

Stage 1

Learners should read, write and talk about a wide range of different texts across each stage, including texts in print and digital formats.

The following texts are particularly recommended for Stage 1:

Fiction:

Genres: *Simple stories including those with repetition and rhyme – traditional tales; stories with familiar settings; stories with fantasy settings*

Poetry: *traditional rhymes; simple rhyming poems; poems on similar themes*

(Plays are recommended from Stage 3.)

Non-fiction:

Recounts: *recounts of personal experiences*

Instructions: *including those with information presented in lists and labels, e.g. recipes, posters, signs*

Information texts: *including those with contents pages, headings and captioned images*

Reading

Word structure (phonics)

- **1Rw.01** Know the name of each letter in the English alphabet and the most common sound (phoneme) associated with it.
- **1Rw.02** Identify the sounds (phonemes) represented by more than one letter (consonant digraphs; vowel digraphs; trigraphs, e.g. *th*, *sh*, *ch*; *ai*, *ee*; *igh*).
- **1Rw.03** Blend to identify the sounds represented by adjacent consonants, e.g. *br*, *nd*.
- **1Rw.04** Read verbs with endings *-s*, *-ed* and *-ing*.
- **1Rw.05** Use phonic knowledge to read decodable words.
- **1Rw.06** Use phonic knowledge to sound out some elements of unfamiliar words.
- **1Rw.07** Begin to recognise a range of common words on sight, including common exception words.

Writing

Word structure (spelling)

- **1Ww.01** Identify the most common letter(s) (grapheme(s)) associated with each sound in the English language.
- **1Ww.02** Identify letters (graphemes) for adjacent consonants (e.g. *br*, *nd*) and consonant digraphs, including *th*, *ch* and *sh*.
- **1Ww.03** Relate rhyme to shared spelling patterns, e.g. *rock*, *clock*, *sock*.
- **1Ww.04** Explore and use plural nouns with endings *-s* and *-es*, and understand the effect on the meaning of a noun of adding these endings.
- **1Ww.05** Choose plausible graphemes that match phonemes to write simple regular words and to attempt other words.
- **1Ww.06** Spell familiar words accurately, including common exception words.
- ***1Ww.07** Ask for support in spelling unfamiliar words and use spelling logs to support future writing.

Reading

Vocabulary and language

- **1Rv.01** Begin to show understanding of words and sentences encountered in reading.
- **1Rv.02** Use pictures in texts as cues to support understanding of unfamiliar words.
- ***1Rv.03** Identify and record interesting and significant words from texts to inform own writing.
- **1Rv.04** Recite the alphabet in order.
- **1Rv.05** Explore sounds and words in texts, e.g. rhyming words, rhythm.

Grammar and punctuation

- **1Rg.01** Re-read text showing understanding of capital letters and full stops to indicate sentences, and simple grammatical links between words, e.g. *[The girl] [is playing] with [her ball]*.
- **1Rg.02** Explore in texts, and understand, the use of full stops and different uses of capital letters.
- **1Rg.03** Identify sentences in texts.
- **1Rg.04** Explore in texts sentences that contain *and*.
- **1Rg.05** Explore in texts, and understand, the grammar of statements, including the importance of verbs and word order.
- **1Rg.06** Explore in texts examples of nouns and verbs.
- **1Rg.07** Explore, and understand, the use of articles *the* and *a* or *an* in sentences.

Writing

Vocabulary and language

- ***1Wv.01** Use vocabulary relevant to a familiar topic.
- **1Wv.02** Begin to use some formulaic language, e.g. *Once upon a time ...*
- ***1Wv.03** Use own lists of interesting and significant words to extend the range of vocabulary used in written work.

Grammar and punctuation

- **1Wg.01** Use a capital letter and full stop to start and end a sentence.
- **1Wg.02** In more extended writing, end some sentences with a full stop.
- **1Wg.03** Use a capital letter for '*I*', for proper nouns and to start some sentences in more extended writing.
- **1Wg.04** Write simple sentences.
- **1Wg.05** Use *and* to join words and clauses.
- **1Wg.06** Use articles *the* and *a* or *an* appropriately in sentences.

Reading

Structure of texts

- **1Rs.01** Talk about the sequence of events or actions in a text, e.g. what happens at the beginning, in the middle and at the end of a story.
- ***1Rs.02** Explore and recognise the features of text structure in a range of different fiction and non-fiction texts, including simple poems.
- **1Rs.03** Explore and recognise parts of a book, including cover, title and contents.
- **1Rs.04** Explore and recognise how texts for different purposes look different, e.g. different uses of pictures.

Writing

Structure of texts

- **1Ws.01** Develop a simple sequence of known actions or events, e.g. by ordering sentences and then adding to them.
- ***1Ws.02** Use simple organisational features appropriate to the text type, e.g. subheadings, labelled diagrams.

Reading

Interpretation of texts

- ***1Ri.01** Read and explore a range of simple stories and poems, including identifying the contribution of any visual elements.
- ***1Ri.02** Identify the characteristics of simple stories.
- ***1Ri.03** Read and explore a range of simple non-fiction text types.
- ***1Ri.04** Begin to show awareness that different non-fiction text types have different purposes and begin to identify their features.
- ***1Ri.05** Explore explicit meanings in simple texts.
- **1Ri.06** Retell a familiar story verbally, including most of the relevant information.
- **1Ri.07** Identify the main characters in a story and talk about what happens to them.
- **1Ri.08** Find information by reading labels, lists and captions.
- ***1Ri.09** Explore implicit meanings in simple texts.
- **1Ri.10** Anticipate what happens next in a story.
- **1Ri.11** Make simple inferences based on events in a text.
- **1Ri.12** Respond verbally to simple questions about texts read or heard.
- ***1Ri.13** Answer questions about texts with some explanation of thinking.
- **1Ri.14** Show understanding of rhyme and repetition when joining in with reading familiar simple stories and poems.

Writing

Creation of texts

- ***1Wc.01** Begin to write simple stories and poems, including using the structures of familiar stories and poems.
- **1Wc.02** Plan writing by speaking aloud, e.g. saying sentences or describing a sequence of events before writing them.
- **1Wc.03** Develop a short written retelling of a familiar story, e.g. by writing sentences to caption pictures.
- ***1Wc.04** Begin to write for a purpose using basic language and features appropriate for the text type.
- **1Wc.05** Include some relevant information when writing simple non-fiction texts in familiar real-life contexts.

Speaking and Listening

Showing understanding

- **1SLs.01** Listen and respond appropriately, including following a sequence of simple instructions.
- **1SLs.02** Ask simple questions about what is heard or read.

Group work and discussion

- ***1SLg.01** Work with others in a group.
- ***1SLg.02** Show understanding of the opinions of others.
- **1SLg.03** During a discussion, listen to others without interrupting.
- **1SLg.04** Take turns in speaking, expressing own feelings and ideas.

Performance

- **1SLp.01** Re-read sentences aloud with some fluency and expression.
- **1SLp.02** Recite simple poems, showing awareness of rhythm.
- **1SLp.03** Pause at full stops when reading aloud.
- **1SLp.04** Engage in imaginative play, enacting simple characters or situations.
- **1SLp.05** Make a simple personal statement in a familiar context.

Reflection and evaluation

- **1SLr.01** Talk about own activities, including what they enjoyed.
- **1SLr.02** Suggest how someone's non-verbal communication reflects their feelings.