



RYDERS GREEN PRIMARY SCHOOL

A BOOKLET FOR PARENTS: PROGRESS IN ENGLISH Objectives for Year 1

Writing Objectives

- ◆ I can spell my word list accurately.
- ◆ I can spell some unusual words correctly.
- ◆ I can spell the days of the week.
- ◆ I know the names of all the letters of the alphabet in order.
- ◆ I know some sounds can be spelled in different ways using different letters.
- ◆ I use word endings such as -s and -es to change a word to mean more than one.
- ◆ I know how to add un- at the beginning of a word to create a new word.
- ◆ I spell words correctly by adding -ing, -ed, -er and -est to create new words such as help-ing, helped, helper.
- ◆ I can spell the words correctly in my Year 1 spelling list.
- ◆ I can write out a sentence told to me by my teacher.
- ◆ When writing, I sit and hold a pencil correctly.
- ◆ I can write some of my letters correctly, starting and finishing in the right place.
- ◆ I can write some capital letters.
- ◆ I can write the numbers 1,2,3,4,5,6,7,8,9,0 correctly.
- ◆ I can tell you how some letters are similar and can be put into groups.
- ◆ Before I write a sentence, I can say out loud what I am going to write.
- ◆ I can think of and say a sentence before I write it.
- ◆ I can write a text by thinking of a list of sentences in the order I need.
- ◆ I check my sentences make sense by re-reading them.
- ◆ I can discuss what I have written with the teacher or my friends.
- ◆ I can read aloud my own writing so my friends and the teacher can hear me.
- ◆ When I write, I leave spaces between my words.
- ◆ I can add together two sentences using 'and'.

Writing Objectives Continued

- ◆ I can tell you where I might use a capital letter, a full stop, question marks or exclamation marks in my work.
- ◆ I can show you where I can use a capital letter for the names of people, places, the days of the week and when I use I.
- ◆ I can make words mean more than one object by adding -s or -es. For example, dog and dogs or wish and wishes.
- ◆ I can add endings such as -ing and -ed to words to make new words.
- ◆ I understand how adding un to the beginning of some words changes the word to mean the opposite.

Reading Objectives

- ◆ I can read words by breaking them down into sounds.
- ◆ I quickly read my given letters or groups of letters.
- ◆ I read new words by blending letter sounds together.
- ◆ I can read some unusual words.
- ◆ I know how to read my word list words including words ending in -s, -es, -ing, -ed, -er and -est.
- ◆ I can correctly read the longer words in my word list.
- ◆ I can read words that contain missing letters such as I'm, I'll, and we'll.
- ◆ I correctly read aloud the words from my book.
- ◆ I re-read my books so that I become a better reader.
- ◆ Comprehension Comprehension
- ◆ I listen and discuss what I have read, including poems, stories and non-fiction books.
- ◆ When I read, I can tell you of similar things that have happened to me.
- ◆ I can tell you about some special stories we have worked on in class and even re-tell them to my teacher.
- ◆ I like to join in with the class at special times of a story when the teacher is telling certain stories.
- ◆ I have learned some rhymes or poems.
- ◆ I discuss what words mean.
- ◆ I understand the books I can read.
- ◆ I check what I am reading makes sense as I am reading through it.
- ◆ I discuss the titles and events from the books I read.
- ◆ I can tell you about why a character does or says some things.
- ◆ I like to predict what happens next based on what I have read so far.
- ◆ I take turns to listen and discuss when I am in a group.
- ◆ I can explain what has happened in the story someone has just read to me.

