



Bedford Primary School Progression Map: Curriculum Area: English Year: 1

Skills – as previous year group plus:

Reading: Phonics, Decoding & Fluency

- 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, noting unusual correspondences between spelling and sound and where these occur in 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 eg I'm, I'll and we'll
- 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

Develop pleasure in reading, motivation to read, vocabulary and understanding by:

- Listening to a range of texts at a level beyond that at which they can read independently including stories, non-fiction and poems
- Identifying and discuss the main events in stories
- Identifying and discuss the main characters in stories
- Recalling specific information in texts
- Recognising and join in with language patterns and repetition
- Use patterns and repetition to support oral retelling
- Appreciating and reciting rhymes and poems, some by heart
- Relating texts to own experiences
- Re telling familiar stories in a range of contexts e.g. small world, role play, storytelling
- Making personal reading choices and explain reasons for choices

Understand both the books they can already read accurately and fluently and those that they listen to by:

- Introducing and discussing key vocabulary
- Activating prior knowledge and link to experiences e.g. *what do you know about minibeasts?*
- Checking that texts make sense while reading and self-correct
- Making predictions based on what has been read so far
- Make basic inferences about what is being said and done
- Discussing the title and how it relates to the events in the whole story e.g. *Peace at Last by Jill Murphy*

Participating in discussion about what is read to them, taking turns and listening to what others say:

- Listening to what others say
- Taking turns
- Giving opinions and supporting with reasons e.g. *Hansel was clever when he put stones in his pocket.*
- Explaining clearly their understanding of what is read to them
- Demonstrating understanding of texts by answering questions related to who, what, where, when, why, how

Writing: Handwriting

- Sit correctly at table, holding pencil comfortably and correctly – with effective grip
- Form all lower-case letters and numerals (0-9) correctly, starting and finishing in the right place, going the right way around and with correct orientation.
- Form capital letters correctly
- Understand which letters belong to which handwriting families and practise these
- Have clear ascenders (tall letters) and descenders (tails).

Writing: Vocabulary, Punctuation and Grammar	Word Level: • Pluralise nouns using 's' and 'es' e.g. <i>dog, dogs; wish, wishes</i> • Add suffixes to verbs where no spelling change is needed to the root word e.g. <i>helping, helped, helper</i> • Add the prefix 'un' to verbs and adjectives to change the meaning e.g. <i>untie, unkind</i> Sentence Structure: • Say, and hold in memory whilst writing, simple sentences which make sense. • Write simple sentences that can be read by themselves and others • Use simple connectives to link ideas e.g. <i>and</i> Text Structure: • Sequencing sentences to form short narratives Punctuation: • Separate words with finger spaces • Punctuate simple sentences with capital letters and full stops • Introduction of capital letters, full stops, question marks and exclamation marks to demarcate sentences. • Use capital letters for names, places, people and days of the week • Use capital letter for the personal pronoun I.
Terminology for pupils: letter, capital letter word, singular, plural sentence punctuation, full stop, question mark, exclamation mark	
Writing: Composition	• Say out loud what they are going to write about • Orally compose every sentence before writing • Sequence idea/events in order to form short narratives • Re-read what they have written sentence by sentence to check that it makes sense • Use formulaic phrases to open and close texts • Use familiar plots for structuring the opening, middle and end of their stories • Write in different forms with simple text type features e.g. instructions, narratives, recounts, poems, information texts • 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/Word level	• Apply Y1 spelling rules and guidelines, as listed in English Appendix 1 NC • Name the letters of the alphabet in order • Use letter names to distinguish between alternative spellings of the same sound • Spell words containing each of the 40+ phonemes already taught • Be able to encode the sounds they hear in words • Be able to read back words they have spelt • Use their phonic knowledge when spelling unfamiliar words (i.e. produce phonically plausible spellings) • Spell all Y1 common exception words correctly • Spell the days of the week • Use the spelling rule for adding – s or –es • Use the prefix un– for words without any change to the spelling of the root word • Use suffixes –ing, –ed, –er and – est where no change is needed in the spelling of root words • document • Write from memory simple sentences dictated by the teacher that include words taught so far.