

**Objectives for Year 1 Term 2**

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

| Spoken Language   | Reading  | Writing  | Transcription   |
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| <p><b>Speaking, Listening and Discussion</b><br/>Retell a story or incident in which events are ordered<br/>Listen and follow instructions accurately, asking for help or clarification if necessary<br/>Listen to other pupils during group work</p> <p><b>Drama</b><br/>Pretend to be a character, showing feelings through words and actions</p> | <p><b>Word Reading</b><br/>Respond quickly with the correct sound for graphemes (using phonemes taught so far)<br/>Blend GPCs to read accurately<br/>Remember high frequency phonically decodable words<br/>Read and remember high frequency words that cannot be easily decoded at this stage ('tricky' words)<br/>Read words containing taught GPCs and ending in -s, -es and ing<br/>Read words of more than one syllable<br/>Apply phonic knowledge across the curriculum<br/>Read aloud accurately books that match their phonic knowledge and books which require them to use other reading strategies<br/>Re-read books to build fluency and confidence<br/>Re-read when they have not understood<br/>Use the punctuation to get meaning from the text<br/>Use the context as an aid to decoding unknown words</p> <p><b>Being a Reader</b><br/>Listen to and discuss a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently<br/>Explain their understanding of what is read to them<br/>Offer an opinion on what is read to them and listen to the opinions of others<br/>Link what they read and hear read to their own experiences<br/>Enjoy stories (including fairy and traditional stories)</p> | <p><b>Planning, Composing and Evaluating</b><br/>Use the sentence by sentence process of think, say, write, check<br/>Say out loud what they are going to write about<br/>Compose a sentence orally before writing it<br/>Write a sequence of sentences to form a short narrative or non-narrative text<br/>Re-read what they have written to check that it makes sense<br/>Talk about their writing<br/>Improve their writing style by adding new techniques to their repertoire (see Appendix A – year 1)</p> <p><b>Grammar, Punctuation and Vocabulary</b><br/>Use correct grammatical terminology when discussing their writing<br/>Leave spaces between words<br/>Use full stops and capitals<br/>Join sentences with 'and'<br/>Use capital letters for people, places, days of the week and 'I'<br/>Identify and know the purpose of nouns<br/>Form singular and plural nouns (link with spelling)</p> | <p><b>Spelling</b><br/>Spell words using the GPCs taught so far (ensure your programme covers English appendix 1 (Y1) of National Curriculum)<br/>Segment words into individual phonemes to aid spelling<br/>Spell high frequency words that cannot be easily decoded at this stage ('tricky' words)<br/>Use letter names to talk about different grapheme choices<br/>Spell plural nouns with -s and -es<br/>Use -s and -es to spell third person singular verbs<br/>Spell words with the -ing suffix (where no change is needed to the root word)<br/>Divide words into syllables to aid spelling<br/>Spell common words ending in -ve<br/>Write simple dictated sentences using spelling knowledge taught so far<br/>Apply spellings and spelling conventions taught in their own work</p> <p><b>Handwriting and Presentation</b><br/>Form 'curly caterpillar' lower case letters correctly (c, a, d, e, g, o, q, f, s)<br/>Form the equivalent upper case letters correctly (C, A, D, E, G, O, Q, F, S)<br/>Form the digits 0, 6, 8 and 9 correctly</p> |

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|  | <p>Retell a story in the correct order<br/> Join in with stories being read aloud<br/> Enjoy poems and rhymes and recite some by heart<br/> Discuss meanings of new words and link these to words already known</p> <p><b>Reading Comprehension</b><br/> Check that the text makes sense as they read and re-read if necessary<br/> Use imagination to re-enact stories in a variety of ways<br/> Identify the main characters and say what they are like<br/> Predict the next part of a story<br/> Recall the main events in a story<br/> Make simple inferences about characters from what they say and do<br/> Identify some simple structural features in a text<br/> Develop understanding by linking reading to prior knowledge and/or background information</p> <p><b>Being a Researcher</b><br/> Pose questions before reading non-fiction to find answers<br/> Navigate a simple non-fiction text<br/> Record information gleaned from simple non-fiction texts</p> |  |  |
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