

Blue indicates priority in the Autumn Term
 Purple indicates priority in the Spring Term
 Orange indicates priority in the Summer Term
 Black indicates ongoing/continuous work

PoS Objectives – For the Full Term	
Spoken Language (ongoing)	
<ul style="list-style-type: none"> listen and respond appropriately to adults and their peers ask relevant questions to extend their understanding and knowledge use relevant strategies to build their vocabulary articulate and justify answers, arguments and opinions give well-structured descriptions, 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 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 gain, maintain and monitor the interest of the listener(s) consider and evaluate different viewpoints, attending to and building on the contributions of others select and use appropriate registers for effective communication. 	
Reading – Word Reading Word Reading (addressed through daily Phonics/Spelling teaching, individual and guided reading) <i>See separate phonics planning</i>	
<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. 	
Reading – Comprehension (addressed through general English teaching, individual and guided reading sessions)	
<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 veryfamiliar 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:
 - 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.

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
 - 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.

Writing – Transcription (ongoing within lessons and through progression through relevant spelling rules in Appendix 1) *See separate phonics planning*

Spelling (see [English Appendix 1](#) and separate Phonics plan)

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 [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.

Writing – Handwriting (ongoing)

- 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.

Writing – Vocabulary, Grammar, Punctuation

- develop their understanding of the concepts set out in [English Appendix 2](#) by:
 - 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.

Appendix 1: Year 1 Spelling		black text indicates examples only – not statutory see appendix in the full National Curriculum document for extra guidance
The sounds /f/, /l/, /s/, /z/ and /k/ spelt ff, ll, ss, zz and ck		off, well, miss, buzz, back
The /ŋ/ sound spelt n before k		bank, think, honk, sunk
Division of words into syllables		
-tch		catch, fetch, kitchen, notch, hutch
The /v/ sound at the end of words		have, live, give
Adding s and es to words (plural of nouns and the third person singular of verbs)		cats, dogs, spends, rocks, thanks, catches
Adding the endings –ing, –ed and –er to verbs where no change is needed to the root word		hunting, hunted, hunter, buzzing, buzzed, buzzer, jumping, jumped, jumper
Adding –er and –est to adjectives where no change is needed to the root word		grander, grandest, fresher, freshest, quicker, quickest
Words ending –y (/i:/) or /l/)		very, happy, funny, party, family,
New consonant spelling ph and wh		dolphin, alphabet, phonics, when, where, which, wheel, while
Using k for the /k/ sound		kent, sketch, kit, skin, frisky
Adding the prefix –un		unhappy, undo, unload, unfair, unlock
Compound words		football, playground, farmyard, bedroom, blackberry,
Common exception words (by end of summer term know all words up to Phase 5 of Letters and Sounds – may include		the, a, do, to, today, of, said, says, are, were, was, is, his, has, I, you, your, they, be, he, me, she, we, no, go, so, by, my, here, there, where, love, come, some, one, once, ask, friend, school, put, push, pull, full, house, our – and/or others,
ai, oi	rain, wait, train, paid, afraid, oil, join, coin, point, soil	ay, oy day, play, say, way, stay, boy, toy, enjoy, annoy
a–e		ea (/i:/) sea, dream, meat, each, read (present tense)
e–e		ea (/ɛ/) head, bread, meant, instead, read (past tense)
i–e		er (/ɜ:/) (stressed sound): her, term, verb, person
o–e		er (/ə/) (unstressed schwa sound): better, under, summer, winter, sister
u–e		ir
ar		ur
ee		oo (/u:/) food, pool, moon, zoo, soon
oa		oo (/ʊ/) book, took, foot, wood, good,
oe		ow (/aʊ/) now, how, brown, down, town

ow (/əʊ/) own, blow, snow, grow, show	ue
ou	ew
igh	ie (/aɪ/)
or	ie (/i:/)
aw	ore
air	au
ear dear, hear, beared, near, year	ear (/ɛə/) bear, pear, wear
	are (/ɛə/) bare, dare, care, share, scared

Appendix 2: Year 1 Spelling

black text indicates examples only – not statutory see appendix in the full National Curriculum document for extra guidance

Word:

Regular **plural noun suffixes** –s or –es [for example, *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, for example, *unkind*, or *undoing: untie the boat*].

Sentence:

How **words** can combine to make **sentences**.

Joining **words** and joining **clauses** using *and*.

Text:

Sequencing **sentences** to form short narratives.

Punctuation:

Separation of **words** with spaces.

Introduction to **capital letters**, **full stops**, **question marks** and **exclamation marks** to demarcate **sentences**

Capital letters **for names** and for the personal **pronoun I**

Terminology for pupils (where relevant to teaching above concepts):

letter, capital letter

word, singular, plural

sentence

punctuation, full stop, question mark, exclamation mark