

Literacy in Year 1

Fulwell Infant School Academy

CONJUNCTIONS

Review Foundation Stage
Pupils should be taught to use:

Now
Soon
First
After that
One day/night
Suddenly
On Tuesday/Sunday etc.

PUNCTUATION

Review Foundation Stage
Pupils should be taught to use:

Capital letters for names and for the personal pronoun I
Capital letters at the beginning of sentences
Full stops
Question marks
Exclamation marks
Consistent separation of words with spaces (finger spaces)

TERMINOLOGY

Review Foundation Stage
Pupils should be taught to understand and discuss the terms:

Letter
Capital letter
Singular
Plural
Sentence
Punctuation
Full stop
Question mark
Exclamation mark
Joining word
Punctuation mark

HANDWRITING

Review Foundation Stage
Pupils should be taught to:

Sit correctly at a table, holding a pencil comfortably and correctly
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 practise these.
Use appropriate finger spacing in their writing
Position their writing appropriately on the page (i.e. writing sits on the line)
Always write from left to right and from top to bottom

TEXT CONSTRUCTION

Review Foundation Stage
Pupils should be taught to:

Sentence Level:

Write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far, in order to begin to develop stamina for writing

Join words and clauses using the conjunction 'and', as well as other conjunctions appropriate to Year 1 (See Conjunctions section)

Compose sentences orally and write them down, recognising sentence boundaries in spoken sentences

Begin to use imperative sentences in instructions (e.g. *Get a spoon and a bowl.*)

Begin to use some of the distinctive features of Standard English in their writing (e.g. replacing regional grammar structures or dialect words with their Standard English equivalents: *yeah* might be replaced with *yes*)

Text Level

Begin to write about more than one idea

Begin to group related ideas

Begin to use simple sentences to record their orally invented stories, supported by simple conjunction prompts (See Notes on Text Construction, section 1)

PLANNING, EVALUATING AND EDITING

Review Foundation Stage
Pupils should be taught to:

Planning:

Say out loud what they are going to write about in advance

Orally compose sentences and/or whole texts

Recognise the features of different forms of writing, e.g. instructions, information books, stories and poems

Evaluating:

Discuss their own writing with the teacher

Read own writing aloud, clearly enough to be heard by peers and the teacher

Use appropriate grammatical terminology in discussing writing (See Terminology)

Editing:

Re-read what they have written to check that it makes sense

Upon re-reading and discussing, understand that they can 'have another go' at writing a word or composing a sentence, based on their developing understanding of phonics

KPIs On-track for Expected Standard (EXS)

- Use predictable and repeated phrases in own writing drawn from reading and role-play
- Describe a character using simple adjectives
- Write sentences to match pictures, or sequences of pictures, illustrating an event
- Write simple instructions in order with some imperative verbs
- Write sentences sometimes demarcated accurately with full stops
- Begin to separate words with spaces
- Begin to use capital letters for the beginning of sentences and for names
- Use their phonic knowledge to write words in ways which match their spoken sounds, some being spelt correctly and others being phonetically plausible (sets 1, 2 and 3 of RWInc)
- Makes phonetically plausible attempts to spell words that have not been learnt
- Form many lower case letters in the correct direction, starting and finishing in the right place.

KPIs On-track for Greater Depth (GDS)

- Independently structure writing by ordering sequence of events with use of words like first, next, after, when.
- Join clauses by using the conjunction 'and'.
- Make careful choices of adjectives.
- Distinguish between a statement and a command
- Expand by including more instructional features e.g. numbered points

KPIs On-track for Expected Standard (EXS)

- Use traditional story language
- Structure story into three parts
- Describe a setting, something or someone with some appropriate adjectives
- Write in first person using capital letter for "I"
- Write sentences mostly demarcated by full stops and capital letters
- Experiment with exclamation marks
- Write in sequence using words to signal time e.g. first, next, then, after
- Maintain past tense
- Spell most common exception words taught so far
- Form most lower case letters in the correct direction, starting and finishing in the right place.
- Form lower-case letters of the correct size relative to one another in some of their writing

KPIs On-track for Greater Depth (GDS)

- Independently choose to expand ideas and sentences using "and"
- Independently choose to add detail using a variety of adjectives
- Independently choose to use and apply vocabulary gathered from reading.
- Consider the reader when making vocabulary choices
- Read own writing to check it makes sense
- Make simple edits and corrections to own writing after discussion with the teacher

