

WILLASTON PRIMARY ACADEMY Literacy Objectives - Year 1

<p>CONTEXT Write short narratives based on fictional and real experiences using simple sentences and sentence-like structures.</p> <p>Discuss written work using appropriate terminology (letter, capital letter, word, singular, plural, sentence, punctuation, full stop, question mark and exclamation mark)</p>	<p>Working at greater depth within the expected standard:</p> <ul style="list-style-type: none"> • Purpose of the writing is clear • Writing is mostly correctly sequenced with greater control of pronouns to link ideas or events (e.g. I/ my/ he) • Co-ordination is used effectively to link two pieces of information (and) • Beginning to develop a greater range of conjunctions (e.g. because, when, but) • Noun phrases give description and detail • Full stops, capital letters, exclamation marks and question marks are used with greater control • Mostly accurate formation of lower case letters, starting and finishing in the correct place • Mostly accurate use of the prefix un- when required • Mostly accurate use of suffixes (-s, -es, -er, -est, -ing, -ed) where no change is needed to the root of the word 	
Handwriting and presentation	Reading: Word reading and comprehension	Writing: Transcription
<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 should 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 	<p>Spelling</p> <p>Pupils should 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 <ul style="list-style-type: none"> ▪ write from memory simple sentences dictated by the teacher
Grammar, punctuation and Vocabulary		
<ul style="list-style-type: none"> ▪ develop their understanding of the concepts set out in 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 ▪ use the grammatical terminology in discussing their 		

writing	word reading. <ul style="list-style-type: none">▪ develop pleasure in reading, motivation to read, vocabulary and understanding by:	that include words using the <i>GPCs</i> and common exception words taught so far. Writing: Composition
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	<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.	<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
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