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**Year 1** **English Progression Map**

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| Reading: Word Recognition | * Apply phonic knowledge and skills as the route to decode words
* Respond speedily with the correct sound to graphemes for all phonemes
* Read accurately by blending sounds in unfamiliar words containing GPCs that have been taught
* Read common exception words
* Read words containing taught GPCs and –s, -es, -ing, -ed, -er and –est endings
* Read other words of more than one syllable that contain GPCs
* Read words with contractions
* 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
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| Reading: Comprehension | * Listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently
* Being encouraged to link what they read or hear read to their own experience
* Becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics
* Recognising and joining in with predictable phases
* Learning to appreciate rhymes and poems and to recite some by heart
* Discussing word meanings linking new meanings to those already known.
* Drawing on what they already know or on background information and vocabulary provided by the teacher
* Checking that the text makes sense to them as they read and correcting inaccurate reading
* Discussing the significance of the title and events
* Making inference on the basis of what is being said and done
* Predicting what might happen on the basis of what has been read so far
* Participate in discussion about what is read to them taking turns and listening to what others say
* Explain clearly the understanding of what is read to them
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| Writing: Handwriting | * Sit correctly at table, holding pencil comfortably and correctly
* Begin to form lower-case letters in the correct direction, starting and finishing in the right place
* Form capital letters and digits 0-9
* Understand which letters belong to which handwriting families and practise these
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| Writing: Punctuation and Grammar | **Sentence Structure*** How words can combine to make sentences
* Joining words and joining sentences using and

**Text Structure*** Sequencing sentences to form short narratives

**Punctuation*** Separation of words with spaces
* Introduction of capital letters, full stops, question marks and exclamation marks to demarcate sentences.
* Capital letters for names and the personal pronoun I
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| Writing: Composition | * Say out loud what they are going to write about
* Compose a sentence orally before writing
* Sequence sentences to form short narratives
* Re-read what they have written to check that it makes sense
* Discuss what they have written with the teacher or other pupils
* Read aloud their writing clearly enough to be heard by their peers and the teacher
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| Writing: Spelling | * Spell words containing each of the 40+ phonemes already tonight
* Spell common exception words
* Spell days of the week
* Name the letters of the alphabet
* Add prefixes and suffixes: -s or –es

 Un- -ing, -ed, -er and –est* Write from memory simple sentences dictated by the teacher that included words using the GPCs and common exception words taught so far
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