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| <b>Lower Key Stage 1 YEAR 1<br/>LITERACY OBJECTIVES</b> |  |
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**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
- l) 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

*Pupils should revise and consolidate the GPCs and the common exception words taught in Reception. As soon as they can read words comprising the year 1 GPCs accurately and speedily, they should move on to the year 2 programme of study for word reading. The number, order and choice of exception words taught will vary according to the phonics programme being used. Ensuring that pupils are aware of the GPCs they contain, however unusual these are, supports spelling later. Young readers encounter words that they have not seen before much more frequently than experienced readers do, and they may not know the meaning of some of these. Practice at reading such words by sounding and blending can provide opportunities not only for pupils to develop confidence in their decoding skills, but also for teachers to explain the meaning and thus develop pupils' vocabulary.*

### **Reading Comprehension**

Pupils should be taught to:

- **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**

#### **Spelling**

Pupils should be taught to spell by:

- spelling 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]
- apply simple spelling rules
- 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 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

### **Writing: Vocabulary, grammar and punctuation**

Pupils should be taught to:

- 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’

| <b>Word<br/>Year 1</b>  | <b>SENTENCE<br/>Year 1</b>   | <b>TEXT<br/>Year 1</b>  | <b>PUNCTUATION<br/>Year 1</b>   |
|---|--|---|---|
| <ul style="list-style-type: none"> <li>• Regular plural noun suffixes –s or –es [for example, dog, dogs; wish, wishes], including the effects of these suffixes on the meaning of the noun</li> <li>• Suffixes that can be added to verbs where no change is needed in the spelling of root words (e.g. helping, helped, helper)</li> <li>• How the prefix un– changes the meaning of verbs and adjectives [negation, for example, unkind, or undoing: untie the boat]</li> </ul> | <ul style="list-style-type: none"> <li>• How words can combine to make sentences</li> <li>• Joining words and joining clauses using and</li> </ul> | <ul style="list-style-type: none"> <li>• Sequencing sentences to form short narratives</li> </ul> | <ul style="list-style-type: none"> <li>• Separation of words with spaces</li> <li>• Introduction to capital letters, full stops, question marks and exclamation marks to demarcate sentences</li> <li>• Capital letters for names and for the personal pronoun I</li> </ul> |

| Year | GRAMMAR Objectives  | Example  | Terminology   | Level of importance |
|------|---|--|---|---------------------|
| 1    | Using full stops and capital letters to demarcate sentences                   | We sailed to the land where the wild things are. | Sentence<br>Word<br>Letter<br>Capital letter<br>Full stop | High                |
| 1    | Use capital letters for proper names  | My name is Rosie and I have a dog called Woof.   | Name<br>Capital letter                                    | High                |
| 1    | Using 'and' to join sentences   | Using 'and' to join sentences                    | Joining words   | high                |
| 1    | Using a question mark at the end of a sentence to indicate a question         | Why did Max want to come home?                   | Question<br>Question mark                                 |                     |
| 1    | Using an exclamation mark at the end of a sentence to indicate an exclamation | There was a terrible mess!                       | Exclamation<br>Exclamation mark                           |                     |

### SPELLING LIST – YEAR 1

#### 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

| Objective   | Rules and Guidance  | Examples                                   |  |
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| The sounds /f/, /l/, /s/, /z/ and /k/ spelt ff, ll, ss, zz and ck                 | The /f/, /l/, /s/, /z/ and /k/ sounds are usually spelt as ff, ll, ss, zz and ck if they come straight after a single vowel letter in short words. Exceptions: if, pal, us, bus, yes. | off, well, miss, buzz, back                |  |
| The /ŋ/ sound spelt n before k  |   | bank, think, honk, sunk                    |  |
| Division of words into syllables  | Each syllable is like a 'beat' in the spoken word. Words of more than one syllable often have an unstressed syllable in which the vowel sound is unclear.                             | pocket, rabbit, carrot, thunder, sunset    |  |
| -tch  | The /tʃ/ sound is usually spelt as tch if it comes straight after a single vowel letter. Exceptions: rich, which, much, such.   | catch, fetch, kitchen, notch, hutch        |  |
| Objective   | Rules and Guidance  | Examples                                   |  |
| The /v/ sound at the end of words   | English words hardly ever end with the letter v, so if a word ends with a /v/ sound, the letter e usually needs to be added after the 'v'.  | have, live, give                           |  |
| Adding s and es to words (plural of nouns and the third person singular of verbs) | If the ending sounds like /s/ or /z/, it is spelt as –s. If the ending sounds like /ɪz/ and forms an extra syllable or 'beat' in the word, it is spelt as –es.                        | cats, dogs, spends, rocks, thanks, catches |  |

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| Adding the endings –ing, –ed and –er to verbs where no change is needed to the root word | –ing and –er always add an extra syllable to the word and –ed sometimes does. The past tense of some verbs may sound as if it ends in /ɪd/ (extra syllable), /d/ or /t/ (no extra syllable), but all these endings are spelt –ed. If the verb ends in two consonant letters (the same or different), the ending is simply added on. | hunting, hunted, hunter, buzzing, buzzed, buzzer, jumping, jumped, jumper  |  |
| Adding –er and –est to adjectives where no change is needed to the root word             | As with verbs (see above), if the adjective ends in two consonant letters (the same or different), the ending is simply added on.   | grander, grandest, fresher, freshest, quicker, quickest  |  |
| Words ending –y (/i:/ or /ɪ/)  |   | very, happy, funny, party, family  |  |
| New consonant spellings ph and wh  | The /f/ sound is not usually spelt as ph in short everyday words (e.g. fat, fill, fun).   | dolphin, alphabet, phonics, elephant when, where, which, wheel, while  |  |
| Using k for the /k/ sound  | The /k/ sound is spelt as k rather than as c before e, i and y.   | Kent, sketch, kit, skin, frisky  |  |
| <b>Objective</b>   | <b>Rules and Guidance</b>   | <b>Examples</b>  |  |
| Adding the prefix –un  | The prefix un– is added to the beginning of a word without any change to the spelling of the root word.   | unhappy, undo, unload, unfair, unlock  |  |
| Compound words   | Compound words are two words joined together. Each part of the longer word is spelt as it would be if it were on its own.   | football, playground, farmyard, bedroom, blackberry  |  |
| Common exception words   | Pupils’ attention should be drawn to the grapheme-phoneme correspondences that do and do not fit in with what has been taught so far.   | 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 |  |