



KS1 Reading and Writing Expectations

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?

- RWI
- Reading Records
- Daily Lessons - Each Reading Strand is applied weekly through planning
- Topic Drivers
- Favourite 5
- Expectations

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

Using and Applying Strands



1b- Retrieving (Scanning)

- What colour is the armchair?
- Is anyone wearing glasses?

1d - Inferences

- Where are the children?
- Why is the girl sat on the rug?

- How do you know?
- What clues have you got?

Content domain reference

- | | |
|-----------|---|
| 1a | draw on knowledge of vocabulary to understand texts |
| 1b | identify / explain key aspects of fiction and non-fiction texts, such as characters, events, titles and information |
| 1c | identify and explain the sequence of events in texts |
| 1d | make inferences from the text |
| 1e | predict what might happen on the basis of what has been read so far |

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.

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.

At School:

- *Shared Writes
- *Modelled Writing
- *Peer Assessment
- *GPS lessons
(taught progressively)
- *Cross-curricular
- *High quality displays
- *Handwriting lessons
- *Assemblies
- *Competitions

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).