

English Objectives Year 1

These are end of year objectives – in other words, what the majority of children will have achieved by the end of the academic year. However, we recognise that some children will not achieve these, depending on their individual needs and support them to make progress against their individual objectives.

By the end of Year 1, children should

Spoken Language:

- speak clearly and confidently in front of people in class.
- re-tell a well known story and remember the main characters.
- hold attention when playing and learning with others.
- keep to the main topic when talking in a group.
- ask questions in order to get more information.
- start a conversation with a known adult and friends.
- listen carefully to the things other people have to say in a group.
- join in with conversations in a group.
- join in with role play.

Reading: this covers word reading and comprehension.

Word reading

- 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.

Comprehension

- 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.

Writing -transcription

•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, quicker, quickest]
•apply simple spelling rules and guidance
•write from memory simple sentences dictated by the teacher

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.

Writing -composition

•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.

Vocabulary and grammar

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

- use the grammatical terminology in discussing their writing.