound.</li> <li>The v sound at the end of words (-ve).</li> <li>New consonant spellings ph and wh.</li> <li>Words ending in -y.</li> <li>Compound words.</li> <li>Spell most common exception words correctly.</li> <li>Regular plural noun suffixes <b>-s</b> or <b>-es</b> [for example, <i>dog, dogs; wish, wishes</i>], including the effects of these suffixes on the meaning of the noun.</li> <li>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>).</li> <li>How the prefix <b>un-</b> changes the meaning of verbs and adjectives [negation, for example, <i>unkind, or undoing: untie the boat</i>].</li> </ul> <p><b>Handwriting and Presentation:</b></p> <ul style="list-style-type: none"> <li>Sit correctly at a table, holding a pencil comfortably and correctly.</li> <li>Begin to form lower-case letters in the correct direction, starting and finishing in the right place.</li> <li>Form capital letters correctly.</li> <li>Form digits 0-9.</li> <li>Understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and to practise these.</li> </ul> | <p><b>Grammatical knowledge:</b></p> <ul style="list-style-type: none"> <li>Revision from Reception.</li> <li>Separate words with spaces.</li> <li>Use a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'.</li> <li>Introduction to capital letters, full stops, question marks and exclamation marks to demarcate sentences. <ul style="list-style-type: none"> <li>Some correct use of question marks.</li> <li>Some correct use of exclamation marks.</li> <li>Beginning to punctuate sentences using a capital letter and a full stop.</li> </ul> </li> <li>Know how words can combine to make sentences.</li> <li>Joining words and joining clauses using <b>and</b>.</li> <li>Capital letters for names and for the personal pronoun 'I'.</li> </ul> <p><b>Grammatical terminology:</b></p> <ul style="list-style-type: none"> <li>Letter</li> <li>Word</li> <li>Sentence</li> <li>Capital letter</li> <li>Singular</li> <li>Plural</li> <li>Punctuation</li> <li>Full stop</li> <li>Question mark</li> <li>Exclamation mark</li> <li>Noun</li> <li>Verb</li> </ul> |

| Reading: Word Reading  | Reading: Comprehension  | Spoken Language  |
|--|---|--|
| <ul style="list-style-type: none"> <li>Apply phonics to decode words.</li> <li>Say the correct phoneme for a grapheme quickly.</li> <li>Read by blending sounds in new words.</li> <li>Read common exception words.</li> <li>Read words that include GPCs that have been taught</li> <li>Read words ending with –s, -es, -ing, -ed, -er and -est.</li> <li>Read words with more than one syllable.</li> <li>Read words with contractions.</li> <li>Re-read books to help them.</li> <li>Read some books out loud.</li> <li>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.</li> </ul> | <p>Show they enjoy reading by:</p> <ul style="list-style-type: none"> <li>Listening to and talk about poems, stories and non-fiction.</li> <li>Making links between what they read and their own life.</li> <li>Retelling different stories (fairy stories, traditional tales etc).</li> <li>Joining in with predictable phrases.</li> <li>Reciting some rhymes and poems by heart.</li> <li>Talking about the meaning of words.</li> </ul> <p>Understand books they have read or listened to by:</p> <ul style="list-style-type: none"> <li>Using knowledge, they already have.</li> <li>Understanding and use vocabulary given by the teacher.</li> <li>Checking the book makes sense and correct their reading.</li> <li>Talking about the title and events.</li> <li>Making inferences about what happens (said and done).</li> <li>Predicting what might happen next (based on what has been read so far).</li> <li>Talking about a book that is being read to them and taking turns with others and listen to what other people say.</li> <li>Explaining their understanding of a book that is being read to them.</li> </ul> | <ul style="list-style-type: none"> <li>Listen and respond appropriately to adults and their peers.</li> <li>Ask relevant questions to extend their understanding and knowledge.</li> <li>Use relevant strategies to build their vocabulary.</li> <li>Articulate and justify answers, arguments and opinions.</li> <li>Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings.</li> <li>Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments.</li> <li>Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas.</li> <li>Speak audibly and fluently with an increasing command of Standard English.</li> <li>Participate in discussions, presentations, performances, role play, improvisations and debates.</li> <li>Gain, maintain and monitor the interest of the listener(s).</li> <li>Consider and evaluate different viewpoints, attending to and building on the contributions of others.</li> <li>Select and use appropriate registers for effective communication.</li> </ul> |
| <b>Text Suggestions</b>  |   |  |
| <ul style="list-style-type: none"> <li>Monkey Puzzle (Julia Donaldson) – nouns, adjectives, statements, questions and exclamations.</li> <li>Click, Clack, Moo – Cows That Type (Doreen Cronin) – personal pronouns, statements, questions and exclamations.</li> <li>Toys in Space (Mini Grey) – verbs, statements, questions and exclamations, personal pronouns.</li> <li>Billy’s Bucket (Kes Gray &amp; Garry Parsons) – verbs, adding –s to make nouns plural.</li> <li>Ruby’s Worry (Tom Percival) – nouns, verbs, simple sentences, exclamations, questions, statements.</li> <li>Stick Man (Julia Donaldson) – alliteration, simple sentences (noun and verb), alliteration, rhyme, adjectives, different sentences.</li> </ul>  |   |  |