

ENGLISH KEY LEARNING INDICATORS
YEAR 1
SUPPORTING MATERIALS

YEAR 1	TRANSCRIPTION		
	Key Learning Indicator	What the child will be able to do	Supporting Documents
	Key Learning Indicator	What the child will be able to do	
	Writing can be read without mediation	- Words demarcated with a space between them - Capital letters used at the beginning of sentences - Writing shows clear difference of ascenders and descenders	http://debbiehepplewhitehandwriting.com/free_resources.html Handwriting CPD on DEMAT CPD website NB only print in Y1 – no lead ins or outs
	All letters formed as per school script	- Form lower-case letters in the correct direction, starting and finishing in the right place	
	WORD STRUCTURE		
	Key Learning Indicator	What the child will be able to do	
	Spell all the Y1 words listed as common exception words in NC English Appendix1: Spelling.	- Spell words correctly - Identify the number of syllables in each word (if applicable) - Say and write the sounds in each syllable - Say and write the sounds in each word - Choose correct spellings of each sound to spell the word - Describe the spelling pattern (if applicable) - Identify words which have the same sounds same spelling - Identify words which have same sound different spelling	Spelling Appendix from NC Days of the week School's Sounds Write scope and sequence for list of 'same sound same spelling' and 'same sound different spellings' taught.
	Apply learned code when attempting to spell new words	- Make phonetically plausible attempts to spell unfamiliar words - Segment words into sounds - Blend the sounds together - Manipulate sounds to create new words	e.g. Sounds Write planning NB as much as possible, use SW script, 'In this word it's spelt' and show the letters for the sound-spelling correspondence.

SENTENCE STRUCTURE

STRUCTURE AND GRAMMAR

YEAR 1	Key Learning Indicator	What the child will be able to do	Supporting Documents
	Identify simple sentences – subject, verb, object	- Explain that a simple sentence must have a subject and a verb - Explain that a simple sentence must be a complete thought - Explain why a sentence is a simple sentence - Read simple sentences - Find simple sentences - Explain what the subject of a sentence is - Explain what a verb is - Explain what the object of a sentence is - Find examples of different subjects in sentences and say how they know they are subjects - Find examples of different verbs in sentences and say how they know they are verbs - Find examples of different objects in sentences and say how they know they are objects - Separate simple sentences from non-simple sentences (e.g. phrases, other strings of words)	See subject knowledge pack Section one: sentences
	Write simple sentences	- Write simple sentences which have a subject, a verb and an object - Begin sentences with a capital letter - End sentences with an appropriate stop mark	See subject knowledge pack Section one: sentences
	Maintain a consistent tense in a whole piece of writing	- Use past tense verbs when appropriate and keep all verbs past - Use present tense verbs when appropriate and keep all verbs present - Explain that only verbs can have different tenses - Explain difference between past and present tense - Explain why their writing is in past or present tense	See subject knowledge pack Section two: tenses
	Identify regular singular and plural nouns	- Explain what a noun is - Explain what singular means - Explain what plural means - Know that nouns can be singular and plural - Know that not all plural nouns end with an – s / es only. Use syllables to work out which should be s / es s	See subject knowledge pack Section three: word class

Identify coordinating conjunctions: and, but, so	- Know that not all sentences are simple - Identify the conjunction <i>and</i> and explain it is linking two main clauses - Identify the conjunction <i>but</i> and explain it is linking two main clauses - Identify the conjunction <i>so</i> and explain it is linking two main clauses - Know that a comma is needed when joining two main clauses when the second clause contains a subject	See subject knowledge pack Section three: word class NB the key point is that pupils can recognise the conjunctions and, but, so are being used as conjunctions to join two independent main clauses (simple sentences)
Identify compound sentences	- Identify when a sentence is simple - Identify when a sentence is not simple - Identify the subject and verb in both clauses - Know that the clauses are joined together with a conjunction	See subject knowledge pack Section one: sentences
TYPES OF SENTENCES		
Key Learning Indicator	What the child will be able to do	Supporting Documents
Identify statements	- Explain what a statement is - Read statements - Separate statements from non-statements (e.g. questions) - Explain why a statement is not a question	See subject knowledge pack Section one: sentences
Write statements	- Write statements which have a subject, a verb and an object - Change questions into statements	See subject knowledge pack Section one: sentences
Identify questions	- Explain what a question is - Describe how questions are punctuated - Explain why an author used a question - Separate questions from non-questions (e.g. statements) - Explain why a questions is not a statement	See subject knowledge pack Section one: sentences
Write questions accurately	- Write questions in a grammatically accurate way - End questions with an appropriate-sized question mark - Change statements into questions - Write a possible question based on a given answer - Use a question as a way to interest a reader in fiction - Use a question as a way to interest a reader in non-fiction	See subject knowledge pack Section one: sentences Section two: punctuation

