

1	Whilst many of the objectives repeat in each term, chn should be giving progressively more complex texts to apply the objectives to.		
	Autumn	Spring	Summer
<p>Yellow highlight = Could be ongoing obj in Balance</p> <p>Blue = new to that term</p> <p>Italics = Same in each term</p>	<p>Word Reading</p> <ul style="list-style-type: none"> - 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>Being a Reader</p> <ul style="list-style-type: none"> - 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 - Join in with stories being read aloud - Discuss meanings of new words and link these to words already known - Retell a story using prompts 	<p>Word Reading</p> <ul style="list-style-type: none"> - 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 - Read words containing taught GPCs and ending in -s, -es and ing - Read words of more than one syllable - Re-read when they have not understood - Use the punctuation to get meaning from the text - Use the context as an aid to decoding unknown words <p>Being a Reader</p> <ul style="list-style-type: none"> - 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 	<p>Word Reading</p> <ul style="list-style-type: none"> - 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) - 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 - 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 - Look for words within words to aid decoding - Break down large words into syllables to aid decoding <p>Being a Reader</p> <ul style="list-style-type: none"> - 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>Reading Comprehension</p> <ul style="list-style-type: none"> - 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 - 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 - Discuss the title and talk about the events in a story 	<ul style="list-style-type: none"> - Link what they read and hear read to their own experiences - Enjoy stories (including fairy and traditional stories) - Join in with stories being read aloud - Enjoy poems and rhymes and recite some by heart - Discuss meanings of new words and link these to words already known - Retell a story in the correct order <p>Reading Comprehension</p> <ul style="list-style-type: none"> - 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 - 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 - Identify some simple structural features in a text - Develop understanding by linking reading to prior knowledge and/or background information - Identify the main characters and say what they are like 	<ul style="list-style-type: none"> - 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>Reading Comprehension</p> <ul style="list-style-type: none"> - 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 - 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 - Develop understanding by linking reading to prior knowledge and/or background information - Answer questions after the end of the story - Understand that text, illustration and other features combine to give meaning
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1	Writing: Many writing tasks link to History and Geography. Writing should link to writing for purpose document. Writing could link to Cornerstone topic or Class novel.		
<p>Yellow highlight = Could be ongoing obj in Balance</p> <p>Blue = new to that term</p> <p>Italics = Same in each term</p>	<p>Autumn</p> <p>Planning, Composing and Evaluating</p> <ul style="list-style-type: none"> - Say out loud what they are going to write about - Re-read what they have written to check that it makes sense - Compose a sentence orally before writing it - Improve their writing style by adding new techniques to their repertoire (see End of Year Expectations – Year 1) - Write a sequence of sentences - Begin to use the sentence by sentence process of think, say, write, check <p>Grammar, Punctuation and Vocabulary</p> <ul style="list-style-type: none"> - Use correct grammatical terminology when discussing their writing - Leave spaces between words - Join words with ‘and’ within sentences - Use full stops and capitals 	<p>Spring</p> <p>Planning, Composing and Evaluating</p> <ul style="list-style-type: none"> - Say out loud what they are going to write about - Re-read what they have written to check that it makes sense - Compose a sentence orally before writing it - Write a sequence of sentences to form a short narrative or non-narrative text - Improve their writing style by adding new techniques to their repertoire (see End of Year Expectations – Year 1)) - Use the sentence by sentence process of think, say, write, check - Talk about their writing <p>Grammar, Punctuation and Vocabulary</p> <ul style="list-style-type: none"> - Use correct grammatical terminology when discussing their writing - Leave spaces between words - Use full stops and capitals - Join sentences with ‘and’ - Use capital letters for people, places, days of the week and ‘I’ - Identify and know the purpose of nouns - Form singular and plural nouns (link with spelling) 	<p>Summer</p> <p>Planning, Composing and Evaluating</p> <ul style="list-style-type: none"> - Say out loud what they are going to write about - Re-read what they have written to check that it makes sense - Use the sentence by sentence process of think, say, write, check - Compose a sentence orally before writing it - Write a sequence of sentences to form a short narrative or non-narrative text - Talk about their writing - Improve their writing style by adding new techniques to their repertoire (see End of Year Expectations – Year 1) - Use ideas from their reading in their writing - Read aloud their writing clearly (link with Spoken Language) <p>Grammar, Punctuation and Vocabulary</p> <ul style="list-style-type: none"> - 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)

Year 1 Writing End of Year Checklist		
write sentences in order to create short narratives and non-fiction texts		
Use some features of different text types		Use –s and –es to form regular plurals correctly
Reread writing to check that it makes sense and make suggested changes		To use the prefix ‘un’
Use adjectives to describe		Add suffixes –ing, -ed, -er and –est to root words
Have an awareness of and beginning to use:	Capital letters for names, places, days of the week and the personal pronoun ‘I’	Write lower case and capitals in the correct direction, starting and finishing in the right place.
	finger spaces	
	full stops	
	question marks	Spell most words containing previously taught phonemes and GPCs accurately
	exclamation marks	Spell most Y1 common exception words and days of the week accurately

1	Spelling		
	Autumn	Spring	Summer
<p>Yellow highlight = Could be ongoing obj in Balance</p> <p>Blue = new to that term</p> <p>Italics = Same in each term</p>	<p>Spelling</p> <ul style="list-style-type: none"> - 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) - Write simple dictated sentences using spelling knowledge taught so far - Apply spellings and spelling conventions taught in their own work - 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 <p>Handwriting and Presentation</p> <ul style="list-style-type: none"> - 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>Spelling</p> <ul style="list-style-type: none"> - 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) - Divide words into syllables to aid spelling - Write simple dictated sentences using spelling knowledge taught so far - Apply spellings and spelling conventions taught in their own work - Use letter names to talk about different grapheme choices - Spell plural nouns with -s and -es - Use -s and -es to spell third person singular verbs - Spell words with the -ing suffix (where no change is needed to the root word) - Spell common words ending in -ve <p>Handwriting and Presentation</p> <ul style="list-style-type: none"> - Form 'curly caterpillar' lower case letters correctly (c, a, d, e, g, o, q, f, s) - Form the equivalent upper case letters correctly (C, A, D, E, G, O, Q, F, S) - Form the digits 0, 6, 8 and 9 correctly 	<p>Spelling</p> <ul style="list-style-type: none"> - 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) - Divide words into syllables to aid spelling - Write simple dictated sentences using spelling knowledge taught so far - Apply spellings and spelling conventions taught in their own work - 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 - Spell common compound words <p>Handwriting and Presentation</p> <ul style="list-style-type: none"> - 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

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Year 1 Common Exception Words		
the	says	I
a	are	you
do	were	your
to	was	they
today	is	be
of	his	he
said	has	me
she	by	love
we	my	come
no	here	some
go	there	one
so	where	once
ask	friend	school
put	push	pull
full	house	our