

## Year 1 Planning Objectives

### Spelling

- Spell words containing each of the letter sounds I have been taught.
- Spell common exception words.
- Spell the days of the week.
- Name the letters of the alphabet in order.
- Name the letters of the alphabet using letter names to distinguish between alternative spellings of the same sound.
- Know the plural rule and can use -s and -es in the right place.
- Add un- to the start of a word to make a different word.
- Add -ing, -ed, -er and -est to the end of a word to make a new word e.g. helping, helped, helper, eating, quicker, quickest.
- Use simple spelling rules.
- Write the correct spellings in simple sentences I hear my teacher say.

### Handwriting

- Sit correctly at a table, holding a pencil comfortably and correctly.
- Write lower-case letters in the correct direction, starting and finishing in the right place.
- Write capital letters.
- Write numbers 0-9.
- See which letters belong to which handwriting 'families'.

### Composition

- Write sentences by saying out loud what I am going to write about.
- Say my sentence out loud before I write it.
- Join my sentences together to make a story.
- Read my sentence and check that it makes sense.
- Talk about my writing with my teacher or children in my class.
- Read my sentence out loud so that children in my class can hear and understand me.

### Vocabulary, Grammar and Punctuation

- Add -s or -es to words to make them plurals e.g. dog, dogs; wish, wishes.
- Add -ing and -er to the end of a word to make a new word e.g. helping, helper.
- Show you how un- added to the beginning of a word can change its meaning.
- Put words together to make sentences.
- Use joining words like 'and'.
- Write a short story using sentences.
- Use spaces between words.
- Use capital letters, full stops, question marks and exclamation marks at the end of sentences.
- Use capital letters for names, places, the days of the week and the word 'I'.
- Explain what these words mean: letter, capital letter, word, singular, plural, sentence, punctuation, full stop, question mark, exclamation mark.

## Reading

- 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 e.g. I'm, I'll, we'll, and understand that the apostrophe represents the omitted letter(s).
- Read aloud accurately books that are consistent with developing phonic knowledge and that do not require use of other strategies to work out words.
- Re-read phonically decodable books to build up fluency and confidence in word reading.
- I can use the sounds I know to re-read books more fluently and with more confidence.
  
- 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 he/she can read independently.
- Develop pleasure in reading, motivation to read, vocabulary and understanding by being encouraged to link what is read or heard read to his/her own experiences.
- Develop pleasure in reading, motivation to read, vocabulary and understanding by becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics.
- Develop pleasure in reading, motivation to read, vocabulary and understanding by learning to appreciate rhymes and poems, and to recite some by heart.
- Develop pleasure in reading, motivation to read, vocabulary and understanding by discussing word meanings, linking new meanings to those already known.
- Understand both the books he/she can already read accurately and fluently and those he/she listens to by drawing on what is already known or on background information and vocabulary provided by the teacher.
- Understand both the books he/she can already read accurately and fluently and those he/she listens to by checking that the text makes sense as he/she reads and correcting inaccurate reading.
- Understand both the books he/she can already read accurately and fluently and those he/she listens to by discussing the significance of the title and events.
- Understand both the books he/she can already read accurately and fluently and those he/she listens to by making inferences on the basis of what is being said and done.
- Understand both the books he/she can already read accurately and fluently and those he/she listens to by predicting what might happen on the basis of what has been read so far.
- Participate in discussion about what is read to him/her, taking turns and listening to what others say.

- Explain clearly his/her understanding of what is read to him/her.

### Speaking and Listening

- Listen to and discuss a wide range of poems, stories and non-fiction at a level beyond that at which he/she can read independently.
- Discuss the significance of the title and events.
- Recite some poems and rhymes by heart.
- Participate in discussion about what is read to him/her, taking turns and listening to what others say.
- Explain clearly his/her understanding of what is read to him/her.
- Say out loud what he/she is going to write about.
- Compose a sentence orally before writing it.
- Discuss what he/she has written with the teacher or other pupils.
- Read aloud his/her writing clearly enough to be heard by the group and the teacher.