

ST FRANCIS XAVIER CATHOLIC PRIMARY SCHOOL
Progression Map for English: Year 1 UPDATED 2019

WORD READING To read words accurately	COMPREHENSION To understand texts	TRANSCRIPTION To spell correctly	HANDWRITING To present neatly*	COMPOSITION <small>1) To write with purpose; 2) use imaginative description; 3) organise writing; appropriately; 4) use paragraphs; 5) use sentences appropriately</small>	VOCABULARY, GRAMMAR AND PUNCTUATION
<p>The pupils should be taught to:</p> <ul style="list-style-type: none"> • apply phonic knowledge and skills as the route to decode words. • respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes. • read accurately by blending sounds in unfamiliar words containing GPCs that have been taught. • 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, –s, –ing, –ed, –er and –est endings • read other words of more than one syllable that contain taught GPCs • read words with contractions [for example, I’m, I’ll, we’ll], and understand that 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 in word reading. 	<p>Develop pleasure in reading, motivation to read, vocabulary and understanding by:</p> <ul style="list-style-type: none"> • Listening to and discussing a wide range of poems, stories and nonfiction at a level beyond that at which they can read independently. • Being encouraged to link what they read or hear read to their own experiences. • Becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics. • recognising and joining in with predictable phrases • Learning to appreciate rhymes and poems, and to recite some by heart discussing word meanings, linking new meanings to those already known. <p>understand both the books they can already read accurately and fluently and those they listen to by:</p> <ul style="list-style-type: none"> • 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 inferences 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 their understanding of what is read to them. 	<p>Spell:</p> <ul style="list-style-type: none"> • words containing each of the 40+ phonemes already taught; • common exception words; • the days of the week. <p>name the letters of the alphabet:</p> <ul style="list-style-type: none"> • naming the letters of the alphabet in order; • using letter names to distinguish between alternative spellings of the same sound. <p>add prefixes and suffixes:</p> <ul style="list-style-type: none"> • using the spelling rule for adding –s or –es as the plural marker for nouns and the third person singular marker for verbs; • using the prefix un– • using –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, as listed in English Appendix 1. • write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far. 	<ul style="list-style-type: none"> • sit correctly at a table, holding a pencil comfortably and correctly. • begin to form lower-case letters in the correct direction, starting and finishing in the right place. • form capital letters • form digits 0-9 • understand which letters belong to which handwriting ‘families’ (i.e. letters that are formed in similar ways) and to practise these. 	<p>Write sentences by:</p> <ul style="list-style-type: none"> • saying out loud what they are going to write about • composing a sentence orally before writing it • sequencing sentences to form short narratives • re-reading 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. 	<p>Develop their understanding of the concepts set out in English Appendix 2 by:</p> <p>WORD</p> <ul style="list-style-type: none"> • Regular plural noun suffixes –s or –es (<i>e.g., dog, dogs; wish, wishes</i>), including the effects of these suffixes on the meaning of the noun. • Suffixes that can be added to verbs where no change is needed in the spelling of root words (<i>e.g., helping, helped, helper</i>). • How the prefix un– changes the meaning of verbs and adjectives (negation, <i>e.g., unkind, or undoing, e.g., untie the boat</i>). <p>Sentence</p> <ul style="list-style-type: none"> • How words can combine to make sentences. • Joining words and joining clauses using ‘and’. <p>Text</p> <ul style="list-style-type: none"> • Sequencing sentences to form short narratives. (also in composition) <p>Punctuation</p> <ul style="list-style-type: none"> • Separation of words with spaces. • Introduction to capital letters, full stops, question marks and exclamation marks to demarcate sentences. • Using a capital letter for names of people, places, the days of the week, and the personal pronoun ‘I’. <p>Terminology for pupils</p> <ul style="list-style-type: none"> • Use the grammatical terminology in English Appendix 2 in discussing their writing: letter, capital letter; • word, singular, plural; • sentence; • punctuation, full stop, question mark, exclamation mark.