Objectives for Year 1 Term 3

In addition to previous learning, pupils should learn how to...

Spoken Language	Reading	Writing	Transcription
Speaking, Listening and Discussion Read aloud clearly and use some intonation for effect Listen with sustained concentration Explain their thoughts to a group **Drama** Take turns speaking their part in acting out familiar stories	**Word Reading** 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) 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 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 Look for words within words to aid decoding Break down large words into syllables to aid decoding **Being a Reader** 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	**Planning, Composing and Evaluating** Use ideas from their reading in their writing Use the sentence by sentence process of think, say, write, check Say out loud what they are going to write about Compose a sentence orally before writing it Write a sequence of sentences to form a short narrative or non-narrative text Re-read what they have written to check that it makes sense Read aloud their writing clearly (link with Spoken Language) Talk about their writing Improve their writing style by adding new techniques to their repertoire (see Appendix A – year 1) **Grammar, Punctuation and Vocabulary** 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)	**Spelling** 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) 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 Divide words into syllables to aid spelling Spell common compound words Write simple dictated sentences using spelling knowledge taught so far Apply spellings and spelling conventions taught in their own work **Handwriting and Presentation** 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

	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 **Reading Comprehension** 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 Answer questions after the end of the story 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 Understand that text, illustration and other features combine to give meaning Develop understanding by linking reading to prior knowledge and/or background information **Being a Researcher** Pose questions before reading non-fiction to find answers Navigate a simple non-fiction text Record information gleaned from simple non-fiction texts		