



English Targets Year 1



"Bringing out the best in everyone"

The English Curriculum

- A stronger emphasis on **vocabulary development, grammar, punctuation and spelling** (for example, the use of commas and apostrophes will be taught in KS1)
- **Handwriting** is expected to be fluent, legible and speedy
- **Spoken English** has a greater emphasis, with children to be taught debating and presenting skills

We assess the children against the "Age Related Expectations".
Children will now be assessed as working as:

Working Towards ARE

Working at ARE

Working at Greater Depth (applying)

English is split into three main areas these are **Speaking, Reading** and **Writing**. This booklet aims to provide you with the information to show you what your child is expected to achieve in each of these three areas by the end of Year 1. It clearly shows the learning objectives we will be assessing against throughout the year.

We hope you find this information useful and as always please do not hesitate to contact us if you need further advice.

Targets in Spoken Language

- Speak clearly and confidently in front of others
- Retell a well-known story, remembering the main characters
- Prepare to use 'new' words when communicating
- Hold attention well when collaborating with others
- Does not stray away from main topic when engaged in collaborative talk
- Prepare to ask relevant questions to extend understanding and knowledge
- Initiate conversation in collaborative situation
- Listen carefully to what others are saying in group talk
- Respond appropriately to what others say in group talk
- Happy to join in with role play

Targets in Reading

Word Reading

- Match all 40+ graphemes to their phonemes (Phase 3)
- Blend sounds in unfamiliar words
- Divide words into syllables (e.g. pocket, rabbit, carrot, thunder, sunset)
- Read compound words (e.g. football, playground, farmyard, bedroom)
- Read words with contractions, e.g. I'm, I'll, we'll
- Read phonically decodable texts with confidence
- Read words containing es, ing, ed, er, es, est endings
- Read words which has the prefix -un added
- Add the endings -ing, -ed and -er to verbs where no change is needed to the root word
- Read words of more than one syllable that contain taught GPCs (grapheme, phoneme correspondence)

Comprehension

- Say what they like or dislike about a text
- Link what they read or hear read to their own experiences
- Retell key stories orally using narrative language
- Understand and talk about the main characteristics within a known key story
- Learn some poems and rhymes by heart
- Use prior knowledge, context and vocabulary provided to understand texts
- Check that the text makes sense to them as they read and correct miscues
- Begin to draw inferences from the text and/or the illustrations
- Make predictions based on the events in the text
- Explain what they understand about a text

Targets in Writing

Transcription

- 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 correctly
- Understand which letters belong to which handwriting 'families' (e.g. letters that are formed in similar ways) and to practise these
- Identify known phonemes in unfamiliar words
- Use syllables to divide words when spelling
- Use knowledge of alternative phonemes to narrow down possibilities for accurate spelling
- Use the spelling rule for adding s or es for verbs in 3rd person singular
- Name the letters of the alphabet in order
- Use letter names to show alternative spellings of the same phoneme

Composition

- Compose a sentence orally before writing it
- Sequence sentences to form short narratives
- Sequence sentences in chronological order to recount an event or an experience
- Re-read what they have written to check that it makes sense
- Leave spaces between words
- Begin to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark
- Use a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'
- Use 'and' to join sentences together
- Know how the prefix 'un' can be added to words to change meaning
- Use the suffixes: s, es, ed, er and ing within their writing