

Year One Objectives

Pupils should learn how to:

Spoken Language

Speaking

- Tell a story or describe an incident clearly
- Retell a story or incident in which events are clearly ordered
- Read aloud clearly and use some intonation for effect

Listening

- Listen and respond appropriately to adults and peers, in a range of situations
- Listen and follow instructions accurately, asking for help or clarification if necessary
- Listen with sustained concentration

Discussion

- Take turns in a group
- Listen to other pupils during group work
- Explain their thoughts to a group

Drama

- Respond to other characters in role
- Pretend to be a character, showing feelings through words and action
- Take turns speaking their part in acting out familiar stories with words and actions

Reading

Becoming a Reader

- 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
- Retell a story using prompts
- Retell a story in the correct order
- Join in with stories being read aloud

Word Reading

- Respond quickly with the correct sound for graphemes (using phonemes taught so far)
- Respond quickly with the correct sound for graphemes (for all 40+ phonemes)
- Read accurately by blending the sounds in words that contain the common graphemes for all 40+ phonemes (WTS KS1)
- Remember and read high frequency phonically decodable words
- Read many year 1 common exception words (National Curriculum English Appendix 1) (WTS KS1)

- Read words containing taught GPCs and ending in –s, -es and ing
- **Read words of more than one syllable (WTS KS1)**
- Read words containing taught GPCs and ending in –ed, -er and est
- Read words with contractions and understand how apostrophes work in these words
- Apply phonic knowledge *across the curriculum*
- Read aloud accurately books that match their phonic knowledge
- *Read aloud accurately books which require them to use phonics and other reading strategies*
- *Listen to what they are reading to hear if it makes sense*
- *Read to the end of a sentence to help work out an unknown word*
- *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*
- *Look for words within words to aid decoding*
- *Break down large words into syllables to aid decoding*

Fluency

- Re-read books to build fluency and confidence
- *Begin to read with expression*
- Recite some poems and rhymes by heart
- **In phonically regular texts, read aloud many words quickly and accurately without overt sounding and blending (WTS KS1)**
- **Sound out many unfamiliar words accurately in a phonically regular text (WTS KS1)**

Comprehension – Vocabulary Knowledge

- 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*

Comprehension – Imagining

- *Use imagination to re-enact stories in a variety of ways*

Comprehension – Linking

- Develop understanding by linking reading to prior knowledge and/or background information

Comprehension – Asking Questions

- *Ask questions to engage with a text*
- Ask questions in a discussion of a text with peers and adults

Comprehension – Clarifying and Retrieving

- Check that the text makes sense as they read and re-read if necessary

- **Retrieve information from a familiar book that is read to them in discussion with the teacher (KS1 WTS)**

Comprehension – Inferring

- **Make simple inferences from a familiar book that is read to them (KS1 WTS)**
- Make simple inferences about characters from what they say and do

Comprehension – Predicting

- Predict the next part of a story

Comprehension – Summarising

- Recall the main events in a story

Comprehension – Understanding Purpose and Viewpoint

- No objectives

Comprehension – Understanding Text Organisation

- Recognise and understand the terms title, author, illustrator and illustration
- Understand that text, illustration and other features combine to give meaning

Comprehension – Understanding Writers' Use of Language

- No objectives

Comprehension - Responding to Texts

- Discuss the title and talk about the events in a story
- Identify the main characters and say what they are like
- **Answer questions about the text in discussion with the teacher (WTS KS1)**

Becoming a Researcher

- Pose questions before reading non-fiction to find answers
- Navigate a simple non-fiction text
- Record information gleaned from simple non-fiction texts

Writing

Planning

- 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
- Plan a 4 sentence story
- Plan a simple story (beyond 4 sentences)

Composing

- Use the sentence by sentence process of think, say, write, check

- Use ideas from their reading in their writing
- Write a sequence of sentences
- **Write a sequence of sentences to form a short narrative or non-narrative text (WTS KS1) sometimes for a real purpose and audience**
- 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)

Evaluating

- Use the sentence by sentence process of think, say, write, check
- Re-read what they have written to themselves, in order to check that it makes sense
- Talk about their writing
- Read aloud their writing clearly (link with Spoken Language)

Grammar

- Use correct grammatical terminology when discussing their writing
- **Leave spaces between words (WTS KS1)**
- Join words with 'and' within sentences
- **Join sentences with 'and' (EXS KS1)**
- Recognise and know the purpose of nouns
- Recognise and know the purpose of verbs
- Form singular and plural nouns (link with spelling)
- Change the meaning of words by adding un- (link with spelling)
- Form new nouns by compounding e.g. whiteboard (link with spelling)

Punctuation

- Use correct grammatical terminology when discussing their writing
- **Use full stops and capitals throughout a piece of writing (EXS KS1, WTS KS2)**
- Use capital letters for people, places, days of the week and 'I'
- **Use question marks (EXS KS1, WTS KS2)**
- Understand the uses of exclamation marks
- **Use exclamation marks (contributes to GD KS1)**

Transcription

Spelling

- **Spell words using the GPCs taught so far (ensure your programme covers English appendix 1 (Y1) of National Curriculum) (WTS KS1)**
- **Segment words into individual phonemes to aid spelling (WTS KS1)**
- Name the letters of the alphabet in order
- Use letter names to talk about different grapheme choices
- **Spell year 1 common exception words that cannot be easily decoded at this stage ('tricky' words) (contributes to WTS KS1/EXS KS1)**

- Spell simple words with adjacent consonants
- Spell words ending in -nk
- 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)
- Spell common words ending in -ve
- 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
- Spell common compound words
- Spell the days of the week
- Divide words into syllables to aid spelling
- Write simple dictated sentences using spelling knowledge taught so far
- Apply spellings and spelling conventions taught in their own work

Handwriting and Presentation

- 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
- 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
- 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
- **Form lower case letters in the correct direction, starting and finishing in the right place (WTS KS1)**