



Barnett Wood Infant School

Progression of Skills in English



Year 1

Autumn Term

| SPEAKING & LISTENING | READING | WRITING |
|--|---|--|
| <p>I give simple opinions about books, stories and poems.</p> <p>I can recall information from non-fiction texts e.g. by saying something that I found out.</p> <p>I can verbally re-tell familiar stories e.g. fairy stories and traditional tales using props and pictures.</p> <p>When prompted through questioning, I can relate texts to my own experiences e.g. 'Have you ever been to the beach?'</p> <p>I can make simple predictions based on what has been read so far.</p> <p>I can verbally retell a story.</p> <p>I can orally use simple coordinating conjunctions (e.g. and).</p> | <p>Word reading:</p> <p>I can read aloud accurately books that are consistent with my developing phonic knowledge.</p> <p>I am developing fluency, accuracy and confidence whilst re-reading familiar texts.</p> <p>I can apply phonic knowledge and skills as the route to decode words.</p> <p>I can read some Y1 common exception words, noting tricky parts.</p> <p>I can read words with common inflections e.g. -s, -es, endings.</p> <p>I can respond with the correct sound to graphemes for the 44 phonemes.</p> <p>I recognise and use the different ways of pronouncing the same grapheme e.g. ea in bread and seat; o in post and slot; a in hat and was; ow in snow and cow.</p> <p>I can read accurately by blending sounds in unfamiliar words.</p> <p>I can split two-syllable words into the separate syllables to support blending for reading e.g. jumping, pocket, longer, boxes.</p> <p>I can read the contraction 'I'm'.</p> <p>I recognise when a text does not make sense when reading.</p> <p>Reading Comprehension Skills:</p> <p>I can discuss key vocabulary, linking meanings of new words to those already known e.g. cool has a similar meaning to cold.</p> <p>I demonstrate understanding of texts by answering questions related to Who? What? Where? And When?</p> | <p>Spelling:</p> <p>I can make phonetically plausible attempts at writing longer words using dominant phonemes and common grapheme representations.</p> <p>I can recall letters of the alphabet and related common phonemes.</p> <p>I can spell words with simple phoneme/grapheme correspondence accurately (e.g. cat, dog, red)</p> <p>I can write some words using common digraphs and trigraphs correctly, e.g. b-oa-t, sh-ee-p; l-igh-t</p> <p>I can write words with consonant digraphs, e.g. ship, fish, chips, much, thin, this, ring</p> <p>I can write words ending 'ff', 'll', 'ss', 'zz', 'ck' off, bell, kiss, buzz, back</p> <p>I can use adjacent consonants e.g. flat, step, sand, help, grand, crept</p> <p>I can write words ending 'nk' bank, pink, think, honk, chunk</p> <p>I can write words of more than one syllable pocket, rabbit, thunder, panda, picnic</p> <p>I can write words with 'tch', e.g. catch, fetch, kitchen, notch, hutch</p> <p>I can write words with the /v/ sound at the end, e.g. have, live, give</p> <p>I can write common exception words: the, a, do, to, of, said, I, you</p> <p>Writing:</p> <p>Sentence structure -</p> <p>I can use finger spaces.</p> <p>I can use capital letters.</p> <p>I can use full stops.</p> |

| | | |
|--|--|--|
| | I can identify the main characters in stories. | <p>I can describe a setting. I can describe a character. I can write part of a story. I can sequence a story. I can retell a story. I can use adjectives to describe. I can form a sentence correctly. I can plan a story. I can write a story. I can write a letter. I understand the structure of a letter. I can listen to and learn a letter. I can plan a letter. I can use conjunctions to extend sentences. I understand the features of information texts. I know the difference between fact and fiction. I can ask questions. I can write questions. I can research information. I can plan an information text. I can write an information text. Grammar: I am beginning to use the term 'sentence' appropriately. I know how words can combine to make sentences. I can write simple sentences. I am beginning to use question marks appropriately.</p> |
|--|--|--|

