Lower Key Stage 1 YEAR 1 LITERACY OBJECTIVES

Spoken Language:

Pupils should be taught to:

- a) listen and respond appropriately to adults and their peers
- b) ask relevant questions to extend their understanding and knowledge
- c) use relevant strategies to build their vocabulary
- d) articulate and justify answers, arguments and opinions
- e) give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings
- f) maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments
- g) use spoken language to develop understanding
- h) speak audibly and fluently
- i) participate in discussions, presentations, performances, role play, improvisations and debates
- j) gain, maintain and monitor the interest of the listener(s)
- k) consider and evaluate different viewpoints
- I) Select and use appropriate registers for effective communication.

Word Reading - Recognition:

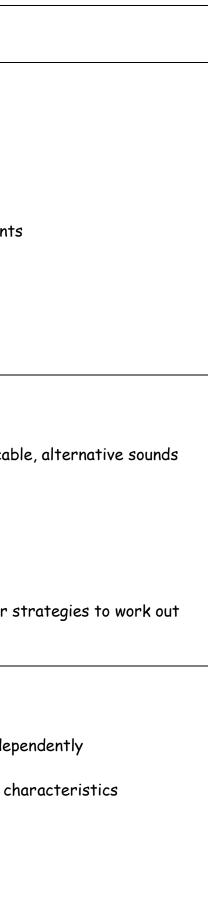
Pupils should be taught to:

- 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

Reading Comprehension

Pupils should be taught to:

- develop pleasure in reading, motivation to read, vocabulary and understanding by:
 - o listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently
 - o being encouraged to link what they read or hear read to their own experiences
 - o 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
 - \circ $\;$ learning to appreciate rhymes and poems, and to recite some by heart
 - o 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:
 - \circ drawing on what they already know or on background information and vocabulary provided by the teacher
 - \circ checking that the text makes sense to them as they read and correcting inaccurate reading



- o discussing the significance of the title and events
- \circ $\,$ making inferences on the basis of what is being said and done
- o 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

Spelling -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, eating, quicker, quickest]
- write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far

Handwriting

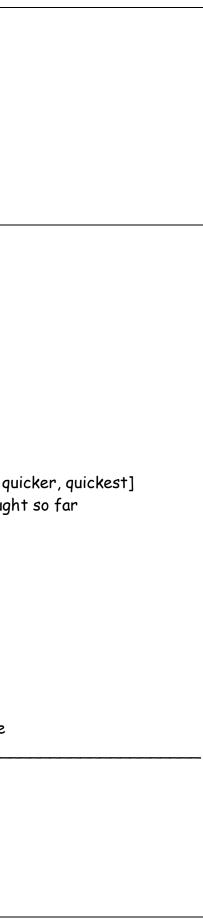
Pupils should be taught to:

- 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

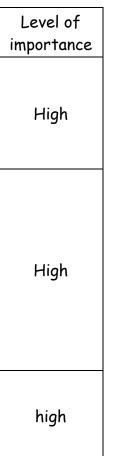
Pupils should be taught to:

- 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 vread alout		SENTENCE Year 1	TEXT Year 1	PUNCTUATION Year 1
Writing: Vocat Pupils should be • develop t • leaving s • joining w • beginning • using a c	or -es [for example, dog, dogs; wish, wishes], including the effects of these suffixes on the meaning of the noun • Suffixes that can be added to	joining clauses using and	 Sequencing sentences to form short narratives 	 Separation of words with spaces Introduction to capital letters, full stops, question marks and exclamation marks to demarcate sentences Capital letters for names and for the personal pronoun I

Year	GRAMMAR Objectives	Example	Terminology
1	Using full stops and capital letters to demarcate sentences	We sailed to the land where the wild things are.	Sentence Word Letter Capital letter Full stop
1	Use capital letters for proper names	My name is Rosie and I have a dog called Woof.	Name Capital letter
1	Using 'and' to join sentences	Using 'and' to join sentences	Joining words



1	Using a question mark at the end of a sentence to indicate a question	Why did Max want to come home?	Question Question mark
1	Using an exclamation mark at the end of a sentence to indicate an exclamation	There was a terrible mess!	Exclamation Exclamation mark