Speaking and listening

- ◆ I listen and respond appropriately to adults and his peers up to the standard of spoken language expected by the end of Year 1.
- ◆ I can ask relevant questions to extend my understanding and knowledge up to the standard of spoken language expected by the end of Year 1.
- ◆ I use relevant strategies to build my vocabulary up to the standard of spoken language expected by the end of Year 1.
- ◆ I can articulate and justify answers, arguments and opinions up to the standard of spoken language expected by the end of Year 1.
- ◆ I give well-structured descriptions, explanations and narratives for different purposes, including for expressing my feelings up to the standard of spoken language expected by the end of Year 1.
- ◆ I can keep my attention and join in actively in group conversations, staying on topic and initiating and responding to comments up to the standard of spoken language expected by the end of Year 1.
- ◆ I use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas up to the standard of spoken language expected by the end of Year 1.
- ◆ I speak audibly and fluently with an increasing command of Standard English up to the standard of spoken language expected by the end of Year 1.
- ◆ I join in in discussions, presentations, performances, role play, improvisations and debates up to the standard of spoken language expected by the end of Year 1.
- ◆ I can gain, maintain and monitor the interest of a listener up to the standard of spoken language expected by the end of Year 1.
- ◆ I consider and evaluate different viewpoints, attending to and building on the contributions of others up to the standard of spoken language expected by the end of Year 1.
- ◆ I can choose to talk in different manners depending on the person I am talking to or the situation I am in, up to the standard of spoken language expected by the end of Year 1.

What you can do at home to help your child progress

Speaking and Listening

- ◆ Encourage your child to ask questions about things they come into contact with.
- ◆ Encourage your child to speak clearly and in full sentences.
- ◆ Ask your child what their thoughts are on a topic, for example, how they felt about a particular day out

What you can do at home to help your child progress

Writing

- ◆ Spend time writing letters to develop accuracy and neatness.
- ◆ Ask your child what they are going to write before writing, to ensure that it makes sense
- ◆ Encourage your child to write about something they like or enjoy.

What you can do at home to help your child progress

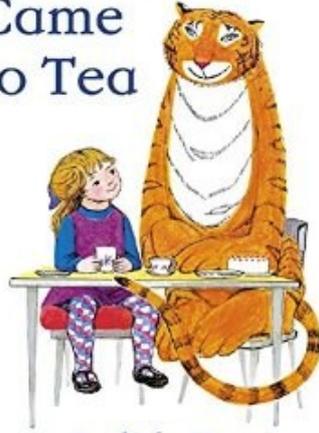
Reading

- ◆ Read their reading book with them daily, or read it to them.
- ◆ Model good reading by reading a range of texts to your child.
- ◆ Ask questions about what you have read, encouraging your child to refer back to the text for evidence to support their answer.

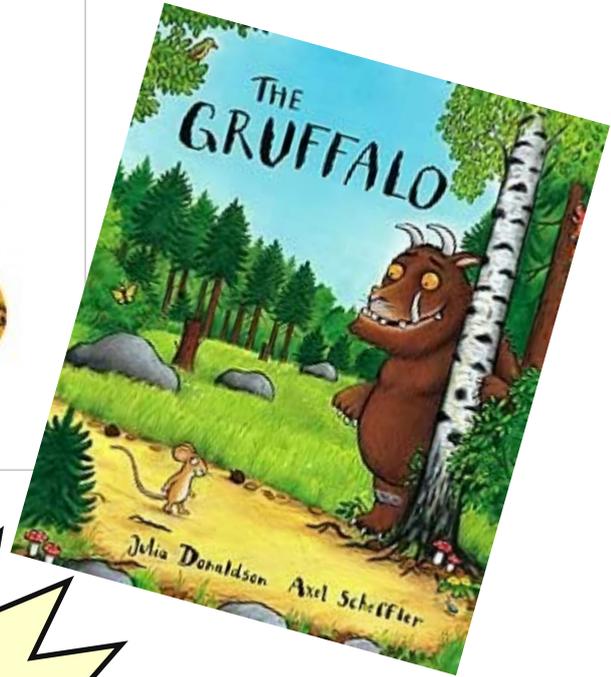
We're Going on a Bear Hunt
Michael Rosen Helen Oxenbury



The Tiger Who
Came
to Tea



Judith Kerr



Has your
child read
these
books?

MICHAEL BOND
A BEAR CALLED
PADDINGTON

The original story of the bear from Darkest Pen.



illustrated by PEGGY FORTNUM

Quentin Blake

MISTER
MAGNOLIA