KPIs Expected Standard (EXS)

- Write sentences by: sequencing sentences to form short narratives; and re-reading what has been written to check it makes sense.
- Structure writing using some features of the given form
- Write instructions with some expansion about something they know well including imperative verbs.
- Assemble information about a topic, describing different aspects of the subject.
- Use the conjunction "and"
- Use descriptive language with some use of comparative and superlative adjectives
- Spell words containing each of the 40+ phonemes taught
- Use simple past and present verbs mostly accurately
- Use capital letters, full stops and some exclamation marks and question marks to demarcate sentences
- Use spaces between words
- Form letters correctly and confidently with most letters accurate in shape and size including capital letters and digits
- Use features of standard English

KPIs Greater Depth (GDS)

- Independently simply structure own writing based on the given form and choose to use some patterns and language of familiar stories
- Always think about reader as they write, making precise choices
- Choose to expand ideas with simple conjunctions and descriptive language
- Consistently use the full range of punctuation taught by the end of Year 1 mostly accurately
- Add the suffixes -ing, -ed, -er to spell many words correctly
- Evaluate the impact of writing on the reader
- Articulate own success criteria

Year One	Term One	Term Two	Term Three
Reading Assessment Key Performance Indicators	KPIs On-track for Expected Standard (EXS) <ul style="list-style-type: none"> Read yellow banded books with 90% accuracy without overt sounding out. Automatic recognition of high frequency words taught so far. Use phase 2, phase 3 and phase 4 <u>phonics knowledge to read words in ways which match their spoken sounds</u>. Makes phonetically plausible attempts to read words that have not been learnt. Begin to divide words into syllables to read. Identify predictable and repeated phrases in reading and role-play. Read sentences taking account of simple punctuation e.g. full stops. Retrieve basic information about a character using pictures and simple language. Recall basic features of stories. Check that the text makes sense as they read e.g. self-correction. Discuss word meanings, linking new meanings to those already known. Read and follow simple instructions in order. 	KPIs On-track for Expected Standard (EXS) <ul style="list-style-type: none"> Read blue banded books with 90% accuracy. Automatic recognition of high frequency words taught so far. Read most multi-syllable words containing taught GPCs at Phase 5. Identify traditional story language and comment on its use. Identify key events and use to sequence. Retrieve basic information about setting, something or someone. Predict what might happen based on what has been read so far. Read taking account of wider punctuation such as exclamation marks. Automatically read most of the common exception words taught so far. Draw on existing vocabulary to speculate on the meaning of new words. Describe the difference between a story and a first-person recount. 	KPIs Expected Standard (EXS) <ul style="list-style-type: none"> Read orange banded books with 90% accuracy without overt sounding out. Read all the common suffixes and all the common exception words at Phase 5. Read phonically decodable two-syllable and three-syllable words. Read automatically all the words in the list of 100 high-frequency words. Identify the features of factual texts: instructions and reports, identify features of story texts. Identify and comment on descriptive language. Draw on their existing vocabulary to speculate on the meaning of new words and explain any links. Predict what might happen based on what has been read so far. Express personal responses, including likes and dislikes; give some reasons linked to own experiences.
	KPIs On-track for Greater Depth (GDS) <ul style="list-style-type: none"> Read blue banded books with 90% accuracy Recall key events using words like <i>first, next, after, when</i>. Read sentences using awareness of punctuation such as question marks and exclamation marks. Make simple connections between texts e.g. <i>"This is like a traditional tale because there's an evil witch/a bad wolf"</i>. Read common words with contractions and show some awareness of the use of the apostrophe to represent letters. Read most multi-syllable words containing taught GPCs at Phase 4. Show some inference at a basic level. Make suggestions about what will happen next in the story based on what has happened so far. 	KPIs On-track for Greater Depth (GDS) <ul style="list-style-type: none"> Read green banded books with 90% accuracy without overt sounding out. Begin to understand how written language can be structured in order. Independently comment on vocabulary gathered from reading. Reason about why authors choose specific words and phrases. Read own writing to check it makes sense. Independently read aloud phonetically decodable texts at an age-appropriate level (Phase 5). Identify basic similarities and differences between their own experiences and that of story characters. Express personal responses, including likes and dislikes; give some reasons linked to own experiences. 	KPIs Greater Depth (GDS) <ul style="list-style-type: none"> Read turquoise banded books with 90% accuracy without overt sounding out. Read fluently and accurately blending taught GPCs at Phase 5. Decode words, applying phonics knowledge independently and confidently when encountering a new word. Confidently and consistently read all multi-syllable words containing GPCs and Phase 5 Read all common exception words at and common suffixes and Phase 5. Consistently recall features of key stories, re-telling in order with detail and story language, identifying most features. Explain, describe and reason about patterns and language of familiar stories Explain the purpose of the punctuation in texts read. Make connections between texts. Begin to identify the effect on the reader.

