

Year 1 English Objectives 2019–20

<p>English – Guided Reading and Reading Across the Curriculum</p>	<p>Word Reading: 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</p> <p>Reading – comprehension: develop pleasure in reading, motivation to read, vocabulary and understanding by:</p> <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 <p>discussing word meanings, linking new meanings to those already known</p>
<p>English- Writing</p>	<p>Handwriting 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> <p>Writing – composition write sentences by:</p> <ul style="list-style-type: none"> • saying out loud what they are going to write about • sequencing sentences to form short narratives • re-reading what they have written to check that it makes sense <p>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> <p>Writing – vocabulary, grammar and punctuation develop their understanding of the concepts set out in English Appendix 2 by:</p> <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 in English Appendix 2 <p>use the grammatical terminology in English Appendix 2 in discussing their writing</p>

<p>English - Read Write Inc</p>	<p><u>What is Read Write Inc?</u> Read, Write, Inc Phonics is taught across R, 1 and 2 for all children learning to read. Children are grouped by their stage in phonics, rather than by their age. Children learn the 44 common sounds in the English language and how to blend them to read and spell. The scheme includes both a reading and a writing focus.</p> <p><u>Outline of RWI Phonics Teaching</u></p> <ul style="list-style-type: none"> • Initial sounds are taught in a specific order. • Sounds taught should be 'pure' i.e. 'b', not 'buh' as this is central to phonic teaching and ability to recognise sounds in words. • Blends are to be declustered. E.g. bl is two specific sounds. • Children are to be taught that the number of graphemes in a word always corresponds to the number of phonemes. This greatly aids spelling. • Set 2 sounds are to be taught after Set 1 (initial sounds). • Letter names are to be introduced in Set 3. <p><u>Objectives of RWI phonics</u> Children will learn to...</p> <ul style="list-style-type: none"> • Apply the skill of blending phonemes in order to read words. • Segment words into their constituent phonemes in order to spell words. • Learn that blending and segmenting words are reversible processes. • Read high frequency words that do not conform to regular phonic patterns. • Read texts and words that are within their phonic capabilities. <p>Use phonics knowledge to decode texts and spell effortlessly</p>					
<p>English - Spelling</p>	<p>Naming letters of the alphabet in order (abc song- transition) Words containing each of the 40+ phonemes already taught Common exception words (Rainbow and star words as well as RWI)</p>	<p>Words containing each of the 40+ phonemes already taught Common exception words (Rainbow and star words as well as RWI)</p>	<p>Words containing each of the 40+ phonemes already taught Common exception words (Rainbow and star words as well as RWI)</p>	<p>Days of the week Words containing each of the 40+ phonemes already taught (Rainbow and star words as well as RWI) The sounds /f/, /l/, /s/, /z/ and /k/ spelt ff, ll, ss, zz, and ck The n sound spelt n before k Division of words into syllables -tch</p>	<p>Apply simple spelling rules and guidance, as listed in English Appendix 1 Prefixes and suffixes- Using the spelling rule for adding -s or m-es as the plural marker for nouns and the third person singular marker for verbs Using the prefix -un Write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far. The /v/ sound at the end of words</p>	<p>Using -ing, -ed, -er, and -est where no change is needed in the spelling of root words (e.g. helping, helped, helper) Using letter names to distinguish between alternative spellings of the same sound Adding -s and -es to words (plural to nouns and the third person singular of verbs e.g. cats, dogs, catches) Adding the ending -ing, -ed and -er to verbs where no change is needed to the root word e.g. hunting, hunted, hunter, buzzing, buzzed, buzzer Adding -er and -est to adjectives where no change is needed to the root word e.g. grander, grandest, fresher, freshest</p>

Year 1 Maths Objectives 2019–20

Number – number and place value

count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number

count, read and write numbers to 100 in numerals; count in multiples of twos, fives and tens

given a number, identify one more and one less

identify and represent numbers using objects and pictorial representations including the number line, and use the language of: equal to, more than, less than (fewer), most, least

read and write numbers from 1 to 20 in numerals and words

Number – addition and subtraction

read, write and interpret mathematical statements involving addition (+), subtraction (–) and equals (=) signs

represent and use number bonds and related subtraction facts within 20

add and subtract one-digit and two-digit numbers to 20, including zero

solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as $7 = \square - 9$.

Number – multiplication and division

solve one-step problems involving multiplication and division, by calculating the answer using concrete objects, pictorial representations and arrays with the support of the teacher.

Number – fractions

recognise, find and name a half as one of two equal parts of an object, shape or quantity

recognise, find and name a quarter as one of four equal parts of an object, shape or quantity.

Measurement

compare, describe and solve practical problems for:

- lengths and heights [for example, long/short, longer/shorter, tall/short, double/half]
- mass/weight [for example, heavy/light, heavier than, lighter than]
- capacity and volume [for example, full/empty, more than, less than, half, half full, quarter]
- time [for example, quicker, slower, earlier, later]

measure and begin to record the following:

- lengths and heights
- mass/weight
- capacity and volume
- time (hours, minutes, seconds)

recognise and know the value of different denominations of coins and notes

- sequence events in chronological order using language [for example, before and after, next, first, today, yesterday, tomorrow, morning, afternoon and evening]
- recognise and use language relating to dates, including days of the week, weeks, months and years
- tell the time to the hour and half past the hour and draw the hands on a clock face to show these times.
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Geometry – properties of shapes

recognise and name common 2-D and 3-D shapes, including:

- 2-D shapes [for example, rectangles (including squares), circles and triangles]
- 3-D shapes [for example, cuboids (including cubes), pyramids and spheres].
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Geometry – position and direction

describe position, direction and movement, including whole, half, quarter and three-quarter turns.

