

YEAR 1 READING PROGRESSION

• Teacher Assessment Framework • National Curriculum

Baseline		October Half term	End of Autumn Term		End of Spring Half Term		End of Year		
- Knows Set 2 special friends: ar, or, air, ir, ou, oy - Can read words with ay, ee, igh, ow, oo, oo sounds - Read aloud books that are consistent with their phonic knowledge, without guessing words. - Accurately recall key events from their reading. - Read all EYFS common exception words including; - me go - all like - we be - she was - they do is (red words from purple / pink) Children read and understand simple sentences. They use phonic knowledge to decode regular words and read them aloud accurately. They also read some common irregular words. They demonstrate some understanding when talking with others about what they have read.		Word reading - Read all reception common exception words and want and what. - say sounds for 40+ graphemes, including one grapheme for each of the 40+ phonemes - Begin to be able to read Set 2 sounds within words Comprehension - participate in discussion about what is read to them, taking turns and listening to what others say - Recall events from their reading (in discussion with the teacher) - Predict what will happen next (discussion lead by an adult) - link what they read or hear read to their own experiences with encouragement	Word reading - read accurately by blending the sounds in words with up to five known graphemes - read some Year One common exception words - read aloud books that are consistent with their phonic knowledge, without guessing words Comprehension - become very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics - Talk about events in the story that they have heard or read and link them to their own experiences - recognise and join in with predictable phrases when listening to familiar stories or rhymes - retell some of the story that they have heard or read - explain their understanding of familiar stories or rhymes which are read to them		Word reading - respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes - apply phonic knowledge and skills as the route to decode words - read many Year One CEWs - read words of more than one syllable that contain taught GPCs Comprehension - listen to and discuss a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently - learn to appreciate rhymes and poems, reciting some by heart - discussing the significance of the title and events - begin to make predictions based on what they have read - answer questions on what they have read, beginning to make inferences - check that the text makes sense to them and correcting inaccurate reading - retell what they have heard / read		Word reading - read accurately by blending sounds in unfamiliar words containing GPCs that have been taught - read accurately some words of two or more syllables that contain the same GPCs - read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word - read words containing taught GPCs and -s, -es, -ing, -ed, -er and -est endings - read words with contractions (e.g., I'm, I'll, we'll), and understand the apostrophe represents the omitted letter(s) - 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 Comprehension - discussing word meanings, linking new meanings to those already known - understand both the books they can already read accurately and fluently and those they listen to by drawing on what they already know or on background information and vocabulary provided by the teacher - making inferences on the basis of what is being said / done - predict what might happen on the basis of what has been read so far - explain clearly their understanding of what is read to them. - In books they read themselves, answer questions and make inferences on the basis of what is said and done - Make plausible predictions of what might happen on the basis of what has been read so far		
Purple	Pink	Pink	Orange	Orange	Yellow	Yellow	Blue	Blue	Grey

YEAR 1 WRITING PROGRESSION

• Teacher Assessment Framework • National Curriculum

Baseline	October Half term	End of Autumn Term	End of Spring Half Term	End of Year
- Letters are beginning to be uniform in size - After discussion with the teacher, the pupil can write a few linking sentences - The pupil can segment and spell cvc, ccvc and cvcc words - Spaces are used between words much of the time - Can form some capital letters correctly - Can spell all the 'red' common exception words including: - you - he - be - she ELG Children use their phonic knowledge to write words in ways which match their spoken sounds. They also write some irregular common words. They write simple sentences which can be read by themselves and others. Some words are spelt correctly and others are phonetically plausible.	Transcription - spell 9 common exception words – (Autumn One tracking sheet) - use Fred fingers to segment for spelling words with Set One and Two graphemes with increasing accuracy. - write from memory simple sentences dictated by the teacher. Handwriting - pupils should be taught to sit correctly at a table, holding a pencil comfortably and correctly Composition - write down a sentence which they have rehearsed Vocabulary, grammar and punctuation - begin to show awareness of the use of capital letters and full stops in their writing - Begin to leave spaces between words - Join words using 'and'	Transcription - Spell 18 common exception words - write the 40+ graphemes on hearing the corresponding phonemes - spell words by representing the phonemes with graphemes, including words with consonant clusters and simple digraphs - add suffixes –s - begin to use –ing and –ed where no change of root word is needed - use letter names to distinguish between alternative spellings of the same sound Handwriting - Form all capital letters correctly - Form digits 0-9 - Form lower-case letters in the correct direction, starting and finishing in the right place - Sit letters on the line Composition - compose a sentence orally before writing it - be able to read to someone what they have written Vocabulary, grammar and punctuation - punctuate some sentences independently with capital letters and full stops - Write extended sentences joining clause with 'and' - beginning to punctuate sentences using a question mark	Transcription - Spell 36 common exception words (Autumn and Spring tracking sheet) - Accurately spell words containing Set 2 sounds and begin to spell words containing Set 3 graphemes - Phonic attempts for spelling are plausible. - Use capital letters for nouns within simple sentences. - Spell the days of the week accurately - write from memory sentences dictated by the teacher that include words using the GPCs and common exception words taught so far. Handwriting - ascenders and descenders are sat correctly on or above the line, using line guides where necessary - understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and to practise these. - use spacing between words Composition - sequence sentences to form short narratives - read aloud their writing clearly enough to be heard by their peers and the teacher Vocabulary, grammar and punctuation - punctuate most sentences with capital letters, full stops and question marks - begin to use exclamation marks - Write extended sentences with joining clause 'and' and 'because' independently	Transcription - Spell words containing each of the 40+ phonemes already taught - Spell common exception words (40/45) and days of the week - name the letters of the alphabet in order - Use the spelling rule for adding –s or –es as the plural marker for nouns and the third person singular marker for verb - Use the prefix un– - Use –ing, –ed, –er and –est where no change is needed in the spelling of root words [for example, helping, helped, helper, eating, quicker, quickest] - apply simple spelling rules and guidance, (Appendix 1) Handwriting - form capital letters of the correct orientation and size - form upper and lower case letters of the correct size, using ascenders and descenders. Composition - write sequenced sentences to form short narratives with joining clauses (and / because) - write sentences by saying out loud what they are going to write about - re-read what they have written to check that it makes sense, beginning to make corrections/revisions where needed - discuss what they have written with the teacher / pupils - begin to write effectively and coherently for different purposes, developing an awareness of the audience - begin to select and use interesting vocabulary, using expanded noun phrases Vocabulary, grammar and punctuation - Leave spaces between words - join words and joining clauses using and, because, but - punctuate sentences using a capital letter and a full stop - punctuate sentences using a question mark or exclamation mark with increasing confidence - use a capital letter for names of people, places, the days of the week, and the personal pronoun 'I' - use the past and present tense correctly in speech and begin to incorporate this in their writing