

Parent and Carer Information: Year 1 English

This guide can help you to track the progress of your year 1 child as they develop through the subject of English. In year 1, children learn the key skills that form the basis of their English education, including reading, writing and spelling. Practising these skills at home can be a great way to boost your child's confidence and complement what they learn in the classroom. This guide outlines how you, as parents and carers, can best support your child's year 1 English journey, with an easy-to-follow flowchart of what they will learn and clear goals for you to work on together.



Click on each topic to head to the relevant category on the Twinkl website to find super resources to support your child.

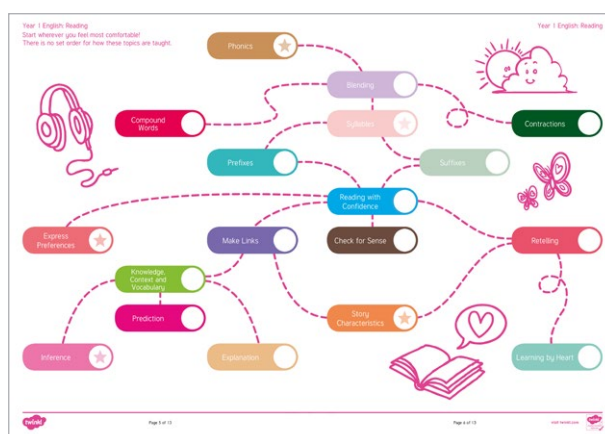


Alternatively, you can follow the web url www.twinkl.co.uk/resources/parents to get to the Twinkl Parents Hub.

We have also included handy tick boxes, so you can easily check off when you have covered each topic, and you can keep on track with your child's studies. You can also use the 'traffic light' system to record your child's confidence, and how they feel about the topic you have covered together.

Stick the other pages together to create a display poster for both you and your child to fill in. Complete with handy tick boxes, this chart is ideal for helping to support your child's studies from home.

-  I feel unsure about this.
-  I feel okay about this.
-  I feel confident about this!



We hope you find the information on our website and resources useful. The contents of this resource are for general, informational purposes only. This guide is intended to offer parents general guidance on what subject areas tend to be covered in their child's year group and where they could support their children at home. However, please be aware that every child is different and information can quickly become out of date. There are some subject areas that we have intentionally not covered due to the nature of how they are taught or because a trained professional needs to teach these areas. We try to ensure that the information in our resources is correct but every school teaches the national curriculum in its own way. If you would like further guidance or are unsure in any way, we recommend that you speak to your child's teacher or another suitably qualified professional.

Phonics



Your child can recognise the graphemes (written sounds, such as 'ay', 'ee', 'oo') that they have been taught and can read them as sounds. They identify the sounds that the different graphemes make.

Blending



Your child can read unfamiliar words by breaking them down into their constituent sounds and then blending these sounds together to make a word. For example, 'sh' - 'ee' - 'p' = 'sheep'.

Compound Words



Your child can break compound words (e.g. sunset = sun + set, bedroom = bed + room, playground = play + ground) into their separate parts and use this skill when attempting to read them.

Syllables (Reading)



Your child can break words into syllables orally, and can use this skill when attempting to read unfamiliar words with more than one syllable, e.g. poc-ket, car-rot, thun-der.

Contractions



Your child can read the contracted forms of common words (e.g. I'm, you're, he's) and understands that the apostrophe represents the missing letter(s).

Prefixes



Your child can read words with the prefix un-, e.g. unlucky, unwell, unkind.

Suffixes



Your child can read words with the suffixes -s, -es, -ed, -ing, -er, -est, e.g. books, boxes, walked, going, higher, nicest.

Reading with Confidence



Your child can read texts at an appropriate level with confidence, using phonics as their main method of decoding unfamiliar words, but with a growing ability to read words without the need to say and blend the sounds.

Express Preferences



Your child can discuss with you what they like and dislike about books they have read or have listened to.

Make Links



Your child can recognise and discuss links between themes and ideas in books they have read or listened to, and their own knowledge and experience. For example, 'Little Red Riding Hood should not have gone off the path because that is dangerous and her mum told her not to.'

Check for Sense



Your child can check as they read aloud and will frequently self-correct if they make a mistake.

Retelling



Your child can retell a familiar story using narrative language, e.g 'once upon a time' or using past tense, time words such as 'and then' or 'next'.

Knowledge, Context and Vocabulary



Your child can use prior knowledge of words, the context of the story or sentence, and words they have been given, to help them read and understand unfamiliar texts.

