

Literacy expectations for Year One

By the end of **Year One**, most students should be able to:

Phonological awareness

- Segment CCVC and CVCC words (*clap, trip*) into individual sounds (phonemes)
- Manipulate phonemes (sounds) in spoken words to create new words by adding or changing sounds (e.g. take the first sound off stop = top, last sound off sand = san)
- Manipulate the phonemes in spoken words by substituting the initial, middle and final sounds orally and with magnetic letters (e.g. *change bed to bad, change brat to brag*)

Phonic knowledge and spelling

- Understand that a letter can be represented in more than one way, and sound differently in different contexts (e.g. 'a' in cat, 'a' in ate, 'a' in fast)
- Understand that a sound can be represented in more than one way (e.g. 'ay' or 'ai')
- Spell one and two syllable words with common letter patterns (e.g. *ie, ue, aw, au, ay, i-e*)
- Read words with a range of digraphs (e.g. *sh, ch, th, ng, ai, oa, ee, oo/oo, ie/igh, oi*)
- Recognise an increasing number of high frequency/tricky words automatically
- Spell some high frequency/tricky words with accuracy
- Recognise and know how to create simple word families (e.g. play, plays, playing)

Reading and comprehension

- Read decodable texts using developing phrasing, fluency, grammatical and phonic knowledge
- Make predictions about a text, monitor reading and re-reading to check it makes sense
- Build literal and inferred meaning about key events, ideas and information in texts
- Reads texts with a fluency rate of 30-90 words correct per minute (Rasinski, 2005)

Sentences, Grammar and Vocabulary

- Understand the use of vocabulary in everyday contexts as well as a growing number of school contexts
- Identify the parts of a simple sentence that relates to the 'doer' and the 'do'
- Explore differences in words that represent, people, places and things (nouns), happenings and states (verbs) and when, where and how (adverbs)
- Understand that capital letters and full stops are used at the start and end of a sentence

Literature

- Show literal and inferred meaning about key events, ideas and information in Year 1 texts
- Discuss characters and events in a range of texts and share personal responses
- Recreate texts imaginatively using drawing, writing, digital technologies & performance
- Discuss story plot, character and settings in different types of literature
- Innovate on familiar texts by changing- character, setting, repetitive pattern, vocabulary
- Respond to texts from a variety of cultures and experiences texts by changing a character, setting or repetitive pattern

Speaking and listening

- Speaks clearly and audibly to familiar audiences, with appropriate volume & pace
- Deliver short presentations using some text structures including an opening sentence
- Uses appropriate language and interaction skills in peer, small group tasks or class tasks
- Listen, takes turns and contribute to others' ideas in formal and informal tasks

Writing and creating texts

- Create short written texts for a range of purposes with beginning structure to the task, emerging sentence level grammar, word choice and punctuation
- Uses capital letters and full stops in writing
- Provide details about ideas, events and characters using simple nouns, verbs, adjectives
- Re-read own writing and discuss possible changes to improve meaning, spelling and punctuation
- Create digital texts and add supporting images using software such as 'Word'