

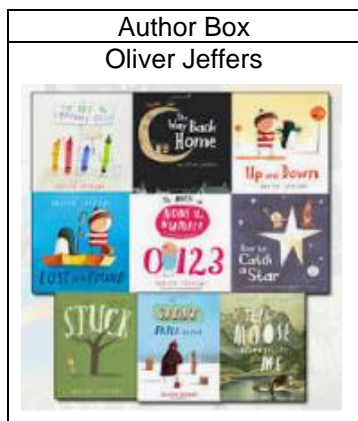
Text types should only be introduced once pupils are confidently writing a sequence of sentences.

Year overview of text types	Narrative	Non-fiction	Poetry (taught in short units)
Year 1	<ul style="list-style-type: none"><li>• Stories with familiar settings</li><li>• Traditional and fairy tales</li><li>• Cumulative and repetitive stories</li></ul>	<ul style="list-style-type: none"><li>• Non-chronological reports</li><li>• Recounts</li><li>• Instructions</li></ul>	<ul style="list-style-type: none"><li>• Pattern and rhyme</li><li>• Poems on a theme</li><li>• Poems using the senses</li></ul>

**Writing Style Guide - Year 1**

- Use repetition for effect
- Use senses
- Add adjectives of size
- Add adjectives of colour
- Use basic verbs
- Write in first and third person
- Use exclamation marks to grab the reader's attention

Nouns should be built upon every year. Children need to build up a stock of nouns to do with people, weather, animals, buildings, food, furniture, plants, landscape, materials etc.



It should be noted that not all objectives will be recorded here. English is usually taught in a wide range of contexts and this is purely for planning units taught in regular English writing sessions. Additional time will be spent on reading and transcription skills. 'Outcomes' refer not only to learning outcomes but to the actual pieces that the pupils will write (or perform).

## Objectives for Year 1 Term 1

In addition to previous learning, pupils should learn how to...

Spoken Language	Reading	Writing
<b>Speaking, Listening and Discussion</b> Tell a story or describe an incident clearly Listen and respond appropriately to adults and peers Take turns in a group  <b>Drama</b> Respond to other characters in role	<b>Word Reading</b> Respond quickly with the correct sound for graphemes (using phonemes taught so far) Blend GPCs to read accurately Remember high frequency phonically decodable words Read and remember high frequency words that cannot be easily decoded at this stage ('tricky' words) Apply phonic knowledge across the curriculum Read aloud accurately books that match their phonic knowledge and books which require them to use other reading strategies Re-read books to build fluency and confidence Listen to what they are reading to hear if it makes sense Read to the end of a sentence to help work out an unknown word  <b>Being a Reader</b> Listen to and discuss a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently Explain their understanding of what is read to them Offer an opinion on what is read to them and listen to the opinions of others Link what they read and hear read to their own experiences Enjoy stories (including fairy and traditional stories), poems and rhymes Retell a story using prompts Join in with stories being read aloud Discuss meanings of new words and link these to words already known  <b>Reading Comprehension</b> Check that the text makes sense as they read and re-read if necessary Use imagination to re-enact stories in a variety of ways Discuss the title and talk about the events in a story Predict the next part of a story Recall the main events in a story Make simple inferences about characters from what they say and do Recognise and understand the terms title, author, illustrator and illustration Develop understanding by linking reading to prior knowledge and/or background information  <b>Being a Researcher</b> Pose questions before reading non-fiction to find answers Navigate a simple non-fiction text Record information gleaned from simple non-fiction texts	<b>Planning, Composing and Evaluating</b> Begin to use the sentence by sentence process of think, say, write, check Say out loud what they are going to write about Compose a sentence orally before writing it Write a sequence of sentences Re-read what they have written to check that it makes sense Improve their writing style by adding new techniques to their repertoire (see Appendix A – year 1)  <b>Grammar, Punctuation and Vocabulary</b> Use correct grammatical terminology when discussing their writing Leave spaces between words Join words with 'and' within sentences Use full stops and capitals
<b>Transcription</b>  <b>Spelling</b> Spell words using the GPCs taught so far (ensure your programme covers English appendix 1 (Y1) of National Curriculum) Segment words into individual phonemes to aid spelling Spell high frequency words that cannot be easily decoded at this stage ('tricky' words) Spell simple words with adjacent consonants Spell words ending in -nk Name the letters of the alphabet in order Use letter names to talk about different grapheme choices Write simple dictated sentences using spelling knowledge taught so far Apply spellings and spelling conventions taught in their own work  <b>Handwriting and Presentation</b> Sit correctly at a table, holding a pencil comfortably and correctly Form 'long ladder' lower case letters correctly (i, j, l, t, u (v and w if with rounded bases)) Form the equivalent upper case letters correctly (I, J, L, T, U) Form 'one-armed robot' lower case letters correctly (b, h, k, m, n, p, r) Form the equivalent upper case letters correctly (B, H, K, M, N, P, R) Form the digits 2, 3 and 5 correctly		