

## English Objectives Year 1

	Autumn	Spring	Summer
<b><u>Spoken Language</u></b>			
listen and respond appropriately to adults and their peers	✓	✓	✓
ask relevant questions to extend their understanding and knowledge	✓	✓	✓
use relevant strategies to build their vocabulary	✓	✓	✓
articulate and justify answers, arguments and opinions	✓	✓	✓
give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings	✓	✓	✓
maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments	✓	✓	✓
use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas	✓	✓	✓
speak audibly and fluently with an increasing command of Standard English	✓	✓	✓
participate in discussions, presentations, performances, role play, improvisations and debates	✓	✓	✓
gain, maintain and monitor the interest of the listener(s)	✓	✓	✓
consider and evaluate different viewpoints, attending to and building on the contributions of others	✓	✓	✓
select and use appropriate registers for effective communication.	✓	✓	✓
<b><u>Reading- word reading</u></b>			
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 example, I'm, I'll, we'll], and understand that the apostrophe represents the 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 these books to build up their fluency and confidence in word reading.	✓	✓	✓
<b><u>Reading comprehension</u></b>			
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 meanings to those already known	✓	✓	✓

understand both the books they can already read accurately and fluently and those they listen to by:			
drawing on what they already know or on background information and vocabulary provided by the teacher	✓	✓	✓
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	✓	✓	✓
participate in discussion about what is read to them, taking turns and listening to what others say	✓	✓	✓
explain clearly their understanding of what is read to them.	✓	✓	✓
<b><u>Writing - transcription</u></b>			
Spelling :Pupils should be taught to spell: words containing each of the 40+ phonemes already taught	✓	✓	✓
common exception words	✓	✓	✓
the days of the week	✓	✓	✓
name the letters of the alphabet	✓	✓	✓
naming the letters of the alphabet in order	✓	✓	✓
using letter names to distinguish between alternative spellings of the same sound	✓	✓	✓
add prefixes and suffixes: using the spelling rule for adding –s or –es as the plural marker for nouns and the third person singular marker 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, quickest]		✓	✓
write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far.	✓	✓	✓
<b><u>Handwriting</u></b>			
sit correctly at a table, holding a pencil comfortably and correctly	✓	✓	✓
begin to form lower-case letters in the correct direction, starting and finishing in the right place	✓	✓	✓
form capital letters	✓	✓	✓
form digits 0-9	✓	✓	✓
understand which letters belong to which handwriting ‘families’ (i.e. letters that are formed in similar ways) and to practise these.	✓	✓	✓
<b><u>Writing- composition</u></b>			
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	✓	✓	✓
discuss what they have written with the teacher or other pupils	✓	✓	✓
read aloud their writing clearly enough to be heard by their peers and the teacher.	✓	✓	✓
<b><u>Writing – vocabulary, grammar and punctuation</u></b>			
Pupils should be taught to:  develop their understanding of the concepts set out in <a href="#">English Appendix 2</a> by:			

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	✓	✓	✓
use the grammatical terminology in English Appendix 2 in discussing their writing.	✓	✓	✓