

**Objectives to teach in every term in Year 1**

In addition to previous learning, pupils should learn how to...

Reading	Reading	Writing	Transcription
<p><b>Becoming a Reader</b> Enjoy stories (including fairy and traditional stories), poems and rhymes Listen to and discuss a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently Offer an opinion on what is read to them and listen to the opinions of others</p> <p><b>Word Reading</b> <u>Read accurately by blending the sounds in words that contain the common graphemes for all 40+ phonemes (WTS KS1)</u> Remember and read high frequency phonically decodable words <u>Read many year 1 common exception words (National Curriculum English Appendix 1) (WTS KS1)</u> Apply phonic knowledge across the curriculum <u>Read aloud accurately books that match their phonic knowledge</u> Read aloud accurately books which require them to use phonics and other reading strategies</p> <p><b>Fluency</b> Re-read books to build fluency and confidence <u>In phonically regular texts, read aloud many words quickly and accurately without overt sounding and blending (WTS KS1)</u></p>	<p><b>Reading Comprehension</b> Apply vocabulary they know in one context to another Build a bank of vocabulary by spotting, collecting and discussing new words and phrases from texts and linking these with words already known Use imagination to re-enact stories in a variety of ways Develop understanding by linking reading to prior knowledge and/or background information Ask questions to engage with a text Ask questions in a discussion of a text with peers and adults <u>Check that the text makes sense as they read and re-read if necessary</u> <u>Retrieve information from a familiar book that is read to them in discussion with the teacher (KS1 WTS)</u> <u>Make simple inferences from a familiar book that is read to them (KS1 WTS)</u> Make simple inferences about characters from what they say and do Predict the next part of a story Recall the main events in a story Discuss the title and talk about the events in a story Identify the main characters and say what they are like <b>Answer questions about the text in discussion with the teacher (WTS KS1)</b></p> <p><b>Becoming a Researcher</b> Pose questions before reading non-fiction to find answers</p>	<p><b>Planning, Composing and Evaluating</b> Use ideas from their reading in their writing Say out loud what they are going to write Use the sentence by sentence process of think, say, write, check Use the key narrative and non-narrative writing skills of telling, informing, recounting and instructing (see Appendix C) Improve their writing style by adding new techniques to their repertoire (from Appendix A – year 1) Improve their writing by using some new vocabulary (from Appendix B – year 1) Re-read what they have written to themselves, in order to check that it makes sense</p> <p><b>Grammar and Punctuation</b> Use correct grammatical terminology when discussing their writing <u>Use full stops and capitals throughout a piece of writing (EXS KS1, WTS KS2)</u></p>	<p><b>Spelling</b> <u>Spell words using the GPCs taught so far (ensure your programme covers English appendix 1 (Y1) of National Curriculum) (WTS KS1)</u> <b>Segment words into individual phonemes to aid spelling (WTS KS1)</b> <u>Spell year 1 common exception words that cannot be easily decoded at this stage ('tricky' words) (contributes to WTS KS1/EXS KS1)</u> Write simple dictated sentences using spelling knowledge taught so far Apply spellings and spelling conventions taught in their own work</p> <p><b>Handwriting and Presentation</b> <u>Form lower case letters in the correct direction, starting and finishing in the right place (WTS KS1)</u></p>

<b>Sound out many unfamiliar words accurately in a phonically regular text (WTS KS1)</b>	Navigate a simple non-fiction text Record information gleaned from simple non-fiction texts		
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**+ Objectives to teach in the Autumn Term of Year 1**

In addition to previous learning, pupils should learn how to...

Spoken Language	Reading	Writing	Transcription
<p><b>Speaking, Listening and Discussion</b> Tell a story or describe an incident clearly Listen and respond appropriately to adults and peers, in a range of situations Take turns in a group</p> <p><b>Drama</b> Respond to other characters in role</p>	<p><b>Becoming a Reader</b> Retell a story using prompts Join in with stories being read aloud</p> <p><b>Word Reading</b> Respond quickly with the correct sound for graphemes (using phonemes taught so far) <i>Listen to what they are reading to hear if it makes sense</i> <i>Read to the end of a sentence to help work out an unknown word</i></p> <p><b>Reading Comprehension</b> Recognise and understand the terms title, author, illustrator and illustration</p>	<p><b>Planning, Composing and Evaluating</b> <i>Plan a 4 sentence story</i> Write a sequence of sentences</p> <p><b>Grammar and Punctuation</b> <b><u>Leave spaces between words (WTS KS1)</u></b> Join words with 'and' within sentences</p>	<p><b>Spelling</b> Spell simple words with adjacent consonants Spell words ending in -nk Name the letters of the alphabet in order Use letter names to talk about different grapheme choices</p> <p><b>Handwriting and Presentation</b> Sit correctly at a table, holding a pencil comfortably and correctly Form 'long ladder' lower case letters correctly (i, j, l, t, u (v and w if with rounded bases)) Form the equivalent upper case letters correctly (I, J, L, T, U) Form 'one-armed robot' lower case letters correctly (b, h, k, m, n, p, r) Form the equivalent upper case letters correctly (B, H, K, M, N, P, R) Form the digits 2, 3 and 5 correctly</p>

**+ Objectives to teach in the Spring Term of Year 1**

In addition to previous learning, pupils should learn how to...

