

Year 1

Year 1 Objectives: Spoken Language

Speak clearly and loudly enough to communicate meaningfully.

Ask questions about matters of immediate interest.

Express feelings and ideas when talking about matters of immediate interest.

Start to develop ideas by adding detail to their speech.

Start to understand how to take turns when speaking.

Start to listen to others and respond appropriately.

Join in with imaginative play taking on roles of different familiar characters.

Speak in complete sentences after modelling and as appropriate.

Retell a familiar story in sentences, using narrative language.

Recount an event or experience in sentences.

Begin to understand how to change language when speaking to different listeners. For example – peers and adults.

Year 1 Objectives: Reading

WORD READING

Apply phonic knowledge and skills as the route to decode words

Match all 40+ graphemes to their phonemes (Phase 3)

Blend sounds in unfamiliar words based on known GPCs

Read common words using phonic knowledge where possible

Read words containing taught GPCs and s, es, ing, ed, er, est endings

Read words of more than one syllable that contain taught GPCs

Read words with contractions, e.g. I'm, I'll, we'll, and understand that the apostrophe represents the omitted letter(s)

Read phonically decodable texts

Read phonically decodable texts with confidence

Year 1 Objectives: Reading

COMPREHENSION

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

Respond to a range of texts – narrative, non-fiction and poems.

Say what they like or dislike about a text.

Link what they read or hear read to their own experiences.

Know some key stories, including traditional and fairy tales.

Retell key stories orally using narrative language.

Understand and talk about the main characteristics of the key stories known.

Experience poems and rhymes.

Learn some poems and rhymes by heart.

COMPREHENSION

Understand both the books they can already read accurately and fluently and those they listen to

Use prior knowledge to understand texts.

Use context and vocabulary provided to understand texts.

Check that the text makes sense to them as they read and correct miscues.

Talk about the title and the events.

Begin to draw inferences from the text and/or the illustrations.

Make predictions based on the events in the text.

Talk about their responses in a group.

Listen to others' ideas about a text.

Explain what they understand about a text.

Year 1 Objectives Phonics/Spelling

Statutory Requirements

The boundary between revision of work covered in Reception and the introduction of new work may vary according to the programme used, but basic revision should include:

- all letters of the alphabet and the sounds which they most commonly represent
- consonant digraphs which have been taught and the sounds which they represent
- vowel digraphs which have been taught and the sounds which they represent
- the process of segmenting spoken words into sounds before choosing graphemes to represent the sounds
- words with adjacent consonants
- guidance and rules which have been taught

Statutory Requirements	Example Words
The sounds /f/, /l/, /s/, /z/ and /k/ spelt ff, ll, ss, zz and ck	off, well, miss, buzz,, back
The /ŋ/ sound spelt n before k	bank, think, honk, sunk
Division of words into syllables	pocket, rabbit, carrot, thunder, sunset
tch	catch, fetch, kitchen, notch, hutch
The /v/ sound at the end of words	have, live, give
Adding s and es to words (plural of nouns and the third person singular of verbs)	cats, dogs, spends, rocks, thanks, catches
Adding the endings –ing, –ed and –er to verbs where no change is needed to the root word	hunting, hunted, hunter, buzzing, buzzed, buzzer, jumping, jumped, jumper
Adding –er and –est to adjectives where no change is needed to the root word	grander, grandest, fresher, freshest, quicker, quickest
ai , oi	rain, wait, train, paid, afraid, oil, join, coin, point, soil

Statutory Requirements	Example Words
ay. oy	day, play, say, way, stay, boy, toy, enjoy, annoy
a-e	made, came, same, take, safe
e-e	these, theme, complete
i-e	five, ride, like, time, side
o-e	home, those, woke, hope, hole
u-e	June, rule, rude, use, tube, tune
ir	girl, bird, shirt, first, third
ur	turn, hurt, church, burst, Thursday
ar	car, start, park, arm, garden
ee	see, tree, green, meet, week
ea (/i:/)	sea, dream, meat, each, read (present tense)
ea (/ɛ/)	head, bread, meant, instead, read (past tense)

Statutory Requirements	Example Words
er(/ɜ:/)	(stressed sound): her, term, verb, person
er (/ə/)	(unstressed <i>schwa</i> sound): better, under, summer, winter, sister
ir	girl, bird, shirt, first, third
ur	turn, hurt, church, burst, Thursday
oo (/u:/)	food, pool, moon, zoo, soon
oo (/ʊ/)	book, took, foot, wood, good
oa	boat, coat, road, coach, goal
oe	toe, goes
ou	out, about, mouth, around, sound
ow (/əʊ/) ow (/oʊ/) ue ew	now, how, brown, down, town own, blow, snow, grow, show blue, clue, true, rescue, Tuesday new, few, grew, flew, drew, threw