Prediction



Your child can make predictions based on the events in the text of a story they read or listen to, e.g. 'I think the dog will chase the man, because that's what he did last time.'

Story Characteristics



Your child can understand and explain the key characteristics of a familiar story, i.e. plot, setting and characters. For example, they can say that 'Little Red Riding Hood' is set in the woods and that there is a naughty wolf in the story.

Inference



Your child can make simple inferences from text and illustrations of stories they read or listen to. Inference is the ability to draw conclusions based on evidence, e.g. 'I know the little girl is happy because it says that she is smiling.'

Explanation




Your child can talk to about a text that they have read or listened to, showing understanding of the events or content.

Learning by Heart




Your child can recite some familiar rhymes and poems from memory.

Phonics 



Compound Words

Prefixes


Express Preferences 

Make Links

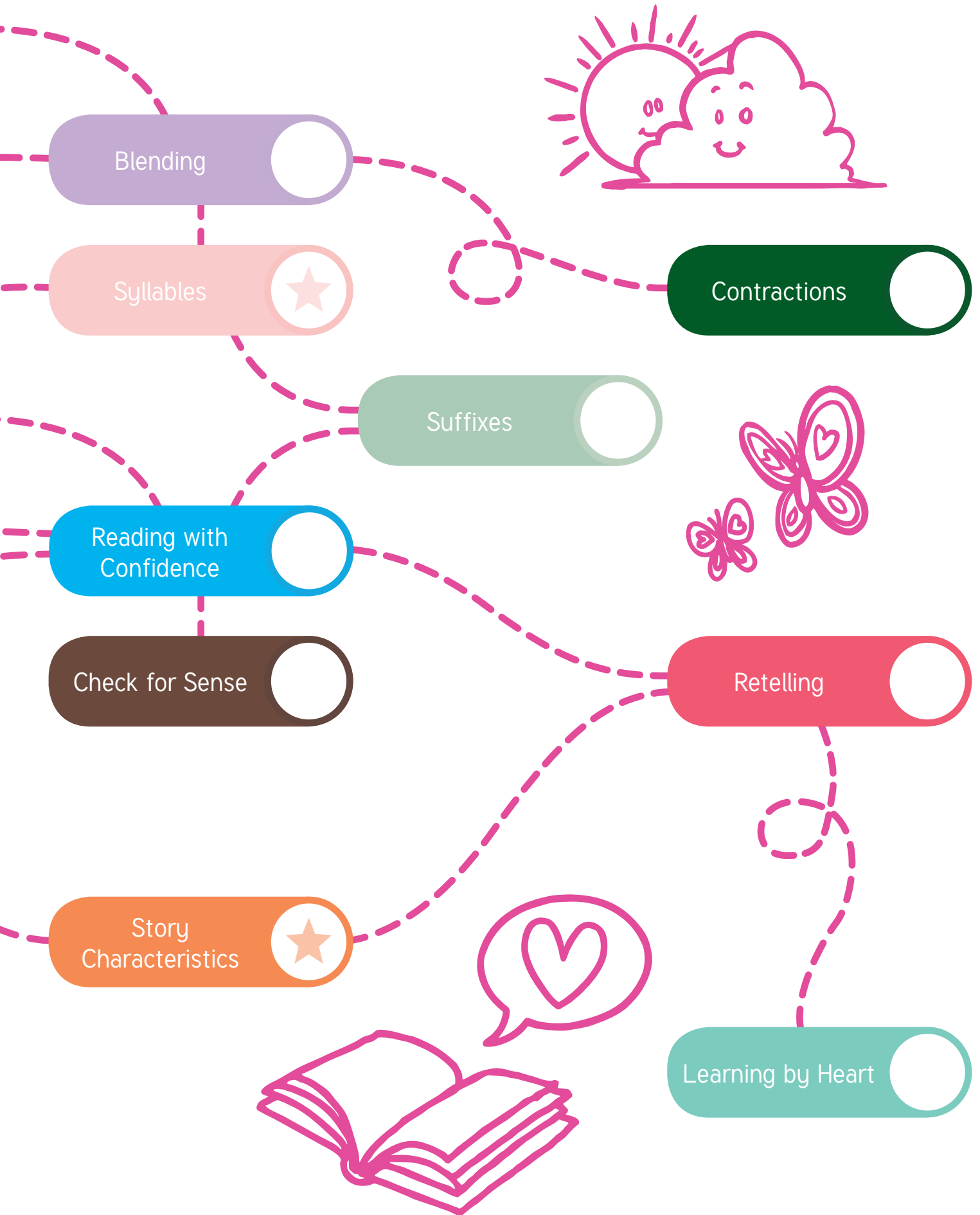
Knowledge, Context and Vocabulary



Prediction

Inference 

Explanation



Above and Beyond

If you really want to go the extra mile, you and your child can review these sections to gain a greater understanding of each topic and push your learning further.

