

English Objectives Year 1

Reading – Word reading

- ❖ apply phonic knowledge and skills as the route to decode words
- ❖ respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including where applicable, alternative sounds for graphemes
- ❖ read accurately by blending sounds in unfamiliar words containing GPCs that have been taught
- ❖ read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word
- ❖ read words containing taught GPCs and –s, -es, -ing, -ed, -er and –est endings
- ❖ read other words of more than one syllable that contain taught GPCs
- ❖ read words with contractions (for examples, I'm, I'll, we'll) and understand that the apostrophe represents omitted letter(s)
- ❖ read aloud accurately books that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words
- ❖ re-read books to build up their fluency and confidence in word reading

Reading – Comprehension

Develop pleasure in reading, motivation to read, vocabulary and understanding by:

- ❖ listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently
- ❖ being encouraged to link what they read, or hear read to their own experiences
- ❖ becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics
- ❖ recognising and joining in with predictable phrases
- ❖ learning to appreciate rhymes and poems, and to recite some by heart
- ❖ discussing word meanings, linking new meaning to those already known
- ❖ understanding both the books they can already read accurately and fluently and those they listen to
- ❖ drawing on what they already know or on background information and vocabulary provided by the teacher to help them to understand a book
- ❖ checking that the text makes sense to them as they read and correcting inaccurate reading
- ❖ discussing the significance of the title and events
- ❖ making inferences on the basis of what is being said and done
- ❖ predicting what might happen on the basis of what has been read so far
- ❖ participating in discussion about what is read to them, taking turns and listening to what others say
- ❖ explaining clearly their understanding of what is read to them

Writing – Spelling

- ❖ words containing each of the 40+ phonemes already taught in Reception class
- ❖ common exception words
- ❖ the days of the week
- ❖ naming the letters of the alphabet in order
- ❖ adding prefixes and suffixes
- ❖ using the rule for adding –s, -es, as the plural for nouns and the third person singular for verbs
- ❖ using the prefix un-
- ❖ using –ing, -ed, -er, and –est where no change is needed in the spelling of root words (for example – helping, helped, helper, eating, quicker)
- ❖ applying simple spelling rule and guidance as listed in English Appendix 1 of the National Curriculum
- ❖ write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far

Handwriting

- ❖ sitting correctly at a table, holding a pencil comfortably and correctly
- ❖ beginning to form lower case letters in the correct direction, starting and finishing in the right place
- ❖ forming capital letters
- ❖ forming digits 0 - 9

Writing – Composition

- ❖ write sentences by saying out loud what they are going to write about
- ❖ composing a sentence orally before writing it
- ❖ sequencing sentences to form short narratives
- ❖ re-reading what they have written to check that it makes sense
- ❖ discussing what they have written with the teacher or other pupils
- ❖ reading aloud their writing clearly enough to be heard by their peers and the teacher

Writing – Vocabulary, grammar and punctuation

- ❖ developing their understanding of the concepts set out in English Appendix 2 of the National Curriculum
- ❖ leaving spaces between words
- ❖ joining words and joining clauses using and
- ❖ beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark
- ❖ using a capital letter for names of people, places, the days of the week, and the personal pronoun ‘I’
- ❖ learning the grammar for Year 1 in English Appendix 2 of the National Curriculum
- ❖ using the grammatical terminology from the National Curriculum in discussing their writing