



Wheldrake with Thorganby School

Working together to be the best we can be

A Guide to End of Year Expectations in English

Year 1



Wheldrake with Thorganby CE Aided School

Working together to be the best we can be

2014 National Curriculum
Year 1 Guided Reading Example Questions

Reading Comprehension
Pupils should be taught to:

Develop pleasure in reading, motivation to read, vocabulary and understanding. I can...	...listen to and discuss a wide range of poems, stories and non-fiction texts
	Did you enjoy this story?
	What was your favourite part?
	Can you find a page in the story that you didn't like?
	Do you think this book is funny? Why?
	...link to what they hear and read to their own experiences
	What sort of books do you like?
	Do you prefer storybooks or books which help you to find out about things?
	Did you learn anything from this book?
	Is this story like any other books that you have read?
	...become familiar with and retell key stories, fairy stories and traditional tales
	What happened in the story?
	Can you re-tell this part of the story to your friend?
	What is your favourite part of this story? Why?
	What is this book about? How do you know?
	Who do you think is telling this story?
	Why has the author included a picture? What does it tell you?
	What does the author mean by...?
	...recognise and join in with predictable phrases
	Can you spot any patterns in this poem?
	Can you spot words that rhyme?
	Can you think of another rhyming word which the author could have used?
	What comes next? Can you join in?
	...learn to appreciate and recite rhymes and poems
	Did you enjoy this poem? What did it make you think about?
	Can you recite this poem to the group?
	...discuss word meanings, link new meaning to those already known
	Does it sound the same? Does it mean the same?
	Is this like any other word you know?

Understand both the books they read accurately and fluently and those they listen to. I can...	...draw on what they already know or on background information and vocabulary provided by the teacher
	Have you ever been in a similar situation? What happened?
	What do you already know about this topic?
	...check that the text makes sense to them as they read, and correct mistakes
	Did what you read make sense? Which word/s might you need to correct?
	...discuss the significance of the title and events
	Why did the author choose this title?
	Does the title help us to choose the right book to read?
	What happened first/next/at the end?
	...make inferences on the basis of what is being said and done
	What sort of characters can we find in this story?
	What usually happens to baddies in fairytale stories?
	What usually happens to the good characters?
	Why do authors include pictures? What do the pictures in this book help us to do?
	...predict what might happen on the basis of what has been read so far
	If (<i>a character</i>) does..., what do you think will happen?
	What do you think might happen next?
Participate in discussion about what is read to them, taking turns and listening to what others say	
Do you agree with the rest of the group?	
After discussing (<i>an event</i>) with the group, have you changed your mind?	
What do you think about (<i>an event in the text</i>)?	
Explain clearly their understanding of what is read to them	
Can you explain what you know about the text that I read to you?	
What happened in the story?	

Reading Expectations

Working Towards Y1 Objectives

I can...

- Read and understand simple sentences.
- Use phonic knowledge to decode regular words and read them aloud accurately.
- Read some common irregular words.
- Demonstrate understanding of what they have read when talking to an adult.

Working At Y1 Objectives

I can...

- Apply phonic knowledge to decode words and blend sounds in unfamiliar words.
- Respond speedily with the correct sound for graphemes (including alternative sounds) for all 40+ phonemes.
- Read common exception words recognising where spelling and sound do not correspond.
- Read words with suffixes –s, -es, -ing, -ed, -er and –est,
- Read multisyllabic words.
- Read words with contractions e.g. I'll, I'm, we'll.
- Re-read appropriate books developing fluency and confidence.
- Listen to and discuss a wide range of more challenging poems, stories and non-fiction texts.
- Link what they read and hear to their own experiences.
- Become very familiar with key stories, retelling them and considering features of the genre.
- Recognise and join in with familiar phrases and recite some poetry by heart.
- Discuss the meanings of words.
- Check that a text makes sense and correct inaccurate reading.
- Discuss the significance of titles and events.
- Make inferences about a text.
- Make predictions on the basis of what has been read.
- Explain clearly their understanding of what is read to them.

Working With Greater Depth Within Y1 Objectives

I can...

- Read accurately most words of two or more syllables.
- Read most words containing unfamiliar suffixes.
- Read some year 2 common exception words.
- In age appropriate books read words accurately and fluently without overt sounding and blending.
- In a familiar book that they can already read accurately and fluently, the pupil can check it makes sense to them.
- In a familiar book that they can already read accurately and fluently the pupil can answer questions and make some inferences on the basis of what is being said and done.

Writing Expectations

Spelling:

- Spell words containing each of the 40+ phonemes already taught.
- Spell common exception words correctly.
- Spell the days of the week.
- Use the most common digraphs to spell new words.
- Distinguish between the –s and –es suffix in plural nouns and third person verbs.
- Use the prefix un–
- Use the suffix–ed, where no change is needed in the spelling of root verb.
- Use the suffix –ing, –er and –est where no change is needed in the spelling of root words.

Handwriting:

- Begin to form lower-case letters in the correct direction, starting and finishing in the right place.
- Form capital letters correctly.

Composition:

- Sequence sentences to form short narratives.

Vocabulary, grammar and punctuation:

- Leave spaces between words.
- Join words and joining clauses using and.
- Begin to punctuate sentences with a full stop.
- Use a capital letter at the beginning of a sentence.
- Use a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'.
- Begin to punctuate sentences with a question mark.
- Begin to punctuate sentences with an exclamation mark.

Working at greater depth within the expected standard:

- Use some expanded noun phrases to describe and specify.
- Use present and past tense mostly correctly and consistently.
- Use co-ordination (or/and/but).
- Use some subordination (when/if/that/because).
- Spell many common exception words*
- Spell some words with contracted forms*
- Use the diagonal and horizontal strokes needed to join letters in some of their writing.
- Write capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters.