Year 1 English Progression & Intent

The breakdown of objectives outlined below indicates the expectation term by term in which learners will be secure with the related knowledge, skills and understanding to fully achieve end of year expectations. Objectives are planned to be taught across the year at relevant points (indicated and tracked via medium term planning and implemented in short term planning) and each term objectives that have been secured will continue to be consolidated. Therefore the grid below should not be viewed just as a breakdown of objectives to be taught in each term but rather our intent for learners to secure these objectives progressively, building towards the overall achievement of all year group objectives collectively by the end of the academic year thereby securing age related expectations.

	Autumn	Spring	Summer
Spoken Language	◊ Listen and respond appropriately to adults and their peers ◊ Ask relevant questions to extend their understanding and knowledge ◊ Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments ◊ Speak audibly & fluently with an increasing command of Standard English	◊ Use relevant strategies to build their vocabulary ◊ Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas ◊ Participate in discussions, presentations, performances, role play, improvisations & debates ◊ Gain, maintain and monitor the interest of the listener(s)	◊ Articulate and justify answers, arguments and opinions ◊ Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings ◊ Consider and evaluate different viewpoints, attending to and building on the contributions of others ◊ Select and use appropriate registers for effective communication
Reading			
Word Reading	◊ Apply phonic knowledge & skills as the route to decode words ◊ Read accurately by blending sounds in unfamiliar words containing GPCs that have been taught ◊ Read other words of more than one syllable that contain taught GPCs ◊ 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 books to build up their fluency and confidence in 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 ◊ Read words containing taught GPCs and –s, –es, –ing, –ed, –er and –est endings	◊ Read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word ◊ Read words with contractions [for example, I'm, I'll, we'll], and understand that the apostrophe represents the omitted letter(s)
Comprehension	◊ Develop pleasure in reading, motivation to read, vocabulary and understanding by: - listening to & 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 experiences - recognising & joining in with predictable phrases	◊ Develop pleasure in reading, motivation to read, vocabulary and understanding by: - becoming very familiar with key stories, fairy stories & traditional tales, retelling them & considering their particular characteristics - learning to appreciate rhymes & poems, & to recite some by heart - discussing word meanings, linking new meanings to those already known	◊ Demonstrate their understanding of what they have read by answering questions & recording their answers (e.g. multiple choice, find & copy, true & false) ◊ Begin to use vocabulary from the books they have read & those they have listened to in a variety of contexts (spoken & written)

	◊ Understand both the books they can already read accurately & fluently & those they listen to by: - drawing on what they already know or on background information & vocabulary provided by the teacher - checking that the text makes sense to them as they read and correcting inaccurate reading ◊ Participate in discussion about what is read to them, taking turns and listening to what others say	◊ Understand both the books they can already read accurately & fluently & those they listen to by: - 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 ◊ Explain clearly their understanding of what is read to them	
Writing			
Transcription: Spelling	◊ Name the letters of the alphabet: - naming the letters of the alphabet in order - using letter names to distinguish between alternative spellings of the same sound ◊ Apply simple spelling rules & guidance, as listed in English Appendix 1	◊ Spell: - words containing each of the 40+ phonemes already taught - some Y1 common exception words, as listed in English Appendix 1 - the days of the week ◊ Write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far	Spell: - all Y1 common exception words, as listed in English Appendix 1 Add prefixes & suffixes: - using the spelling rule for adding –s or –es as the plural marker for nouns & the third person singular marker for verbs - using the prefix un– - using –ing, –ed, –er & –est where no change is needed in the spelling of root words [for example, helping, helped, helper, eating, quicker, quickest]
Transcription: Handwriting	◊ Sit correctly at a table, holding a pencil comfortably & correctly ◊ Begin to form lower-case letters in the correct direction, starting & 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) & to practise these		
Composition	◊ Write sentences by: - saying out loud what they are going to write about - composing a sentence orally before writing it - re-reading what they have written to check that it makes sense ◊ Write simple narratives & recounts	◊ Write sentences by: - sequencing sentences to form short narratives ◊ Retell & adapt stories using story maps	◊ Write sentences in order to create short narratives & non-fiction texts ◊ Use some features of different text types (although these may not be consistent) ◊ 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
Vocabulary, Grammar & Punctuation	◊ Develop their understanding of the concepts set out in English Appendix 2 by: - leaving spaces between words	◊ Develop their understanding of the concepts set out in English Appendix 2 by:	◊ Use the grammatical terminology in English Appendix 2 in discussing their writing

	- beginning to punctuate sentences using a capital letter & a full stop - using a capital letter for names of people & the personal pronoun 'I'	- joining words & joining clauses using and - learning the grammar for year 1 in English Appendix 2 - using a capital letter for names of places & the days of the week	- beginning to punctuate sentences using a question mark or exclamation mark ◊ Use adjectives to describe