

KS1 English Objectives- Reading and Spoken Language

Year 1: Year 2

Word Reading (To be taught throughout the year)

Pupils should be taught to:

- 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 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.

Pupils should be taught to:

- 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 GPCs as above
- read words containing common suffixes
- read further common exception words, noting unusual correspondence between spelling and sound and where these occur in the word
- read most words quickly and accurately when they have been frequently encountered without overt sounding and blending
- 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.

Narrative Units

Stories with Patterned Language, Fairy Tales, Stories with Familiar Settings, Imaginative Stories, Author Study

Spoken Language

Pupils should be taught to:

- listen and respond appropriately to adults and their peers
- ask relevant questions to extend their understanding and knowledge
- use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas
- speak audibly and fluently with an increasing command of Standard English
- participate in discussions, presentations, performances, role play, improvisations and debates
- consider and evaluate different viewpoints, attending to and building on the contributions of others

Pupils should be taught to:

- use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas
- give well-structured descriptions and explanations

Drama Opportunity: hot seating/ freeze framing/ performing the story

Comprehension

Pupils should be taught to:

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 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

understand both the books they can already read accurately and fluently and those they listen to by:

- 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

Pupils should be taught to:

develop pleasure in reading, motivation to read, vocabulary and understanding by:

- becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales
- discussing the sequence of events in books and how items of information are related
- listening to, discussing and expressing views about a wide range of poetry (including contemporary and classic), stories and non-fiction at a level beyond that at which they can read independently
- recognising simple recurring literary language in stories and poetry
- discussing their favourite words and phrases

understand both the books that they can already read accurately and fluently and those that they listen to by:

- checking that the text makes sense to them as they read and correcting inaccurate reading
- 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
- 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

Non- Fiction

Postcards, Letters, Information Texts, Recounts, Invitations, Instructions, Diaries, Newspaper Reports

Spoken Language

- Use relevant strategies to build their vocabulary
- articulate and justify answers, arguments and opinions
- give well-structured descriptions and explanations and narratives for different purposes including for expressing feelings
- maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments

Pupils should be taught to:

- ask relevant questions to extend their understanding and build vocabulary and knowledge
- give well-structured descriptions and explanations

Pupils should be taught to:

- listen and respond appropriately to adults and their peers
- maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments.

Comprehension

Pupils should be taught to:

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 they can read independently
- being encouraged to link what they read or hear read to their own experiences

understand both the books they can already read accurately and fluently and those they listen to by:

- 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
- 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.

Pupils should be taught to:

develop pleasure in reading, motivation to read, vocabulary and understanding by:

- discussing the sequence of events in books and how items of information are related
- being introduced to non-fiction books that are structured in different ways

understand both the books that they can already read accurately and fluently and those that they listen to by:

- drawing on what they already know or on background information and vocabulary provided by the teacher
- making inferences on the basis of what is being said and done
- answering and asking questions
- explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves.

Poetry

Traditional Rhymes, Riddles, Shape poetry, Number poetry, Thematic poetry, Sense poetry

Spoken Language

Pupils should be taught to:

- select and use appropriate registers for effective communication.
- gain, maintain and monitor the interest of the listener(s)
- listen and respond appropriately to adults and their peers
- ask relevant questions to extend their understanding and knowledge

Pupils should be taught to:

- speak audibly and fluently with an increasing command of Standard English
- participate in discussions, presentations, performances and debates
- ask relevant questions to extend their understanding and build vocabulary and knowledge
- articulate and justify answers, arguments and opinions

Comprehension

Pupils should be taught to:

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 they can read independently
- being encouraged to link what they read or hear read to their own experiences
- recognising and joining in with predictable phrases
- learning to appreciate rhymes and poems, and to recite some by heart

understand both the books they can already read accurately and fluently and those they listen to by:

- making inferences on the basis of what is being said and done
- 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.

Pupils should be taught to:

develop pleasure in reading, motivation to read, vocabulary and understanding by:

- listening to, discussing and expressing views about a wide range of poetry (including contemporary and classic), stories and non-fiction at a level beyond that at which they can read independently
- 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
- 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.

KS1 English Objectives- Writing

Transcription (To be taught throughout the year)

Pupils should be taught to spell:

- words containing each of the 40+ phonemes already taught
- common exception words
- the days of the week
- **name the letters of the alphabet:**
- naming the letters of the alphabet in order
- using letter names to distinguish between alternative spellings of the same sound
- **add prefixes and suffixes:**
- 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 (e.g. helping, helped, helper, eating, quicker, quickest)
- **write from memory simple sentences dictated by the teacher that include words taught so far.**

Pupils should be taught to spell by:

- segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly
- learning new ways of spelling phonemes for which one or more spellings are already known
- learn some words with each spelling, including a few common homophones
- learning to spell common exception words
- learning to spell more words with contracted forms
- distinguishing between homophones and near-homophones
- add suffixes to spell longer words, e.g. –ment, –ness, –ful,
- –less, –ly
- apply spelling rules and guidelines, as listed in Appendix 1
- write from memory simple sentences dictated by the teacher that include words and punctuation taught so far

Handwriting (To be taught throughout the year)

Pupils should be taught to :

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.