Spoken Language	Reading	Writing	Transcription
<p><b>Speaking, Listening and Discussion</b> Retell a story or incident in which events are clearly ordered Listen and follow instructions accurately, asking for help or clarification if necessary Listen to other pupils during group work</p> <p><b>Drama</b> <i>Pretend to be a character, show feelings through words and action</i></p>	<p><b>Becoming a Reader</b> <u>Retell a story in the correct order</u> Join in with stories being read aloud</p> <p><b>Word Reading</b> Respond quickly with the correct sound for graphemes (using phonemes taught so far) Read words containing taught GPCs and ending in -s, -es and ing</p>	<p><b>Planning, Composing and Evaluating</b> <i>Plan a simple story (beyond 4 sentences)</i> <b><u>Write a sequence of sentences to form a short narrative or non-narrative text (WTS KS1) sometimes for a real purpose and audience</u></b> <i>Talk about their writing</i></p> <p><b>Grammar and Punctuation</b></p>	<p><b>Spelling</b> Use letter names to talk about different grapheme choices Spell plural nouns with -s and -es Use -s and -es to spell third person singular verbs Spell words with the -ing suffix (where no change is needed to the root word) Divide words into syllables to aid spelling Spell common words ending in -ve</p>

	<p><b>Read words of more than one syllable (WTS KS1)</b>  Re-read when they have not understood  Use the punctuation to get meaning from the text  Use the context as an aid to decoding unknown words</p> <p><b>Fluency</b>  Begin to read with expression</p> <p><b>Reading Comprehension</b>  Understand that text, illustration and other features combine to give meaning</p>	<p><b>Leave spaces between words (WTS KS1)</b>  <b>Join sentences with 'and' (EXS KS1)</b>  Recognise and know the purpose of nouns  Form singular and plural nouns (link with spelling)  Use capital letters for people, places, days of the week and 'I'</p>	<p><b>Handwriting and Presentation</b>  Form 'curly caterpillar' lower case letters correctly (c, a, d, e, g, o, q, f, s)  Form the equivalent upper case letters correctly (C, A, D, E, G, O, Q, F, S)  Form the digits 0, 6, 8 and 9 correctly</p>
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**+ Objectives to teach in the Summer Term of Year 1**

In addition to previous learning, pupils should learn how to...

Spoken Language	Reading	Writing	Transcription
<p><b>Speaking, Listening and Discussion</b>  Read aloud clearly and use some intonation for effect  Listen with sustained concentration  Explain their thoughts to a group</p> <p><b>Drama</b>  Take turns speaking their part in acting out familiar</p>	<p><b>Word Reading</b>  Respond quickly with the correct sound for graphemes (for all 40+ phonemes)  <b>Read words of more than one syllable (WTS KS1)</b>  Read words containing taught GPCs and ending in -ed, -er and est  Read words with contractions and understand how apostrophes work in these words  Look for words within words to aid decoding  Break down large words into syllables to aid decoding</p> <p><b>Fluency</b>  Recite some poems and rhymes by heart</p> <p><b>Reading Comprehension</b>  Understand that text, illustration and other features combine to give meaning</p>	<p><b>Planning, Composing and Evaluating</b>  Plan a simple story (beyond 4 sentences)  <b>Write a sequence of sentences to form a short narrative or non-narrative text (WTS KS1) sometimes for a real purpose and audience</b>  Talk about their writing  Read aloud their writing clearly (link with Spoken Language)</p> <p><b>Grammar and Punctuation</b>  <b>Join sentences with 'and' (EXS KS1)</b>  Change the meaning of words by adding un- (link with spelling)  Form new nouns by compounding e.g. whiteboard (link with spelling)  Recognise and know the purpose of verbs  <b>Use question marks (EXS KS1, WTS KS2)</b></p>	<p><b>Spelling</b>  Spell the days of the week  Spell words with the -ed suffix (where no change is needed to the root word)  Spell words with the -er suffix (where no change is needed to the root word)  Spell words with the -est suffix (where no change is needed to the root word)  Spell simple words with the un- prefix  Divide words into syllables to aid spelling  Spell common compound words</p> <p><b>Handwriting and Presentation</b>  Form 'zigzag' lower case letters correctly (v, w, x, y, z)  Form the equivalent upper case letters correctly (V, W, X, Y, Z)  Form the digits 1, 4, and 7 correctly</p>

		Understand the uses of exclamation marks <b>Use exclamation marks (GD KS1)</b>	
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