Spring Term

| SPEAKING & LISTENING | READING | WRITING |
|---|--|---|
| <p>I can give opinions, and when prompted give simple reasons. I can identify and describe main characters in stories using simple words and phrases. I can recall specific information from non-fiction texts e.g.by saying something that I found out. I can orally re-tell familiar stories e.g. fairy stories and traditional tales. I can identify and discuss main events in the story. I can relate texts to my own experiences by drawing on background knowledge.</p> | <p>Word reading: I can read aloud with accuracy books that are consistent with my developing phonic knowledge I am developing fluency and confidence whilst re-reading familiar texts. I can apply my phonic knowledge and skills as the route to decode words. I am reading a growing number of Y1 common exception words, noting tricky parts. I can read words with common inflections e.g. -s, -es, -ing, -ed, endings. I can respond speedily with the correct sound to graphemes for the 44 phonemes.</p> | <p>Spelling: I can spell words containing the following phonemes, split digraphs, digraphs and trigraphs: ai, ay, a-e, oi, oy, e-e, i- e, o-e, u-e, ar, ee, ea(/ee/), ea (/e/) er, ir, ur, oo, oa, oe, ou, ow (/ou/), ow (/oa/), ue, ew, ie (/igh/),ie (/ee/),igh or,ore,aw,au,air,ear,ear (/air/),are (/air/) Writing: I can write a character description. I can retell part of a story. I can reinvent a story. I can sequence a story. I can retell a story.</p> |

I can answer 'why' questions requiring basic inference on what is said and done e.g. Why do you think he said...? Why do you think he did that? I think he did that because...
I can discuss the title and predict what the story might be about.

I can recognise and use the different ways of pronouncing the same grapheme e.g. i in fin and mind; er in farmer and her; g in giant and grand; ear in pearl and hearing.
I can read accurately by blending sounds in unfamiliar words.
I can split two-syllable words, including compound words, into the separate syllables to support blending for reading e.g. picnic, sticker, dinner, haircut, something etc.
I can read words with contractions e.g. I'm, I'll, we'll
I can read more challenging texts using phonics and common exception word recognition.
I can check that texts make sense while reading and, with prompting can correct.
Comprehension skills:
I can discuss key vocabulary, linking meanings of new words to those already known e.g. load means to put things on a train so unload means...
I demonstrate an understanding of texts by answering questions related to 5 W's; Who? What? Where? When? Why? And also How?
I can identify and describe main characters in stories using simple words and phrases.
I can locate parts of the text by naming or labelling e.g. titles, contents page and labelled diagrams.
I can recall specific information from non-fiction texts e.g. by saying something that I found out.
I can orally re-tell familiar stories e.g. fairy stories and traditional tales.
I can identify and discuss main events in the story and begin to sequence using prompts e.g. pictures, objects or questions.
I can relate texts to my own experiences by drawing on background knowledge.
I can answer 'why' questions requiring basic inference on what is said and done e.g. Why do you think he said...? Why do you think he did that? I think he did that because...
I can discuss the title and predict what the story might be about.

I can form a sentence correctly.
I can use adjectives to describe.
I can use conjunctions to extend sentences.
I can plan a story.
I can write a poem.
I understand a range of different poetry formats.
I understand the structure of different poems.
I can learn a poem.
I can create rhyming patterns.
I can plan a poem.
I can write an existing recount.
I can write my own recount.
I know what a recount is.
I can use past tense verbs (e.g. adding 'ed').
I can use time adverbials: first, second, then
I can use conjunctions to extend sentences.
I can use adjectives to describe.
Grammar:
I know about regular plural noun suffixes -s or -es [for example, dog, dogs; wish, wishes], including the effects of these suffixes on the meaning of the noun
I know about the separation of words with spaces.
I can use simple coordinating conjunctions (and, but).
I am beginning to write questions using question marks.
I can sequence sentences to form short narratives.
I can use capital letters for names, places and for the personal pronoun 'I'.
I can use capital letters for days of the week.
I can write a sentence that includes an adjective.

Summer Term

SPEAKING & LISTENING

I can identify, describe and discuss main characters in stories.

I can give opinions and support with reasons e.g. I like the Little Red Hen because...

I can identify, discuss and sequence main events in stories.

I can answer 'why' questions requiring basic inference on what has been said and done in the text e.g. Why do you think he said...? Why do you think he did that? I think he did that because...

I can make predictions based on the title and what has been read so far and begin to give reasons when asked e.g. I think.... Because

READING

Word Reading:

I can read aloud with accuracy books that are consistent with my developing phonic knowledge.

I am developing fluency and confidence whilst re-reading familiar texts.

