

### Phonics, spelling and vocabulary

- Hear, read and write initial letter sounds.
- Know the name and most common sound associated with every letter in the English alphabet.
- Identify separate sounds (phonemes) within words, which may be represented by more than one letter, e.g. 'th', 'ch', 'sh'.
- Use knowledge of sounds to read and write single syllable words with short vowels.
- Blend to read, and segment to spell, words with final and initial adjacent consonants, e.g. *b-l*, *n-d*.
- Begin to learn common spellings of long vowel phonemes, e.g. 'ee', 'ai', 'oo'.
- Use knowledge of sounds to write simple regular words, and to attempt other words.
- Spell familiar common words accurately, drawing on sight vocabulary.
- Use rhyme and relate this to spelling patterns.
- Recognise common word endings, e.g. *-s*, *-ed* and *-ing*.

### Grammar and punctuation

#### Reading

- Pause at full stops when reading.
- Identify sentences in a text.
- Know that a capital letter is used for *I*, for proper nouns and for the start of a sentence.

#### Writing

- Mark some sentence endings with a full stop.
- Write sentence-like structures which may be joined by *and*.

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## Stage 1

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### Reading

The following genres and text types are recommended at Stage 1:

Fiction and poetry: real life stories, traditional tales from different cultures, fantasy stories, poetry and plays.

Non-fiction: non-chronological report, simple recount, instructions.

#### Fiction and poetry

- Join in with reading familiar, simple stories and poems. Demonstrate an understanding that one spoken word corresponds with one written word.
- Know that in English, print is read from left to right and top to bottom.
- Read a range of common words on sight.
- Use phonic knowledge to read decodable words and to attempt to sound out some elements of unfamiliar words.
- Read aloud from simple books independently.
- Anticipate what happens next in a story.
- Talk about events in a story and make simple inferences about characters and events to show understanding.
- Recognise story elements, e.g. beginning, middle and end.
- Retell stories, with some appropriate use of story language.

- Talk about significant aspects of a story's language, e.g. repetitive refrain, rhyme, patterned language.
- Enjoy a range of books, discussing preferences.
- Make links to own experiences.
- Learn and recite simple poems.
- Join in and extend rhymes and refrains, playing with language patterns.

#### Non-fiction

- Read labels, lists and captions to find information.
- Know the parts of a book, e.g. title page, contents.
- Show awareness that texts for different purposes look different, e.g. use of photographs, diagrams, etc.
- Read and talk about own writing.

### Writing

#### Fiction

- Write simple storybooks with sentences to caption pictures.
- Write a sequence of sentences retelling a familiar story or recounting an experience.
- Begin to use some formulaic language, e.g. *Once upon a time*.
- Compose and write a simple sentence with a capital letter and a full stop.
- Use relevant vocabulary.

#### Non-fiction

- Write for a purpose using some basic features of text type.
- Write simple information texts with labels, captions, lists, questions and instructions for a purpose.
- Record answers to questions, e.g. as lists, charts.

#### Presentation

- Develop a comfortable and efficient pencil grip.
- Form letters correctly.

### Speaking and listening

- Speak clearly and choose words carefully to express feelings and ideas when speaking of matters of immediate interest.
- Converse audibly with friends, teachers and other adults.
- Show some awareness of the listener through non-verbal communication.
- Answer questions and explain further when asked.
- Speak confidently to a group to share an experience.
- Take turns in speaking.
- Listen to others and respond appropriately.
- Listen carefully to questions and instructions.
- Engage in imaginative play, enacting simple characters or situations.
- Note that people speak in different ways for different purposes and meanings.