Statutory Requirements	Example Words
ie (/aɪ/)	lie, tie, pie, cried, tried, dried
ie (/i:/)	chief, field, thief
igh	high, night, light, bright, right
or	for, short, born, horse, morning
ore	more, score, before, wore, shore
aw	saw, draw, yawn, crawl
au	author, August, dinosaur, astronaut
air	air, fair, pair, hair, chair
ear	dear, hear, beard, near, year
ear (/ɛə/)	bear, pear, wear
are (/ɛə/)	bare, dare, care, share, scared
Words ending -y (/i:/ or /ɪ/)	very, happy, funny, party, family

Statutory Requirements	Example Words
New consonant spellings ph and wh	dolphin, alphabet, phonics, elephant when, where, which, wheel, while
Using k for the /k/ sound	Kent, sketch, kit, skin, frisky
Adding the prefix –un	unhappy, undo, unload, unfair,, unlock
Compound words	football, playground, farmyard, bedroom, blackberry
Common exception words	the, a, do, to, today, of, said, says, are, were, was, is, his, has, I, you, your, they, be, he, me, she, we, no, go, so, by, my, here, there, where, love, come, some, one, once, ask, friend, school, put, push, pull, full, house, our and/or others according to the programme used

Year 1 Objectives: Writing

TRANSCRIPTION

Know how 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

Name the letters of the alphabet in order

Use letter names to show alternative spellings of the same phoneme

Add prefixes and suffixes

Use the spelling rule for adding s or es for plural

Use the prefix un

Use the spelling rule for adding s or es for verbs in 3rd person singular

Add ing, ed, er, est where no change is needed to the root words

Apply simple spelling rules

Identify known phonemes in unfamiliar words.

Use syllables to divide words.

Use knowledge of alternative phonemes to narrow down possibilities for accurate spelling.

Write from memory simple sentences dictated by the teacher that include words taught so far.

Handwriting

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.

Year 1 Objectives: Writing

COMPOSITION

Write sentences.

Say out loud what is to be written about.

Talk about ideas to use in writing.

Compose a sentence orally before writing it.

Sequence sentences to form short narratives.

Sequence sentences in chronological order to recount an event or an experience.

Re-read what they have written to check that it makes sense.

Discuss what they have written with the teacher or other pupils.

Read aloud writing clearly enough to be heard by their peers and the teacher.

VOCABULARY, PUNCTUATION AND GRAMMAR

Leave spaces between words.

To understand the concept of a sentence.

Join words and sentences using *and*.

Begin to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark.

Use a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'.

Use the terminology:

Word, sentence, letter, capital letter, full stop, punctuation, singular, plural, question mark, exclamation mark.

Year 1 Objectives Grammar

Year 1				
Word Structure	Sentence Structure	Text Structure	Punctuation	Terminology
<p>Regular plural noun suffixes –s or –es (e.g. <i>dog, dogs; wish, wishes</i>)</p> <p>Suffixes that can be added to verbs (e.g. <i>helping, helped, helper</i>)</p> <p>How the prefix un- changes the meaning of verbs and adjectives (negation, e.g. <i>unkind</i>, or undoing, e.g. <i>untie the boat</i>)</p>	<p>How words can combine to make sentences</p> <p>How <i>and</i> can join words and join sentences</p>	<p>Sequencing sentences to form short narratives</p>	<p>Separation of words with Spaces</p> <p>Introduction to the use of capital letters, full stops, question marks and exclamation marks to demarcate sentences</p> <p>Capital letters for names and for the personal pronoun I</p>	<p>word, sentence, letter, capital letter, full stop, punctuation, singular, plural, question mark, exclamation mark</p>

Year 1 Objectives Grammar – Additional Challenge

Year 1			
Words/Vocabulary	Sentence Structure	Text Structure	Punctuation
<p>Generate word banks of adjectives.</p> <p>Find alternative adjectives.</p> <p>Make choices about the best adjective for the context.</p> <p>Develop into similes using as: As fierce as a hungry lion As rough as a cat's tongue</p>	<p>Adding detail to sentences with one well-chosen adjective to give more information about a noun: The curious cat peered through the wooden fence.</p> <p>Co-ordinating conjunctions to join sentences : and, so, but, or</p> <p>Subordinating conjunctions to join sentences: because, when, until, so that, as, while</p> <p>Use of who: He saw an old woman who was carrying a basket of shiny, red apples.</p> <p>Power of three: repetition of the verb. Charlie pulled and pulled and pulled.</p> <p>Sentence starters: -ly (Luckily, Slowly)</p> <p>Sentence types: question, statement, exclamation</p>	<p>Three parts to a story: beginning, middle and end.</p> <p>Begin a story by introducing a character or describing a setting.</p> <p>Recount: orientation opening, events in time order, concluding comment.</p>	<p>Speech bubbles</p>