

**Objectives for Year 1 Term 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 Take turns in a group</p> <p><b>Drama</b> Respond to other characters in role</p>	<p><b>Word Reading</b> Respond quickly with the correct sound for graphemes (using phonemes taught so far) Blend GPCs to read accurately Remember high frequency phonically decodable words Read and remember high frequency words that cannot be easily decoded at this stage ('tricky' words) Apply phonic knowledge across the curriculum Read aloud accurately books that match their phonic knowledge and books which require them to use other reading strategies Re-read books to build fluency and confidence 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</p> <p><b>Being a Reader</b> Listen to and discuss a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently Explain their understanding of what is read to them Offer an opinion on what is read to them and listen to the opinions of others Link what they read and hear read to their own experiences Enjoy stories (including fairy and traditional stories), poems and rhymes Retell a story using prompts Join in with stories being read aloud Discuss meanings of new words and link these to words already known</p>	<p><b>Planning, Composing and Evaluating</b> Begin to use the sentence by sentence process of think, say, write, check Say out loud what they are going to write about Compose a sentence orally before writing it Write a sequence of sentences Re-read what they have written to check that it makes sense Improve their writing style by adding new techniques to their repertoire (see Appendix A – year 1)</p> <p><b>Grammar, Punctuation and Vocabulary</b> Use correct grammatical terminology when discussing their writing Leave spaces between words Join words with 'and' within sentences Use full stops and capitals</p>	<p><b>Spelling</b> Spell words using the GPCs taught so far (ensure your programme covers English appendix 1 (Y1) of National Curriculum) Segment words into individual phonemes to aid spelling Spell high frequency words that cannot be easily decoded at this stage ('tricky' words) 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 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> 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>

	<p><b>Reading Comprehension</b>  Check that the text makes sense as they read and re-read if necessary  Use imagination to re-enact stories in a variety of ways  Discuss the title and talk about the events in a story  Predict the next part of a story  Recall the main events in a story  Make simple inferences about characters from what they say and do  Recognise and understand the terms title, author, illustrator and illustration  Develop understanding by linking reading to prior knowledge and/or background information</p> <p><b>Being a Researcher</b>  Pose questions before reading non-fiction to find answers  Navigate a simple non-fiction text  Record information gleaned from simple non-fiction texts</p>		
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