PUNCTUATION

	Key Learning Indicator	What the child will be able to do	Supporting Documents
	Write sentences that open with a capital letter and close with a full-stop or a question mark	- Punctuate all sentences with a capital letter and a full stop or a question mark - Explain what the capital letter at the beginning of a sentence is for - Explain what a stop mark is - Explain why a full stop is used - Explain why a question mark is used	See subject knowledge pack Section one: sentences
	Use a capital letter for names and for the personal pronoun I	- Use a capital letter for the names of people - Use a capital letter for the days of the week - Use a capital letter for the months of the year - Use a capital letter for the names of places - Use a capital I for the pronoun I and not a lower case i	See subject knowledge pack Section one: sentences
	Identify where apostrophes have been used for contractions	- Identify a contraction in a text - Explain that the apostrophe has been used to contract two words	See subject knowledge pack Section one: sentences Section two: punctuation

ORACY

YEAR 1	Key Learning Indicator	What the child will be able to do	Supporting Documents
	Read own sentences out loud in a presentation voice	- Read own work out in a confident and clear voice - Pause appropriately at full stops - Change voice to indicate feelings - Change voice to indicate a question - Explain reasons for changes in voice	
	Learn and retell a short story	- Retell the story in a confident and clear voice - Change voice to indicate a change in mood - Change voice to indicate a character - Explain reasons for changes in voice	
	Learn and recite a short classic poem	- Retell the poem in a confident and clear voice - Understand the meter of the poem - Deliver poem with correct rhythm - Identify which words are rhyming words (if appropriate to chosen poem)	

TEXT STRUCTURE

FICTION

Key Learning Indicator	What the child will be able to do	Supporting Documents
Identify and discuss the opening, problem and resolution in a story in any story read and studied	- Say where the story begins - Say what the problem is in the story - Explain how the problem is overcome	See subject knowledge pack Section five: literary elements
Write stories which have a clear opening, problem and resolution	- Structure stories in three clear parts - sentences not paragraphs - Write at least one sentence which opens the story - Write at least one sentence that explains the problem - Write at least one sentence that shows how the problem is overcome	See subject knowledge pack Section five: literary elements
Identify the plot point in any story studied and written	- Identify the main points in a story	See subject knowledge pack Section five: literary elements

NON-FICTION

Key Learning Indicator	What the child will be able to do	Supporting Documents
Identify the opening, elaboration points and conclusion in non-fiction texts	- Say what the non-fiction text is about - Explain how the introduction tries to make the reader read on - Say what extra details or information the text gives - Explain the information the reader is to learn from the text	
Write non-fiction texts which have a clear introduction, an elaborated point, and conclusion	- Structure non-fiction texts in three clear parts - sentences not paragraphs - Explain the information the reader needs - Write at least one sentence which introduces the topic - Write at least one sentence which elaborates - Write at least one sentence to conclude	
Know and write the main features of instructions	- Identify and write commands - Identify and write the imperative form of the verb - Identify and write adverbials of time to show the order - Identify and write numbers to show the order	

YEAR 1	COMPOSITION		
	ANALYSIS		
	Key Learning Indicator	What the child will be able to do	Supporting Documents
	Explain and identify: protagonist antagonist narrative perspective plot type	<i>Plot outline</i> – The main events of the story <i>Narrative viewpoint</i> – 1 st , 2 nd or 3 rd person <i>Setting</i> – Where the story is set <i>Characters</i> – the main characters (protagonist and antagonist) <i>Dilemma</i> – a difficult choice between two equally weighted elements <i>Similar stories</i> – stories with a similar storyline, similar characters, similar moral/lesson	See subject knowledge pack Section five: literary elements
	LANGUAGE DEVICES		
	Key Learning Indicator	What the child will be able to do	Supporting Documents
	Identify and articulate adjectives and their purpose	- Explain that an adjective describes a noun - Explain that an adjective gives the reader a more detailed description - Find adjectives in texts - Articulate which noun the adjective describes - Articulate why the author chose that adjective	See subject knowledge pack Section six: literary techniques
	Use literal adjectives to describe nouns	- Include adjectives in simple sentences - Explain why a particular adjective was chosen - Explain what that adjective means	See subject knowledge pack Section three: word class
	VOCABULARY		
	Key Learning Indicator	What the child will be able to do	Supporting Documents
	Identify and use a synonym and antonym for, big, small, hot, cold, happy and sad	- Explain that a synonym is another word with a similar meaning - Explain that an antonym is a word with an opposite meaning - Explain the meaning of one other synonym and antonym for each word - Discuss the different effect of the synonym and antonym - Use synonyms and antonyms in own writing - Explain vocabulary choice	