End of Y1 Expectations Assessment Sheet - Writing

NAME: _____

Working Towards the Expected Standard		Piece 1	Piece 2	Piece 3	Piece 4	Piece 5	Piece 6
1.	I can use my own simple story ideas or retell a familiar story using short, simplistic sentences.						
2.	I can use adjectives that have been modelled.						
3.	I can use simple sentence structures (which may often be repetitive).						
4.	I can use capital letters for names, places, the days of the week and the personal pronoun 'I'.						
5.	I can use finger spaces between words.						
5.	I can use full stops to end sentences.						
6.	I can spell some words containing previously taught phonemes and GPCs accurately.						
7.	I can write lower case letters in the correct direction, starting and finishing in the right place.						
Working at the Expected Standard		Piece	Piece	Piece	Piece	Piece	Piece

End of Y1 Expectations Assessment Sheet - Microsoft Word

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Table Tools: Design, Layout

Styles: Normal, No Spacing, Table, Heading 1

	direction, starting and finishing in the right place.							
	Working at the Expected Standard	Piece 1	Piece 2	Piece 3	Piece 4	Piece 5	Piece 6	Achieved Evidenced
1.	I can write sentences in order to create short narratives and non-fiction texts.							
2.	I can reread their writing to check that it makes sense and make suggested changes.							
3.	I can use adjectives to describe.							
4.	I can use simple sentence structures.							
5.	I can use the joining word (conjunction) 'and' to link ideas and sentences.							
6.	I can use capital letters for names, places, the days of the week and the personal pronoun 'I'.							
7.	I can use finger spaces between words.							
8.	I can use full stops to end sentences.							
9.	I can spell most words containing previously taught phonemes and GPCs accurately.							
10.	I can spell most Y1 common exception words and days of the week accurately (from English Appendix 1).							
11.	I can write lower case and capital letters in the correct direction, starting and finishing in the right place.							
12.	I can write lower case and capital letters in the correct direction, starting and finishing in the right place with a good level of consistency.							
13.	I can spell most words containing previously taught phonemes and GPCs accurately.							

End of Y1 Expectations Assessment Sheet - Microsoft Word

Table Tools

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Paragraph

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Styles

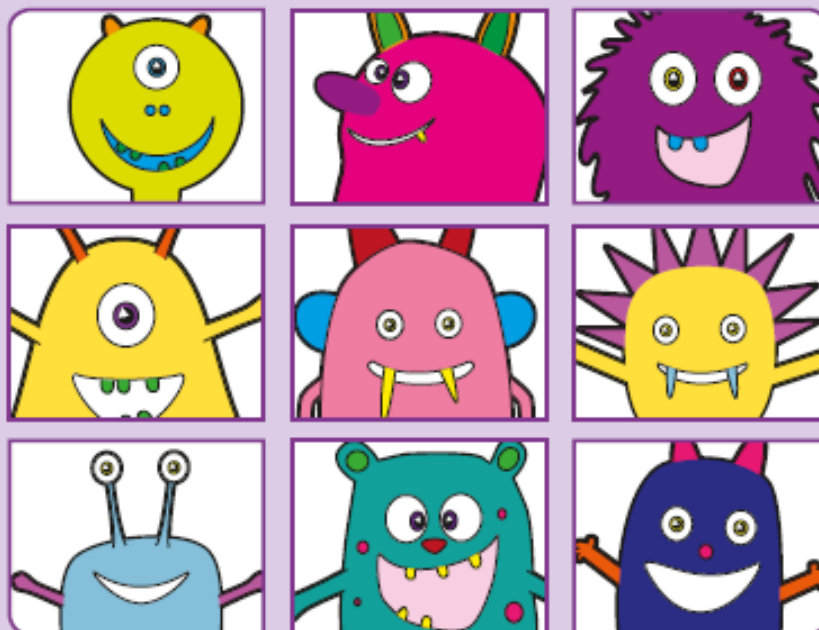
Working at the Greater Depth		Piece 1	Piece 2	Piece 3	Piece 4	Piece 5	Piece 6	Achieved Evidenced
1.	I can write sentences in order to create short narratives and non-fiction texts that are consistent in their features and purpose.							
2.	I can use a number of features of different text types and make appropriate topic/ subject matter vocabulary choices.							
3.	I can reread their writing to check that it makes sense and independently make changes.							
4.	I can use adjectives to describe (sometimes ambitious beyond the year group).							
5.	I can use simple and compound sentence structures.							
6.	I can use the joining word (conjunction) 'and' to link ideas and sentences.							
7.	I can question marks.							
8.	I can exclamation marks.							
9.	I can spell all words containing previously taught phonemes and GPCs accurately.							
10.	I can spell all Y1 common exception words and days of the week accurately (from English Appendix 1).							
11.	I can use -s and -es to form regular plurals correctly.							
12.	I can use the prefix 'un'.							
13.	I can add the suffixes -ing, -ed, -er and -est to root words.							
14.	I can spell simple compound words.							
15.	I can write lower case and capital letters in the correct direction, starting and finishing in the right place with a good level of consistency.							