Pupils should be taught to:

form lower-case letters of the correct size relative to one another

start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined

write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters

use spacing between words that reflects the size of the letters.

Narrative Units Stories with Patterned Language, Fairy Tales, Stories with Familiar Settings, Imaginative Stories, Author Study	
Writing Composition	Writing Grammar, Vocabulary and Punctuation
<p>Pupils should be taught to write sentences by:</p> <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 should be taught to develop positive attitudes towards and stamina for writing by:</p> <ul style="list-style-type: none"> writing narratives about personal experiences and those of others (real and fictional) writing for different purposes consider what they are going to write before beginning by: <ul style="list-style-type: none"> planning or saying out loud what they are going to write about; writing down ideas and/or key words, including new vocabulary; encapsulating what they want to say, sentence by sentence make simple additions, revisions and corrections to their own writing by: <ul style="list-style-type: none"> re-reading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form proof-reading to check for errors in spelling, grammar and punctuation (e.g. ends of sentences punctuated correctly) evaluating their writing with the teacher and other pupils; read aloud what they have written with appropriate intonation to make the meaning clear 	<p>Pupils should be taught:</p> <ul style="list-style-type: none"> How words can combine to make sentences Separation of words with spaces Introduction to capital letters, full stops Capital letters for names and for the personal pronoun I sequencing sentences to form short narratives <p>Pupils should be taught:</p> <ul style="list-style-type: none"> Correct choice and consistent use of present tense and past tense throughout writing Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences Expanded noun phrases for description and specification (e.g. <i>the blue butterfly, plain flour, the man in the moon</i>) Apostrophes to mark where letters are missing in spelling

Non- Fiction

Postcards, Letters, Information Texts, Recounts, Invitations, Instructions, Diaries, Newspaper Reports

Writing Composition

Pupils should be taught to write sentences by:

- saying out loud what they are going to write about
- composing a sentence orally before writing it
- 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 others

Pupils should be taught to develop positive attitudes towards and stamina for writing by:

- writing about real events;
- writing for different purposes;
- consider what they are going to write before beginning by:
- planning or saying out loud what they are going to write about
- writing down ideas and/or key words, including new vocabulary
- encapsulating what they want to say, sentence by sentence
- make simple additions, revisions and corrections to their own writing by:
- evaluating their writing with the teacher and other pupils
- re-reading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form
- proof-reading to check for errors in spelling, grammar and punctuation (e.g. ends of sentences punctuated correctly)

Writing Grammar, Vocabulary and Punctuation

Pupils should be taught:

- How **words** can combine to make **sentences**
- Separation of **words** with spaces
- Introduction to capital letters, full stops, exclamation marks to demarcate **sentences**
- Capital letters for names and for the personal **pronoun I**
- Joining **words** and joining **clauses** using *and*

Pupils should be taught:

- **Subordination** (using *when, if, that, because*) and **co-ordination** (using *or, and, but*)
- **How the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command**
- Commas to separate items in a list
- **Apostrophes** to mark where letters are missing in spelling
- Correct choice and consistent use of **present tense** and **past tense** throughout writing

Poetry

Traditional Rhymes, Riddles, Shape poetry, Number poetry, Thematic poetry, Sense poetry

Writing Composition

Pupils should be taught to write sentences by:
saying out loud what they are going to write about
composing a sentence orally before writing it
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 others.

Pupils should be taught to develop positive attitudes towards and stamina for writing by:
writing poetry
consider what they are going to write before beginning by:
planning or saying out loud what they are going to write about
writing down ideas and/or key words, including new vocabulary
make simple additions, revisions and corrections to their own writing by:
evaluating their writing with the teacher and other pupils
read aloud what they have written with appropriate intonation to make the meaning clear.

Writing Grammar, Vocabulary and Punctuation

Pupils should be taught:
How words can combine to make sentences
Separation of words with spaces
Introduction to capital letters, full stops, question marks and exclamation marks to demarcate sentences
Regular plural noun suffixes *-s* or *-es* (e.g. *dog, dogs; wish, wishes*), including the effects of these suffixes on the meaning of the noun
Suffixes that can be added to verbs where no change is needed in the spelling of root words (e.g. *helping, helped, helper*)
How the prefix *un-* changes the meaning of verbs and adjectives (negation, e.g. *unkind*, or undoing, e.g. *untie the boat*)
Pupils should be taught:
Formation of nouns using suffixes such as *-ness, -er* and by compounding (e.g. *whiteboard, superman*)
Formation of adjectives using suffixes such as *-ful, -less*
(A fuller list of suffixes can be found in the year 2 spelling appendix.)
Use of the suffixes *-er, -est* in adjectives and *-ly* to turn adjectives into adverbs

TERMINOLOGY

letter, capital letter word, singular, plural sentence punctuation, full stop, question mark, exclamation mark