

**Objectives for Year 1 Term 3**

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 stories</p>	<p><b>Word Reading</b>                      Respond quickly with the correct sound for graphemes (for all 40+ phonemes)                      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)                      Read words containing taught GPCs and ending in -ed, -er and est                      Read words of more than one syllable                      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 and books which require them to use other reading strategies                      Re-read books to build fluency and confidence                      Look for words within words to aid decoding                      Break down large words into syllables to aid decoding</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 opinions and preferences about books                      Link what they read and hear read to their own experiences                      Enjoy stories</p>	<p><b>Planning, Composing and Evaluating</b>                      Use ideas from their reading in their writing                      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 to form a short narrative or non-narrative text                      Re-read what they have written to check that it makes sense                      Read aloud their writing clearly (link with Spoken Language)                      Talk about their writing                      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                      Join sentences with 'and'                      Use question marks                      Use exclamation marks                      Change the meaning of words by adding un- (link with spelling)                      Form new nouns by compounding e.g. whiteboard (link with spelling)</p>	<p><b>Spelling</b>                      Spell words using the GPCs taught so far (all GPCs in English appendix 1 (Y1) of National Curriculum should be learned by the end of the year)                      Segment words into individual phonemes to aid spelling                      Spell high frequency words that cannot be easily decoded at this stage ('tricky' words)                      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                      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>                      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>

	<p>Enjoy poems and rhymes and recite some by heart  Read aloud a well known story with some expression  Discuss meanings of new words and link these to words already known</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  Answer questions after the end of the 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  Understand that text, illustration and other features combine to give meaning  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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