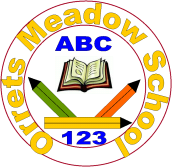
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**Year 1** **English Progression Map**

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|  | **Skills** |
| Reading: Word Recognition | * Apply phonic knowledge and skills as the route to decode words * Respond speedily with the correct sound to graphemes for all phonemes * Read accurately by blending sounds in unfamiliar words containing GPCs that have been taught * Read common exception words * Read words containing taught GPCs and –s, -es, -ing, -ed, -er and –est endings * Read other words of more than one syllable that contain GPCs * Read words with contractions * 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 |
| Reading: Comprehension | * Listening to and 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 experience * Becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics * Recognising and joining in with predictable phases * Learning to appreciate rhymes and poems and to recite some by heart * Discussing word meanings linking new meanings to those already known. * 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 inference 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 the understanding of what is read to them |
| Writing: Handwriting | * Sit correctly at table, holding 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 and practise these |
| Writing: Punctuation and Grammar | **Sentence Structure**   * How words can combine to make sentences * Joining words and joining sentences using and   **Text Structure**   * Sequencing sentences to form short narratives   **Punctuation**   * Separation of words with spaces * Introduction of capital letters, full stops, question marks and exclamation marks to demarcate sentences. * Capital letters for names and the personal pronoun I |
| Writing: Composition | * Say out loud what they are going to write about * Compose a sentence orally before writing * Sequence sentences to form short narratives * Re-read 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 |
| Writing: Spelling | * Spell words containing each of the 40+ phonemes already tonight * Spell common exception words * Spell days of the week * Name the letters of the alphabet * Add prefixes and suffixes: -s or –es   Un-  -ing, -ed, -er and –est   * Write from memory simple sentences dictated by the teacher that included words using the GPCs and common exception words taught so far |