★ Phonics



Your child can read signs and notices that they see in the world around them, using their phonic knowledge to help them decode the text.

★ Syllables



Your child can read words of two or more syllables with confidence and accuracy, using phonics skills as necessary.

★ Story Characteristics



Your child can explore how fiction texts are organised (e.g. development of plot, character and setting descriptions, story arcs and maps).

★ Inference



Your child can use illustrations in books and stories as an important aid to their understanding of the text.

★ Express Preferences



Your child can talk about different authors whose books they have read and about different genres of books, e.g. traditional tales, adventure stories, animal stories.

Posture



Your child can sit comfortably at a table to write, holding a pencil comfortably and correctly.

Capital Letters



Your child can form capital letters correctly.

Lower Case Letters



Your child can form all lower case letters in the correct direction needed to develop cursive (joined) handwriting at a later date. They begin and end their letters in the correct place.

Numbers



Your child can form numbers 0 - 9 correctly.

Handwriting 'Families'



Your child can recognise letters that belong to the same handwriting 'families' and uses this knowledge to help them form letters correctly (e.g. a, c, d, g, o, q).

Phonemes



Your child sees familiar phonemes (sounds) within unfamiliar words and knows some alternative spellings for the same sound (e.g. ay/ai, ee/ea), using this knowledge to help them choose the correct spelling for words in their writing.

Alphabet



Your child can recite the letters of the alphabet by name and in order.

Syllables



Your child can recognise syllables in words, such as thun-der, foot-ball, class-room, and uses this knowledge to split words when attempting to spell them.

-s and -es



Your child can understand the rule for adding -s or -es to create the third person singular of verbs, e.g. talk/talks, make/makes, watch/watches.

Alternative Spellings



Your child can spell out some alternative ways of spelling phonemes using letter names (e.g. ou/ow, er/ir).

-ing, -ed, -er and -est



Your child can add the suffix -ing, -ed, -er and -est to words where the root word doesn't have to change in order to do so. For example, helping, helped, helper, eating, quicker and quickest.

Oral Composition



Your child can say out loud sentences they want to write before attempting to write them.

Recount



Your child can retell a familiar event or experience, putting sentences in the correct chronological order.

Spaces Between Words



Your child can leave appropriately-sized spaces ('finger spaces') between words. They recognise that in order for words to make sense they need to be separated from one another.

Capital Letters



Your child can use a capital letter when writing names of people or places, days of the week and for the personal pronoun 'I'.

Using 'and'



Your child can use 'and' to join two sentences together, e.g. 'Today I went to the park and Dad went to the shops.'

Sentence Punctuation



Your child can explore the use of capital letters to start a sentence and full stops, question marks and exclamation marks to end them.

Using Suffixes -s, -es, -ed, -er, -ing



Your child can use words with the suffixes -s, -es, -ed, -er and -ing in their writing (e.g. walks, goes, talked, higher, making).

Prefix un-



Your child understands that adding the prefix un- to a word changes its meaning e.g. lucky/unlucky. They use words with the prefix un- in their writing.