I can apply my phonic knowledge and skills to decode words until automatic decoding has become embedded and reading is fluent.

I can read all of the Y1 common exception words, noting tricky parts.

I can read words with common inflections e.g. -s, -es, -ing, -ed, -er and -est endings.

I can respond speedily with the correct sound to graphemes for the 44 phonemes.

I recognise and use the different ways of pronouncing the same grapheme e.g. c in ice and cream; ch in chef, school and church; ou in could, found, you and shoulder.

I can tackle unfamiliar words by blending long vowel phonemes, recognising and using them in longer and more complex words.

I can split two and three-syllable words, into the separate syllables to support blending for reading e.g. farmyard, playground, September, Saturday, animal.

I can read words with contractions e.g. 'I'm', 'I'll', 'we'll' and understand that the apostrophe represents the omitted letter(s).

I can read more challenging texts using phonics and common exception word recognition.

I check that texts make sense while reading and self-correct.

Reading Comprehension skills:

I can discuss key vocabulary, linking meanings of new words to those already known e.g. furious means the same as very angry.

I demonstrate understanding of fiction and non-fiction texts by asking and answering questions related to Who? What? Where? When? Why? And How?

WRITING

Spelling:

I can spell pseudo words using phonics e.g. strom.

I can add 's' and 'es' to words (plural of nouns and the third person singular of verbs) cats, dogs, spends, rocks, thanks, catches

I can add the endings -ing, -ed and -er to verbs where no change is needed to the root word hunting, hunted, I can add -er and -est to adjectives where no change is needed to the root word e.g. grander, grandest

I know about words ending -y (/ee/ or /i/ depending on accent).

I can add the prefix -un unhappy, undo, unload, unfair, unlock

I know about compound words. e.g. football, laptop, playground, farmyard, bedroom, blackberry

I know about the spellings 'ph' and 'wh', e.g. dolphin, alphabet, phonics, elephant when, where, which, wheel, whisk

I can use k for the /k/ sound Kent, sketch, skeleton, kit, skip, husky

Writing:

I can describe a setting.

I can describe a character.

I can write a fairy tale or traditional tale.

I can sequence and retell a story.

I can form a sentence correctly.

I can use story language, e.g. once upon a time

I can retell a story.

I can use adjectives to describe.

I can use conjunctions to extend sentences.

I can plan a story.

I can write a story.

I understand how non-fiction texts and information texts are organised, including facts.

I can use conjunctions to extend sentences.

I can plan an information text.

I can write an information text.

I can write an existing recount.

| | | |
|--|---|--|
| | <p>I can identify, describe and discuss main characters in stories.</p> <p>I can give opinions and support with reasons e.g. I like the Little Red Hen because...</p> <p>I can locate parts of the text that give particular information (titles, content page and labelled diagram. For example, which part of the book will help me find information on...?</p> <p>I can use parts of a text to find specific information e.g. titles, contents page and labelled diagram.</p> <p>I can identify, discuss and sequence main events in stories using prompts e.g. pictures, objects or questions.</p> <p>I can answer 'why' questions requiring basic inference on what has been said and done in the text e.g. Why do you think he said...? Why do you think he did that? I think he did that because...</p> <p>I can make predictions based on the title and what has been read so far and begin to give reasons when asked e.g. I think.... Because</p> | <p>I can write my own recount.</p> <p>I know what a recount is.</p> <p>I can form a sentence correctly.</p> <p>I can use past tense verbs.</p> <p>I can use time adverbials: first, second, then.</p> <p>I can use a wider range of conjunctions to extend sentences.</p> <p>I can use more detailed adjectives to describe.</p> <p>I can write a set of instructions.</p> <p>I understand the features of instructions.</p> <p>I can use a wider range of conjunctions to extend sentences.</p> <p>I can use imperative verbs (e.g. jump, mix, walk, run).</p> <p>I can plan a set of instructions.</p> <p>I can write a set of instructions.</p> <p>Grammar:</p> <p>I can add suffixes to verbs where no change is needed in the spelling of root words (e.g. helping, helped, helper).</p> <p>I am beginning to use exclamation marks.</p> <p>I can use capital letters, full stops, question marks and exclamation marks to demarcate sentences.</p> <p>I know how the prefix un- changes the meaning of verbs and adjectives [negation, for example, unkind, or undoing: untie the boat].</p> |
|--|---|--|