



Supporting your child at home

Year 1

Language Literacy and Communica-
tion Guidelines.

A booklet for parents



About the targets

These statements show the skills your child should be able to do by the end of Year 1.

They are based on what is expected of the average child when they reach the end of Reception in Wales.

These are the skills your child will develop throughout the school year.

Speaking and Listening.

- Express an opinion on familiar subjects.
- Talk about things they have made or done, explaining the process.
- Extend their ideas or accounts by including some relevant detail and using some relevant vocabulary.
- Speak audibly, conveying meanings to an increasing range of listeners beyond their friendship group.
- Adopt a role, e.g. in imaginative play.
- Listen to others, with growing attention, usually responding appropriately, e.g. carrying out instructions.
- Join in, repeat or memorise an increasing range of rhymes, songs and stories.
- Retell stories or information they have listened to with some detail.
- Ask simple questions to find out information and show understanding.
- Contribute to conversations, taking turns when prompted, and respond to others.
- Take part in activities with others and talk about what they are doing.

Writing

- Communicate with a purpose, e.g. to tell a story, remember facts, which may be supported by a drawing.
- Write some words and phrases and read back own attempts.
- Use pictures, symbols, letters in sequence and familiar words to communicate meaning.
- Write phrases and simple sentences.
- Sequence content correctly, e.g. instructions, recipes.
- Follow a form modelled by the teacher.
- Understand different types of writing, e.g. records of events, descriptions, stories and lists.
- Select letters, words and pictures to compose writing on-screen.
- Begin to distinguish writing from speech.
- Use specific words which relate to the topic of their writing.
- Form letters that are usually clearly shaped and correctly orientated.
- Use capital letters and full stops with some degree of consistency.
- Begin to use connectives to expand a point (and, but, then).
- Spell some words conventionally including consonant-vowel-consonant and common digraphs, e.g. th, ck.
- Use spelling strategies such as sound-symbol correspondence and stretching of words eg frog - f r o g.
- Spell Reception and Year 1 high-frequency words correctly.

Reading

- Choose reading materials and can explain what the book is about and why they like it.
- Use phonic strategies to work out unfamiliar words.
- Recognise all Reception and Year 1 high-frequency words in the books that they are reading.
- Use clues from pictures to help with working out unfamiliar words.
- Begin to self-correct when reading does not make sense.
- Read suitable texts with accuracy and fluency.
- Read with attention to full stops and question marks.
- Read aloud with expression, showing awareness of exclamation and speech marks.
- Identify simple text features such as titles and pictures to indicate what the text is about.
- Look for clues in the text, e.g. words, layout, sequence, to understand information or narrative.
- Understand the meaning of visual features and how they are linked to written text, e.g. illustrations, photographs, diagrams and charts.
- Identify facts related to the topic of a text.
- Identify words and pictures on-screen which are related to a topic.
- Retell events from a story in the right order.
- Recall details from information texts.
- Use personal experience to support understanding of what they have read.
- Talk about events, language and information as they predict what might happen next.
- Make simple connections to other information about the topic express a view about the information in a text.