Developing Narrative

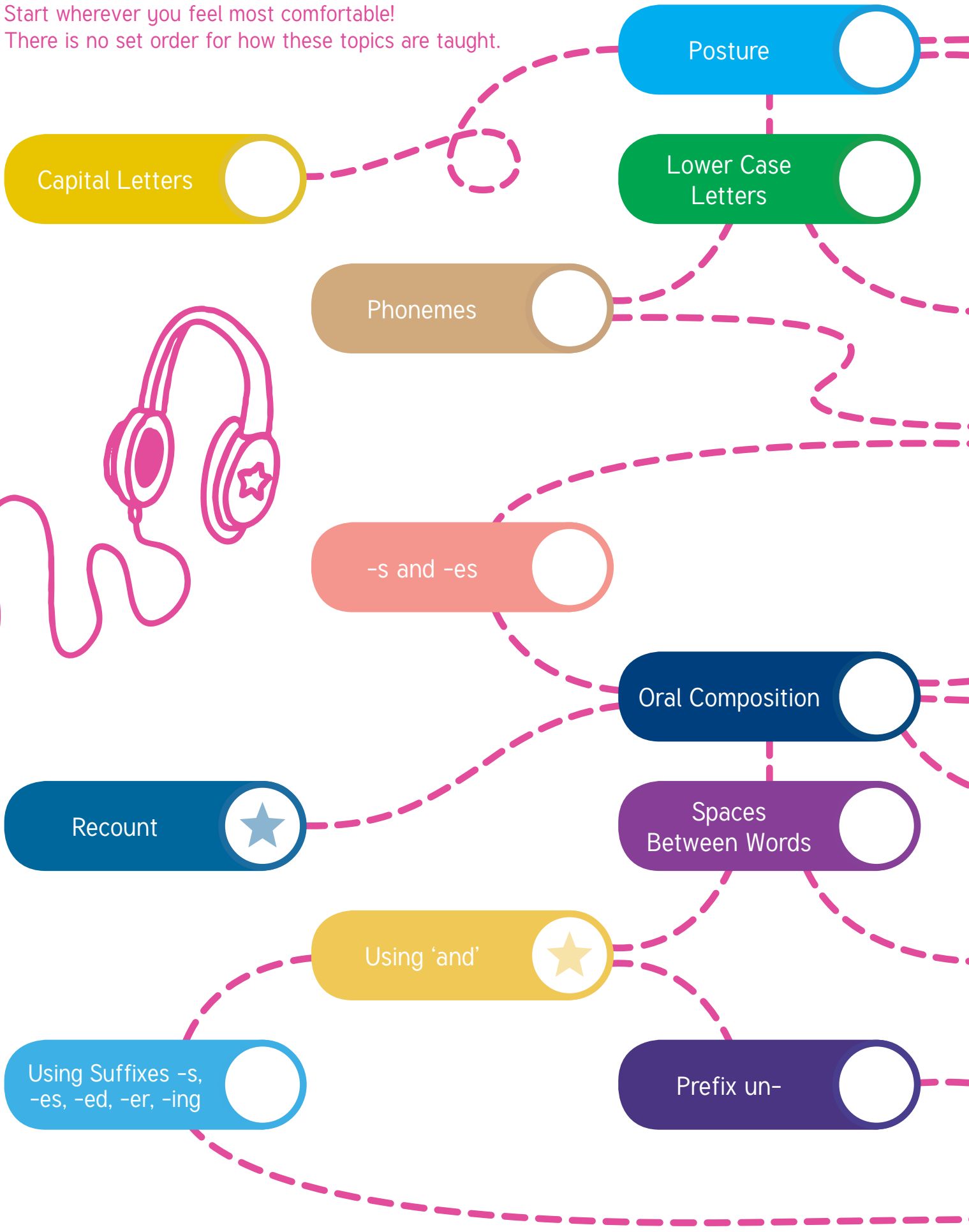


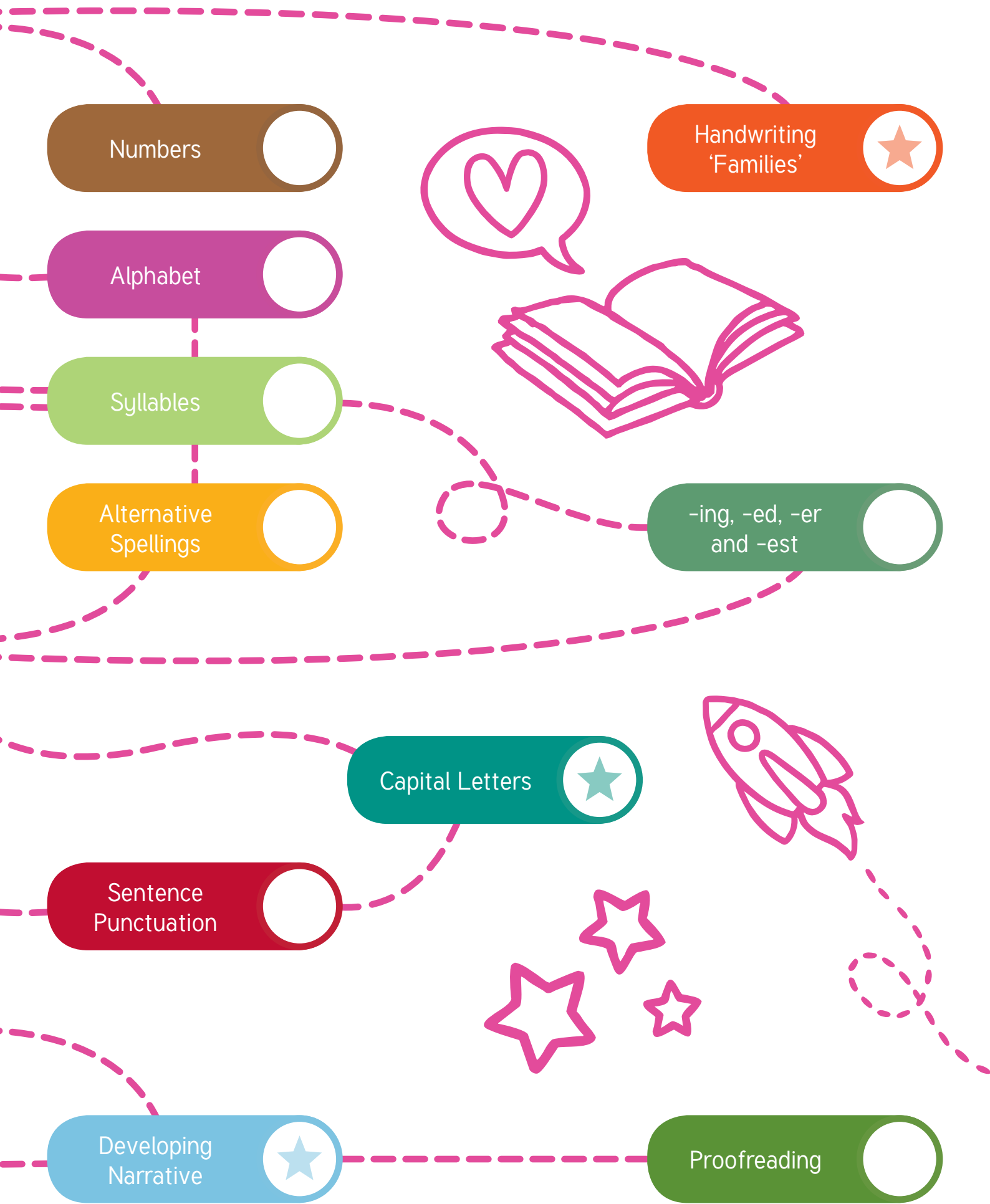
Your child can put together a short sequence of sentences to create a simple narrative.

Proofreading



Your child can reread what they have written to check that it makes sense. They can spot when a sentence doesn't make sense.





Above and Beyond

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★ Recount



Your child can sequence the elements of a series of events relating to something they have learnt in science, history or geography, for example, a set of instructions or an explanation.

★ Developing Narrative



Your child can sequence the elements of a short story.

★ Using 'and'



Your child can begin to make some longer sentences by joining ideas using conjunctions, such as 'and', 'then', 'because', 'so'.

★ Handwriting 'Families'



In handwriting, your child can consistently show that they know which letters sit below the line (for example, j, g, y) and which letters are tall (for example, b, d, l, t).

★ Capital Letters



Your child can use capital letters and lower case letters consistently and correctly.

Vocabulary



Your child can use new vocabulary they have learnt (for example, as part of a topic or from a story) in their writing and is excited to try out new words in their own work.

Explore and Discover More

Twinkl Go! is a digital platform, hosting interactive content such as videos, games, audiobooks and more. Twinkl Go! enables digital content to be streamed to your computer or mobile device.



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Book Club

Twinkl Book Club is our book subscription service. Enjoy our original works of fiction in beautiful printed form, delivered to you each half-term and yours to keep!

Twinkl Boost is a range of intervention resources, created to support and lift learning with children at every level. These include our easy-to-use SATs and Phonics Screening resources.



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Boost



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imagine

Imagine resources are designed to help your children to think creatively, question and imagine. Every week, a new topic consisting of five photos, each with related activities, is created.

Twinkl Originals are engaging stories written to inspire pupils from EYFS to KS2. Designed to encourage a love of reading and help curriculum-wide learning through accompanying resources.



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KIDS' TV

Twinkl Kids' TV is our wonderful YouTube channel dedicated to fun and informative video-style resources full of new and creative activities you can try at home!