

Reading Overview

	Word Reading	Comprehension
YEAR 1	<p style="text-align: center;">Pupils will be taught to:</p> <ul style="list-style-type: none"> ▪ 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. 	<p style="text-align: center;">Pupils will be taught to:</p> <ul style="list-style-type: none"> ▪ develop pleasure in reading, motivation to read, vocabulary and understanding by: <ul style="list-style-type: none"> ▪ 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: <ul style="list-style-type: none"> ▪ 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.
YEAR 2	<p style="text-align: center;">Pupils will be taught to:</p> <ul style="list-style-type: none"> ▪ continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent ▪ read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes ▪ read accurately words of two or more syllables that contain the same graphemes as above ▪ read words containing common suffixes ▪ read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word ▪ read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered ▪ read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation ▪ re-read these books to build up their fluency and confidence in word reading. 	<p style="text-align: center;">Pupils will be taught to:</p> <ul style="list-style-type: none"> ▪ develop pleasure in reading, motivation to read, vocabulary and understanding by: <ul style="list-style-type: none"> ▪ listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently ▪ discussing the sequence of events in books and how items of information are related ▪ becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales ▪ being introduced to non-fiction books that are structured in different ways ▪ recognising simple recurring literary language in stories and poetry ▪ discussing and clarifying the meanings of words, linking new meanings to known vocabulary ▪ discussing their favourite words and phrases ▪ continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear ▪ understand both the books that they can already read accurately and fluently and those that they listen to by: <ul style="list-style-type: none"> ▪ 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 ▪ making inferences on the basis of what is being said and done ▪ answering and asking questions ▪ predicting what might happen on the basis of what has been read so far ▪ participate in discussion about books, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say ▪ explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves.

Writing Overview

	Transcription	Handwriting	Composition	Vocabulary, Grammar, Punctuation
Year 1	<p>Pupils will be taught to:</p> <ul style="list-style-type: none"> ▪ spell: <ul style="list-style-type: none"> ▪ words containing each of the 40+ phonemes already taught ▪ common exception words ▪ the days of the week ▪ name the letters of the alphabet: <ul style="list-style-type: none"> ▪ naming the letters of the alphabet in order ▪ using letter names to distinguish between alternative spellings of the same sound ▪ add prefixes and suffixes: <ul style="list-style-type: none"> ▪ 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 and guidance, as listed in English Appendix 1 ▪ write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far. 	<p>Pupils will be taught to:</p> <ul style="list-style-type: none"> ▪ 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. 	<p>Pupils will be taught to:</p> <ul style="list-style-type: none"> ▪ write sentences by: <ul style="list-style-type: none"> ▪ 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. 	<p>Pupils will be taught to:</p> <ul style="list-style-type: none"> ▪ develop their understanding of the concepts set out in English Appendix 2 by: <ul style="list-style-type: none"> ▪ 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' ▪ learning the grammar for year 1 in English Appendix 2 ▪ use the grammatical terminology in English Appendix 2 in discussing their writing.



Year 1 - I Can Objectives Tick Sheet

	I can	✓	Date
Number and Place Value	Count forwards in 1s, 2s, 5s and 10s up to 100 starting at any number		
	Count backwards in 1s, 2s, 5s and 10s up to 100 from any number		
	Read and write numbers from 1 to 20 in digits and words		
	Count in multiples of twos, fives and tens		
	Say a number which is one more than any given number up to 100		
	Say a number which is one less than any given number up to 100		
	Make numbers using objects and number lines		
	Use the language of: equal to, more than, less than (fewer), most, least		
	Count, read and write numbers to 100		
+ and -	Understand the words add, total, sum and find the difference		
	Add 2 single digits up to 20		
	Add a single digit number to a 2-digit number up to 20		
	Add 3 single digits up to 20		
	Subtract a single digit from a 2-digit number up to 20		
	Answer addition number bonds to 20		
	Answer subtraction number bonds to 20		
	Solve one-step problems that involve addition up to 100 using apparatus		
	Solve missing number problems that involve addition using apparatus		
	Solve one-step problems that involve subtraction using apparatus		
	Solve missing number problems that involve subtraction using apparatus		

	I can	✓	Date
x and ÷	Solve one-step times table and division problems up to 20 using objects, graphs, charts and arrays with my teacher's help		
	Understand the x and ÷ sign		
	Tell you what halving and doubling are		
Fractions	Tell you what happens if you add two equal halves of a shape together		
	Tell you what happens if you add four equal quarters of a shape together		
Measurement and Geometry	Measure and compare lengths and heights and write my results in centimetres and metres		
	Measure and compare mass and weights and write my results in grams and kilograms		
	Measure and compare capacity and volume and write my results in millilitres and litres		
	Measure how long things take and write my results in minutes, seconds and hours		
	Recognise the value of different coins and notes		
	Sequence events in time order using correct language		
	Tell you the difference between days, months and years in the date		
	Tell the time to the hour and half past the hour and draw the hands on a clock face to show these times		
	Identify squares, rectangles, circles and triangles		
	Identify cuboids, cubes, pyramids and spheres		
	Describe things which are either top, bottom, middle, next to and directions		
	Describe things which have made half, quarter and three-quarter turns		