

En1/1 Spoken Language

(The objectives for Spoken Language are common across Key Stages 1 and 2)

- En1/1a listen and respond appropriately to adults and their peers
- En1/1b ask relevant questions to extend their understanding and knowledge
- En1/1c use relevant strategies to build their vocabulary
- En1/1d articulate and justify answers, arguments and opinions
- En1/1e give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings.
- En1/1f maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments
- En1/1g use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas
- En1/1h speak audibly and fluently with an increasing command of Standard English
- En1/1i participate in discussions, presentations, performances, roleplay/improvisations and debates
- En1/1j gain, maintain and monitor the interest of the listener(s)
- En1/1k consider and evaluate different viewpoints, attending to and building on the contributions of others
- En1/1l select and use appropriate registers for effective communication

Reading

En1/2.1 Word Reading

- En1/2.1a apply phonic knowledge and skills as the route to decode words
- En1/2.1b respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes
- En1/2.1c read accurately by blending sounds in unfamiliar words containing GPCs that have been taught
- En1/2.1d read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word
- En1/2.1e read words containing taught GPCs and –s, –es, –ing, –ed, –er and –est endings
- En1/2.1f read other words of more than one syllable that contain taught GPCs
- En1/2.1g read words with [contractions](#), and understand that the apostrophe represents the omitted letter(s)

En1/2.1h read books aloud, accurately that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words

En1/2.1i reread these books to build up their fluency and confidence in word reading.

En1/2.2 Comprehension

En1/2.2a develop pleasure in reading, motivation to read, vocabulary and understanding by:

- i. listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently
- ii. being encouraged to link what they read or hear to their own experiences
- iii. becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics
- iv. recognising and joining in with predictable phrases
- v. learning to appreciate rhymes and poems, and to recite some by heart
- vi. discussing word meanings, linking new meanings to those already known

En1/2.2b understand both the books they can already read accurately and fluently and those they listen to by

- i. drawing on what they already know or on background information and vocabulary provided by the teacher
- ii. checking that the text makes sense to them as they read and correcting inaccurate reading
- iii. discussing the significance of the title and events
- iv. making inferences on the basis of what is being said and done
- v. predicting what might happen on the basis of what has been read so far

En1/2.2c participate in discussion about what is read to them, taking turns and listening to what others say

En1/2.2d explain clearly their understanding of what is read to them

Writing

En1/3.1 Spelling

En1/3.1a spell:

- i. words containing each of the 40+ phonemes already taught
- ii. common exception words
- iii. the days of the week

En1/3.1b name the letters of the alphabet:

- i. naming the letters of the alphabet in order
- ii. using letter names to distinguish between alternative spellings of the same sound

En1/3.1c add prefixes and suffixes:

- i. using the spelling rule for adding –s or –es as the plural marker for nouns and the third person singular marker for verbs

- ii. using the prefix un–
- iii. using –ing, –ed, –er and –est where no change is needed in the spelling of root words

En1/3.1d apply simple spelling rules and guidance, as listed in [English Appendix 1](#)

En1/3.1e write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far.

En1/3.2 Handwriting and Presentation

En1/3.2a sit correctly at a table, holding a pencil comfortably and correctly

En1/3.2b begin to form lower-case letters in the correct direction, starting and finishing in the right place

En1/3.2c form capital letters

En1/3.2d form digits 0-9

En1/3.2e understand which letters belong to which handwriting ‘families’ (ie letters that are formed in similar ways) and to practise these

En1/3.3 Composition

En1/3.3a write sentences by:

- i. saying out loud what they are going to write about
- ii. composing a sentence orally before writing it
- iii. sequencing sentences to form short narratives
- iv. re-reading what they have written to check that it makes sense

En1/3.3b discuss what they have written with the teacher or other pupils

En1/3.3c read their writing aloud clearly enough to be heard by their peers and the teacher.

En1/3.4 Vocabulary, grammar & punctuation

En1/3.4a develop their understanding of the concepts set out in English [Appendix 2](#) by:

- i. leaving spaces between words
- ii. joining words and joining clauses using "and"
- iii. beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark
- iv. using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'
- v. learning the grammar for year 1 in English [Appendix 2](#)

En1/3.4b use the grammatical terminology in English [Appendix 2](#) in discussing their writing and reading.

Appendix 2:

| Year 1: Detail of content to be introduced (statutory requirement) | |
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| Word | <p>Regular plural noun suffixes –s or –es [for example, <i>dog, dogs; wish, wishes</i>], including the effects of these suffixes on the meaning of the noun</p> <p>Suffixes that can be added to verbs where no change is needed in the spelling of root words (e.g. <i>helping, helped, helper</i>)</p> <p>How the prefix <i>un–</i> changes the meaning of verbs and adjectives [negation, for example, <i>unkind, or undoing: untie the boat</i>]</p> |
| Sentence | <p>How words can combine to make sentences</p> <p>Joining words and joining clauses using <i>and</i></p> |
| Text | Sequencing sentences to form short narratives |
| Punctuation | <p>Separation of words with spaces</p> <p>Introduction to capital letters, full stops, question marks and exclamation marks to demarcate sentences</p> <p>Capital letters for names and for the personal pronoun <i>I</i></p> |
| Terminology for pupils | <p>letter, capital letter</p> <p>word, singular, plural</p> <p>sentence</p> <p>punctuation, full stop, question mark, exclamation mark</p> |