

KS1 Reading and Writing

Information for Parents

End of KS1 Expectations for Reading

National Statutory Guidance:

Working at the expected standard

The pupil can:

- read accurately most words of two or more syllables
- read most words containing common suffixes*
- read most common exception words.*

In age-appropriate¹ books, the pupil can:

- read most words accurately without overt sounding and blending, and sufficiently fluently to allow them to focus on their understanding rather than on decoding individual words²
- sound out most unfamiliar words accurately, without undue hesitation.

In a book that they can already read fluently, the pupil can:

- check it makes sense to them, correcting any inaccurate reading
- answer questions and make some inferences
- explain what has happened so far in what they have read.

Working at greater depth within the expected standard

The pupil can, in a book they are reading independently:

- make inferences
- make a plausible prediction about what might happen on the basis of what has been read so far
- make links between the book they are reading and other books they have read.

How Do We Get There in Year 1?

- ▶ Daily Read, Write, Inc. lessons with Book Bag books to take home
- ▶ Taking home a 'Text to Share' from class libraries
- ▶ Reading Records for parents and carers to write in
- ▶ Daily Reading for Pleasure including a weekly 'Repeated Read' and tier 2 vocabulary

We expose the children to a range of text types including poetry, picture books, short films, fiction, non-fiction etc.

How Do We Get There in Year 2?

- ▶ Daily RWI for most until end of Autumn
- ▶ Taking home a 'Text to Share' from class libraries (whilst still on RWI)
- ▶ Daily reading lessons post RWI - Each Reading Strand is applied weekly through planning - Vocabulary, Inference, Prediction, Sequencing, Retrieval
- ▶ Daily Reading for Pleasure including a weekly 'Repeated Read' and tier 2 vocabulary
- ▶ Reading Records for parents and carers to write in
- ▶ Moving away from book bands - age appropriate books
- ▶ Bookmarks

We expose the children to a range of text types including poetry, picture books, short films, fiction, non-fiction etc.



Phrasing - I can read with fluency. I put my words together so my reading sounds right and makes sense. This means that I am paying attention to my phrasing.

Ph1 I read word-by word, or one word at a time, like a robot.

Ph2 I am trying to read the word the way the author wrote the words. Sometimes I read 2 or 3 words at a time. Sometimes I read word-by-word like a robot.

Ph3 I am really close to reading the words the way the author wrote them. I usually read in 3 or 4 word groups.

Ph4 I put the words together the way the author wrote them. I put the words together so that it makes sense.



Rate - I can read with fluency. I read at the correct rate. Not too quickly and not too slowly. My reading sounds right and makes sense.

R1 I am really slow and have to figure out each word on the page. I read so slowly that it really does not make sense.

R2 I can be slow because I have to read word-by-word when I don't know the words. I take breaks, pause too much and repeat words when I read.

R3 I try to read like I talk. Sometime I go too fast or too slow. I might slow down when I am trying to figure out a tricky word. Sometimes I pause or stop when it doesn't make sense.

R4 I read like I talk. I only slow down, stop or repeat words when it makes sense to and sounds right.



Punctuation - I can read fluently. I use the punctuation to help me know how to read the story so that it sounds right and makes sense.	
P1	I don't pay attention to full stops, commas, exclamation marks or question mark when I read. My reading doesn't sound right or make sense.
P2	Sometimes I use the punctuation but I might use it the wrong way.
P3	I usually pay attention to the punctuation. I may make a mistake every once in a while.
P4	I always pay attention to the punctuation. My reading sounds right and makes sense.

Expression - I can read fluently. I read with expression so that it sounds interesting and makes sense.	
E1	My reading sounds boring and doesn't really make sense because I don't read with expression.
E2	I am trying to read with expression but I may read it the wrong way sometimes.
E3	I read with expression most of the time. My reading sounds interesting most of the time.
E4	I always read with expression so it always sounds interesting and exciting.



How to Help Your Child with Reading

Listening to your child read can take many forms:

- ▶ Develop an enjoyment and love of reading.
- ▶ Enjoy stories together - reading stories to your child is equally as important as listening to your child read.
- ▶ Talk about the story before, during and afterwards - discuss the plot, the characters, their feelings and actions, how it makes you feel, predict what will happen, and encourage your child to have their own opinions.
- ▶ Look up definitions of words together - you could use a dictionary, the Internet or an app.
- ▶ Visit the local library - it's free to take 10+ books out.

Year 1 Writing

- ▶ Composing and rehearsing sentences orally
- ▶ Phonetic spelling using the sounds they know
- ▶ Hold a sentence
- ▶ Being able to use capital letters and full stops
- ▶ Spelling common exception words

End of KS1 Writing Expectations

Working at the expected standard

The pupil can, after discussion with the teacher:

- write simple, coherent narratives about personal experiences and those of others (real or fictional)
- write about real events, recording these simply and clearly
- demarcate most sentences in their writing with capital letters and full stops, and use question marks correctly when required
- use present and past tense mostly correctly and consistently
- use co-ordination (e.g. or / and / but) and some subordination (e.g. when / if / that / because) to join clauses
- segment spoken words into phonemes and represent these by graphemes, spelling many of these words correctly and making phonically-plausible attempts at others
- spell many common exception words*
- form capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters
- use spacing between words that reflects the size of the letters.

Working at greater depth

The pupil can, after discussion with the teacher:

- write effectively and coherently for different purposes, drawing on their reading to inform the vocabulary and grammar of their writing
- make simple additions, revisions and proof-reading corrections to their own writing
- use the punctuation taught at key stage 1 mostly correctly^
- spell most common exception words*
- add suffixes to spell most words correctly in their writing (e.g. -ment, -ness, -ful, -less, -ly)*
- use the diagonal and horizontal strokes needed to join some letters.

Year 2 Writing

- ▶ Modelled writing
- ▶ Shared writes
- ▶ Weekly GPS lessons (taught progressively)
- ▶ Handwriting lessons
- ▶ Focussing on writing using a range of sentence types with ambitious vocabulary for different purposes.
- ▶ Spelling common exception words

Year 1 and 2 Common Exception Words

Year 1

the	they	one
a	be	once
do	he	ask
to	me	friend
today	she	school
of	we	put
said	no	push
says	go	pull
are	so	full
were	by	house
was	my	our
is	here	
his	there	
has	where	
I	love	
you	come	
your	some	

Year 2

door	gold	plant	clothes
floor	hold	path	busy
poor	told	bath	people
because	every	hour	water
find	great	move	again
kind	break	prove	half
mind	steak	improve	money
behind	pretty	sure	Mr
child	beautiful	sugar	Mrs
children	after	eye	parents
wild	fast	could	Christmas
climb	last	should	everybody
most	past	would	even
only	father	who	
both	class	whole	
old	grass	any	
cold	pass	many	

How to Help Your Child with Writing

- ▶ Practise and learn weekly spellings (see common exception word list given)
- ▶ Encourage opportunities for purposeful writing, such as letters to family or friends, diaries, shopping lists, notes or reminders, stories or poems.
- ▶ Write together - be a good role model for writing. Encourage the children to read, check and edit their writing. They love highlighting!
- ▶ Encourage use of a dictionary to check spelling.
- ▶ Remember that good readers become good writers. Identify good writing features when reading (e.g. vocabulary, sentence structure, punctuation).

Any questions?