2017 national curriculum assessments

Key stage 1

Phonics screening check

Pupils' materials



chum

kick

reef

short

model

person

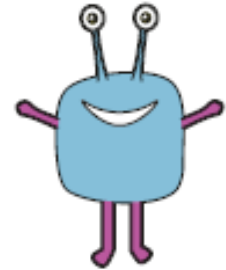
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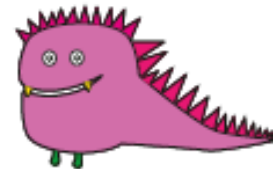
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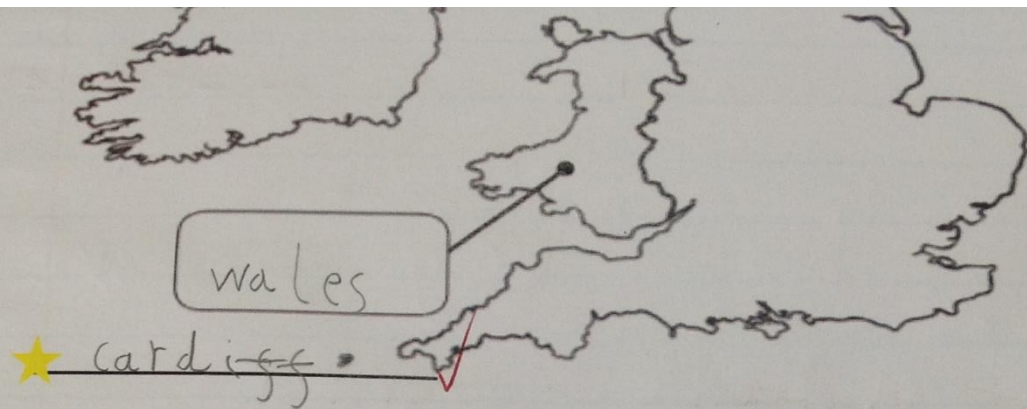


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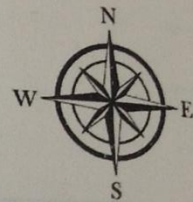


Never

Eat

Shredded

Wheat.



There are 4 countries in the UK. We live in England. In the story Katie Morag lives on the struay. But this is based on the real Island of coll. I have visited London before and I would like to visit scotland because my mummy's friend lives there in a flat. ✓



Mrs McColl

bridge



Post office



baby



Liam

Lady Artist

Island

Katie Morag tripped on the slippery rocks under the Redburn in bridge and slipped on slippery rocks and dropped the post in to the bay. On Wednesday was a busy on the Isle of Coll. The Island of Coll is surrounded by high sea. The big boat took people from Scotland to the Isle of Coll on the big boat it can carry lots of people on it. Grannie ordered a new part for her tractor it was the only piece of post that was still recognisable. still
Katie Morag's Island is the Shop of a fish if you zoom out.

To write an autumnal
setting description.

