

En1/1 Spoken Language (The objectives for Spoken Language are common across Key Stages 1 and 2)	Reading	En1/2.2 Comprehension
En1/1a listen and respond appropriately to adults and their peers	En1/2.1 Word Reading	En1/2.2a develop pleasure in reading, motivation to read, vocabulary and understanding by:
En1/1b ask relevant questions to extend their understanding and knowledge	En1/2.1a apply phonic knowledge and skills as the route to decode words	- 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 to their own experiences - becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics
En1/1c use relevant strategies to build their vocabulary	En1/2.1b respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes	- 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
En1/1d articulate and justify answers, arguments and opinions	En1/2.1c read accurately by blending sounds in unfamiliar words containing GPCs that have been taught	En1/2.2b understand both the books they can already read accurately and fluently and those they listen to by
En1/1e give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings.	En1/2.1d read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word	- 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
En1/1f maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments	En1/2.1e read words containing taught GPCs and -s, -es, -ing, -ed, -er and -est endings	En1/2.2c participate in discussion about what is read to them, taking turns and listening to what others say
En1/1g use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas	En1/2.1f read other words of more than one syllable that contain taught GPCs	En1/2.2d explain clearly their understanding of what is read to them
En1/1h speak audibly and fluently with an increasing command of Standard English	En1/2.1g read words with contractions, and understand that the apostrophe represents the omitted letter(s)	
En1/1i participate in discussions, presentations, performances, roleplay/improvisations and debates	En1/2.1h read books aloud, accurately that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words	
En1/1j gain, maintain and monitor the interest of the listener(s)	En1/2.1i reread these books to build up their fluency and confidence in word reading.	
En1/1k consider and evaluate different viewpoints, attending to and building on the contributions of others		
En1/1l select and use appropriate registers for effective communication		
Writing	En1/3.2 Handwriting and Presentation	En1/3.3 Composition
En1/3.1 Spelling	En1/3.2a sit correctly at a table, holding a pencil comfortably and correctly	En1/3.3a write sentences by:
En1/3.1a spell: words containing each of the 40+ phonemes already taught common exception words the days of the week	En1/3.2b begin to form lower-case letters in the correct direction, starting and finishing in the right place	saying out loud what they are going to write about
En1/3.1b 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	En1/3.2c form capital letters	composing a sentence orally before writing it
En1/3.1c 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	En1/3.2d form digits 0-9	sequencing sentences to form short narratives
En1/3.1d apply simple spelling rules and guidance, as listed in English Appendix 1	En1/3.2e understand which letters belong to which handwriting 'families' (ie letters that are formed in similar ways) and to practise	re-reading what they have written to check that it makes sense
En1/3.1e write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far.		En1/3.3b discuss what they have written with the teacher or other pupils
		En1/3.3c read their writing aloud clearly enough to be heard by their peers and the teacher.
</		

Year 1 - English



TEXT TYPES

Fiction

Narrative:	- 5 Minutes Peace - Jill Murphy - It's Not a Stick - Antoinette Portis - The Smartest Giant in Town - Julia Donaldson - Traditional Fairytales such as The Three Little Pigs, --- Little Red Riding Hood, - The True story of the Three Little Pigs - Jon Scieszka - Jim and the beanstalk - Raymond Briggs - The Gruffalo - Julia Donaldson - Lost and Found - Oliver Jeffers - The Highway Rat - Julia Donaldson - Giraffes Can't Dance - Giles Andreae - The Magic Bed - John Burningham - The Man on the Moon - Simon Bartram - The Enormous Turnip - traditional tales
-------------------	---

Non-Fiction

Recount - <i>Our summer holidays</i> , recount of trip Instructions - <i>How to make a mini den</i> , <i>How to make a potion</i> , <i>How to make moon cakes</i> . Non- chronological reports - <i>Animal fact file</i>	
Other Writing Styles	
Letters	
Captions	
labels	

Poetry:	<u>Number and pattern poems</u> - Six sizzling sausages - Once I Caught a fish alive - Mrs Sprockett's Strange Machine - Michaela Morgan - A Den For All Seasons - Jean Evans <u>Rhyming poems</u> - Here Comes April - Brenda Williams <u>Sound poems</u> - The Sound Keeper - The Sound Collector - Roger McGough <u>Acrostic poems</u>	AUTHORS	Jill Murphy, Jeanne Willis, Antoinette Portis, Julia Jarman Julia Donaldson Jon Scieszka, Raymond Briggs, Julia Donaldson Oliver Jeffers, Julia Donaldson, Giles Andreae John Burningham,
Writing Poetry	Rhyming couplets		
Language	Onomatopoeia , alliteration and rhyme		

Autumn term / spring term / summer term