

Stage 1

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.

Non-fiction: non-chronological reports, simple recounts, instructions, dictionaries.

Reading

Develop broad reading skills

- **1Ro1** Hear, read and write initial letter sounds
- **1Ro2** Know the name of and most common sound associated with every letter in the English alphabet
- **1Ro3** Identify separate sounds (phonemes) within words, which may be represented by more than one letter, e.g. 'th', 'ch', 'sh'
- **1Ro4** Use knowledge of sounds to read and write single syllable words with short vowels
- **1Ro5** Blend to read, and segment to spell, words with final and initial adjacent consonants, e.g. *b-l, n-d*
- **1Ro6** Use phonic knowledge to read decodable words and to attempt to sound out some elements of unfamiliar words
- **1Ro7** Demonstrate an understanding that one spoken word corresponds with one written word
- **1Ro8** Join in with reading familiar, simple stories and poems
- **1Ro9** Know that, in English, print is read from left to right and top to bottom
- **1Ro10** Read a range of common words on sight
- **1Ro11** Enjoy reading and listening to a range of books, drawing on background information and vocabulary provided
- **1Ro12** Make links to own experiences
- **1Ro13** Retell stories, with some appropriate use of story language
- **1Ro14** Learn and recite simple poems
- **1Ro15** Join in and extend rhymes and refrains, playing with language patterns
- **1Ro16** Read aloud independently from simple books
- **1Ro17** Pause at full stops when reading
- **1Ro18** Identify sentences in a text

Demonstrate understanding of explicit meaning in texts

- **1Rx1** Read labels, lists and captions to find information

Demonstrate understanding of implicit meaning in texts

- **1Ri1** Anticipate what happens next in a story
- **1Ri2** Talk about events in a story and make simple inferences about characters and events to show understanding

Explain, comment on and analyse the way writers use stylistic and other features of language and structure in texts

- **1Rw1** Talk about significant aspects of a story's language, e.g. repetitive refrain, rhyme, patterned language
- **1Rw2** Recognise story elements, e.g. beginning, middle and end

Recognise conventions and evaluate viewpoint, purpose, themes and ideas in texts

- **1Rv1** Show awareness that texts for different purposes look different, e.g. use of photographs, diagrams
- **1Rv2** Know the parts of a book, e.g. title page, contents

Writing

Develop broad writing skills

- **1Wo1** Develop a comfortable and efficient pencil grip
- **1Wo2** Form letters correctly
- **1Wo3** Know that a capital letter is used for *I*, for proper nouns and for the start of a sentence
- **1Wo4** Use knowledge of sounds to write simple regular words, and to attempt other words including when writing simple sentences dictated by the teacher from memory
- **1Wo5** Read own writing aloud and talk about it
- **1Wo6** Develop strategies to build vocabulary

Select and develop content and use register and language appropriate to genre, purpose and audience

- **1Wa1** Write simple storybooks with sentences to caption pictures
- **1Wa2** Use relevant vocabulary
- **1Wa3** Record answers to questions, e.g. as lists, charts
- **1Wa4** Begin to use some formulaic language, e.g. *Once upon a time*
- **1Wa5** Write for a purpose using some basic features of text type.
- **1Wa6** Write simple information texts with labels, captions, lists, questions and instructions for a purpose

Structure and organise ideas coherently using sections or paragraphs

- **1Wt1** Write a sequence of sentences retelling a familiar story or recounting an experience

Use a range of sentence structures and punctuation accurately to convey meaning and create particular effects

- **1Wp1** Mark some sentence endings with a full stop
- **1Wp2** Compose and write a simple sentence with a capital letter and a full stop
- **1Wp3** Write sentence-like structures which may be joined by *and*

Use accurate spelling

- **1Ws1** Begin to learn common spellings of long vowel phonemes, e.g. 'ee', 'ai', 'oo'
- **1Ws2** Spell familiar common words accurately, drawing on sight vocabulary
- **1Ws3** Use rhyme and relate this to spelling patterns
- **1Ws4** Recognise common word endings, e.g. *-s*, *-ed* and *-ing*

Speaking and listening

- **1SL1** Speak clearly and choose words carefully to express feelings and ideas when speaking of matters of immediate interest
- **1SL2** Converse audibly with friends, teachers and other adults
- **1SL3** Show some awareness of the listener through non-verbal communication
- **1SL4** Answer questions and explain further when asked
- **1SL5** Speak confidently to a group to share an experience
- **1SL6** Take turns in speaking
- **1SL7** Listen to others and respond appropriately
- **1SL8** Listen carefully to questions and instructions
- **1SL9** Engage in imaginative play, enacting simple characters or situations
- **1SL10** Understand that people speak in different ways for different purposes and meanings