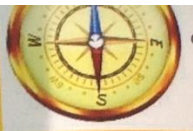


8th November 2019



Under the trees there are wet
benches. On top of the trees there are red
orange and yellow leaves. I can see a cute
squirrel climbing a old tree because it is
Autumn. Beside the brown bench is a little
hedgehog looking for sweet berries for winter
to hibernate in winter.

11th November 1924



On wedas the bowt brot
the mal to the lil of
stroop.

Wesdas was a bizer day
at the powst ogis.

Kater Morrag set oos^{sp} to
liver the mal.

Kater set in to the
worters^{sp} and all the parsls
was wet.

she chroo the parsls on
radm dorsteps.

Evrowon had the rong
parsls and poel wens^{sp} a rgrer

Kater and granee sirt the
and divid to the



The Author of Katie Morag lived on the Isle of Coll.

The Isle of Coll is close to the North East Scotland. The outline of the Isle of Coll looks like a fish.

You can go to Coll by a ferry or a plane that can only carry 8 people on it.

On Coll there is only 1 school in Coll and there is no police on the Island of Coll.

There is 8 kids in the classroom.

There is a doctor on the Isle of Coll.

parcel

seeds

fish hooks

brush

Katie Morag delivers the mail because
baby Liam cut his very wight tooth.
Katie Morag lives in a wight post office.
Katie Morag went to visit her grannie
because he mam asct her. Katie Morag
went in a red tractor to go home.
Katie Morag delivered the rong parcel to
the housers. Katie Morag has an green
skirt and a greeny yelow teeshirt. Katie
Morag's granny has gray hair and green
wellies with poynts. Katie Morag lives on
a beachee island and all of her
famly lives with her.

Family

Alexander Bell was born in 1847 in Edinburgh, Scotland. Bell's father Alexander Melville Bell was a scientist who understood speech sounds. His mother Eliza Grace Bell could play the piano with tunes on it and was a pianist. Bell was homeschooled by his mother who tried to give him imphamase.

Inventions

In the early 1870s, Bell was teaching people in Boston, America. He spent years trying to invent a way to make the people's voices to move through electrical wires.

Thomas Watson

In 1874, he began working with Thomas Watson, a skilled person. Together they continued working so that they

Do you know where chocolate comes from? Chocolate comes from trees. Cocoa pods grow in hot climates in Brazil, South America or Ghana, Africa. In the ripening climate, the farmer picks them when they are ripe. Then the farmer comes and cuts the pods at his markets and takes out the beans. Next he dries them with hot air and lets them dry out for a few weeks. Then they get shipped off to factories. Then factories keep them up then they shell the beans. Next they crush the nibs. Then they add milk then butter and salt and sugar. Finally they put it in the mould and let it set. Next they put it in the papers and put in stars around the middle. But a few years ago only royal people could have it. Now all the world can eat chocolate. It is so much better.

description



Please look out for Mr Twit. He is extremely cruel. He shoots birds with a massive gun and he shoots them for no reason and he even haves them for supper. Honestly like he is very lazy aswell we are sick of him. He's ugly, wobbly, lanky and bendy. He slowly runs. He's stinky and vile and nasty. Please look out for him so as I was saying he's very mischievous and sneaky aswell. Also really sneaky and clever. He's as big as a giant. He's like a spy, a shadow spy, a clever one too, a very clever one but wobbly aswell. I don't know why seriously. I don't know why so as I was saying he's very but that's all see you next time for some news about Mr Twit.

Character description



12th October 2016

Mr Twit is a horrid man. He needs to be punished for his crimes. He has an old tatty bag with rotten old food jammed in to it. He has an old jagged jacket with holes in it. He is an old cruel mean fool.

So you should look out for him. Mr Twit has a nasty old house with no windows and an old garden with an old dead tree in it. Mr Twit is very stinky and horrid. Mr Twit needs to go to prison and stay there forever and that is that. So look out for Mr Twit and I hope you listen to this advice.

Character description



12 October 2016

Beware of Mr Twit because he is horrible he shoots sweets birds with great guns. Mrs Twit is as lazy and complacent. Mr Twit has a fancy stinky gumy jacket because he never washes anything. He is very chubby because he hits his self all the time. Mr Twit married Mrs Twit but he does not like her. He is as slow as a slug. He is very grumpy because he never gets out of his seat. Mrs Twit is horrible she hits little children on the head and dogs cats too. He is very stubborn and brute and very dirty. Mr Twit is very naughty. he walks very angrily.