

Core learning in literacy by year

Year 1

Most children learn to:

1. Speaking	2. Listening and responding	3. Group discussion and interaction	4. Drama	5. Word recognition: decoding (reading) and encoding (spelling)	6. Word structure and spelling
Tell stories and describe incidents from their own experience in an audible voice	Listen with sustained concentration, building new stores of words in different contexts	Take turns to speak, listen to others' suggestions and talk about what they are going to do	Explore familiar themes and characters through improvisation and role-play	Recognise and use alternative ways of pronouncing the graphemes already taught, for example, that the grapheme 'g' is pronounced differently in 'get' and 'gem'; the grapheme 'ow' is pronounced differently in 'how' and 'show'	Spell new words using phonics as the prime approach
Retell stories, ordering events using story language	Listen to and follow instructions accurately, asking for help and clarification if necessary	Ask and answer questions, make relevant contributions, offer suggestions and take turns	Act out their own and well-known stories, using voices for characters	Recognise and use alternative ways of spelling the phonemes already taught, for example that the /æ/ sound can be spelt with 'ai', 'ay' or 'a-e'; that the /ee/ sound can also be spelt as 'ea' and 'e'; and begin to know which words contain which spelling alternatives	Segment sounds into their constituent phonemes in order to spell them correctly
Interpret a text by reading aloud with some variety in pace and emphasis	Listen to tapes or video and express views about how a story or information has been presented	Explain their views to others in a small group, decide how to report the group's views to the class	Discuss why they like a performance	Identify the constituent parts of two-syllable and three-syllable words to support the application of phonic knowledge and skills	<i>Children move from spelling simple CVC words to longer words that include common diagraphs and adjacent consonants such as 'brush', 'crunch'</i>
Experiment with and build new stores of words to communicate in different contexts				Recognise automatically an increasing number of familiar high frequency words	Recognise and use alternative ways of spelling the graphemes already taught, for example that the /æ/ sound can be spelt with 'ai', 'ay' or 'a-e'; that the /ee/ sound can also be spelt as 'ea' and 'e'; and begin to know which words contain which spelling alternatives
				Apply phonic knowledge and skills as the prime approach to reading and spelling unfamiliar words that are not completely decodable	Use knowledge of common inflections in spelling, such as plurals, -ly, -er
				Read more challenging texts which can be decoded using their acquired phonic knowledge and skills, along with automatic recognition of high frequency words	Read and spell phonically decodable two-syllable and three-syllable words
				Read and spell phonically decodable two-syllable and three-syllable words	

Foundation Stage objectives in bold refer to the Early Learning Goals.

Throughout this document, the specific objectives identified for the Foundation Stage are dependent upon the outcomes of the consultation on the EYFS.

Most children learn to:

7. Understanding and interpreting texts	8. Engaging with and responding to texts	9. Creating and shaping texts	10. Text structure and organisation	11. Sentence structure and punctuation	12. Presentation
Identify the main events and characters in stories, and find specific information in simple texts	Select books for personal reading and give reasons for choices	Independently choose what to write about, plan and follow it through	Write chronological and non-chronological texts using simple structures	Compose and write simple sentences independently to communicate meaning	Write most letters, correctly formed and orientated, using a comfortable and efficient pencil grip
Use syntax and context when reading for meaning	Visualise and comment on events, characters and ideas, making imaginative links to their own experiences	Use key features of narrative in their own writing	Group written sentences together in chunks of meaning or subject	Use capital letters and full stops when punctuating simple sentences	Write with spaces between words accurately
Make predictions showing an understanding of ideas, events and characters	Distinguish fiction and non-fiction texts and the different purposes for reading them	Convey information and ideas in simple non-narrative forms			Use the space bar and keyboard to type their name and simple texts
Recognise the main elements that shape different texts		Find and use new and interesting words and phrases, including story language			
Explore the effect of patterns of language and repeated words and phrases		Create short simple texts on paper and on screen that combine words with images (and sounds)			

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