

Handwriting objectives to be taught throughout the year...

Year 1 Programme of study (statutory requirement)	Notes and guidance (non-statutory)
<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • 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>Handwriting requires frequent and discrete, direct teaching. Pupils should be able to form letters correctly and confidently. The size of the writing implement (pencil, pen) should not be too large for a young pupil’s hand. Whatever is being used should allow the pupil to hold it easily and correctly so that bad habits are avoided.</p> <p>Left-handed pupils should receive specific teaching to meet their needs.</p>

<u>Magnificent Me</u> <u>Autumn 1</u> <u>Book: Traction Man</u> <u>The Jazz Man (BHM)</u>	Autumn Year 1 Objectives
Recount (linked to personal experience)	<ul style="list-style-type: none"> • Write simple first person recounts linked to topics of interest/study or to personal experience, using the language of texts read as models for own writing. • Using a capital letter for names of people, places, the days of the week and the personal pronoun ‘I’
Week 1 Using phonics to write words	<ul style="list-style-type: none"> • Respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes • (Letters and Sounds, DfE) • 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 <p>Letters and Sounds Phase:2 Revision Set: 1-7</p>
Week 2 and Week 3 Writing simple sentences	<ul style="list-style-type: none"> • composing a sentence orally before writing it • re-reading what they have written to check that it makes sense • Write from left to right and leave spaces between words • Year 1 high frequency spellings • joining words and joining clauses using and
Week 4 Sequence events from a story	<ul style="list-style-type: none"> • becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics • composing a sentence orally before writing it

	<ul style="list-style-type: none"> sequencing sentences to form short narratives Write from left to right and leave spaces between words Year 1 high frequency spellings Predicting what might happen on the basis of what's been read so far.
<p>Week 5 Write simple sentences including time words Extended piece</p>	<ul style="list-style-type: none"> composing a sentence orally before writing it re-reading what they have written to check that it makes sense Write from left to right and leave spaces between words Year 1 high frequency spellings Use simple adjectives Use time words (e.g. finally, first, next)
<p>Week 6 Poetry Rhymes with predictable and repetitive patterns Assessed piece</p>	<ul style="list-style-type: none"> Listen and respond to poetry Use noun phrases Learn to appreciate rhymes and poems and recite some by heart

<u>Autumn 2</u> <u>Book: Man on the Moon</u>	Autumn Year 1 Objectives
<p>Week 1 Making Predictions on a story</p>	<ul style="list-style-type: none"> understand both the books they can already read accurately and fluently and those they listen to by: drawing on what they already know or on background information and vocabulary provided by the teacher checking that the text makes sense to them as they read and correcting inaccurate reading discussing the significance of the title and events Predicting what might happen on the basis of what has been said so far.
<p>Week 2 Postcard</p>	<ul style="list-style-type: none"> composing a sentence orally before writing it re-reading what they have written to check that it makes sense Write from left to right and leave spaces between words Year 1 high frequency spellings joining words and joining clauses using and capital letters and full stops
<p>Week 3 Instructions</p>	<ul style="list-style-type: none"> composing a sentence orally before writing it re-reading what they have written to check that it makes sense Write from left to right and leave spaces between words

	<ul style="list-style-type: none"> • Year 1 high frequency spellings • joining words and joining clauses using and • capital letters and full stops • Sequence events • Discussing word meanings, linking new meanings to those already known • Use time words (e.g. finally, first, next)
<p>Week 4 and 5 Write descriptive sentences to form a narrative <i>Assessed piece</i> <i>Extended piece</i></p>	<ul style="list-style-type: none"> • composing a sentence orally before writing it • re-reading what they have written to check that it makes sense • sequencing sentences to form short narratives • Write from left to right and leave spaces between words • Year 1 high frequency spellings • joining words and joining clauses using and • capital letters and full stops • use simple adjectives
<p>Week 6 Write a list</p>	<ul style="list-style-type: none"> • composing a sentence orally before writing it • re-reading what they have written to check that it makes sense • capital letters and full stops • Sequence ideas

<p><u>Ship Ahoy!</u> <u>Spring 1</u> <u>Book: Black Rock</u></p>	<p>Spring Year 1 Objectives</p>
<p>Recount (linked to personal experience)</p>	<ul style="list-style-type: none"> • Write simple first person recounts linked to topics of interest/study or to personal experience, using the language of texts read as models for own writing. • Using a capital letter for names of people, places, the days of the week and the personal pronoun 'I' • Joining words and sentences using and
<p>Week 1 Orally retelling a story</p>	<ul style="list-style-type: none"> • becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics • give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings • maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments

<p>Week 2 Use drama to explore characters</p>	<ul style="list-style-type: none"> • becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics • making inferences on the basis of what is being said and done • articulate and justify answers, arguments and opinions • give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings
<p>Week 3 Poetry Traditional rhymes Poems with familiar, predictable and patterned language from a range of cultures, including playground chants, action verses and rhymes</p>	<ul style="list-style-type: none"> • making inferences on the basis of what is being said and done • Read aloud their writing clearly enough to be heard by their peers and the teacher • use simple adjectives • listen to a range of poetry • Performing poems with actions
<p>Week 4 Writing in 1st person</p>	<p>write sentences by:</p> <ul style="list-style-type: none"> • saying out loud what they are going to write about • composing a sentence orally before writing it • re-reading what they have written to check that it makes sense • days of the week, and the personal pronoun 'I' • begin to punctuate sentences using a capital letter and a full stop • using a capital letter for names of people, places, the
<p>Week 5 Write sentences to form a narrative Extended piece</p>	<p>write sentences by:</p> <ul style="list-style-type: none"> • saying out loud what they are going to write about • composing a sentence orally before writing it • re-reading what they have written to check that it makes sense • sequencing sentences to form short narratives • days of the week, and the personal pronoun 'I' • begin to punctuate sentences using a capital letter and a full stop • using a capital letter for names of people, places, the
<p>Week 6 Non-chronological report Assessed piece</p>	<ul style="list-style-type: none"> • punctuate sentences using a capital letter and a full stop • using a capital letter for names of people, places, the • Discuss what they have written with the teacher or other pupils

<p>Spring 2 Book: How to find Gold</p>	<p>Spring Year 1 Objectives</p>
<p>Week 1 Responding to illustrations</p>	<ul style="list-style-type: none"> • personal pronoun 'I' • use simple adjectives • year 1 high frequency spellings • question marks and exclamation marks to demarcate sentences
<p>Week 2 Instructions</p>	<ul style="list-style-type: none"> • sequence ideas • use time words • use full sentences and capital letters • use phonemes taught to spell words • saying out loud what they are going to write about • composing a sentence orally before writing it • re-reading what they have written to check that it makes sense • Add prefixes and suffixes
<p>Week 3 Reading skills (Inference)</p>	<ul style="list-style-type: none"> • becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics • making inferences on the basis of what is being said and done • predicting what might happen on the basis of what has been read so far
<p>Week 4 Speech</p>	<ul style="list-style-type: none"> • days of the week, and the personal pronoun 'I' • punctuate sentences using a capital letter and a full stop • using a capital letter for names of people, places, the • use spacing between letters • use inference about characters thoughts and feelings • write speech in the form of a speech bubble
<p>Week 5 Rewriting a story Assessed piece</p>	<ul style="list-style-type: none"> • becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics • give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings • maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments • making inferences on the basis of what is being said and done write sentences by: <ul style="list-style-type: none"> • saying out loud what they are going to write about • composing a sentence orally before writing it • sequencing sentences to form short narratives

	re-reading what they have written to check that it makes sense
Week 6 Recount (linked to personal experience) Extended piece	<ul style="list-style-type: none">• Write simple first person recounts linked to topics of interest/study or to personal experience, using the language of texts read as models for own writing.• Using a capital letter for names of people, places, the days of the week and the personal pronoun 'I'• Joining words and sentences using and

<p><u>Food Glorious Food</u> <u>Summer 1</u> <u>Book: The Bee who Spoke</u></p>	<p>Summer Year 1 Objectives</p>
<p>Recount (linked to personal experience)</p>	<ul style="list-style-type: none"> • Write simple first person recounts linked to topics of interest/study or to personal experience, using the language of texts read as models for own writing. • Using a capital letter for names of people, places, the days of the week and the personal pronoun 'I' • Joining words and sentences using and • Begin to punctuate sentences using capital letter and full stop, question mark or exclamation mark
<p>Week 1 Sentence writing</p>	<p>write sentences by:</p> <ul style="list-style-type: none"> • saying out loud what they are going to write about • composing a sentence orally before writing it • sequencing sentences to form short narratives • re-reading what they have written to check that it makes sense • begin to punctuate sentences using a question mark or exclamation mark • using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'
<p>Week 2 Diary</p>	<ul style="list-style-type: none"> • making inferences on the basis of what is being said and done • saying out loud what they are going to write about • composing a sentence orally before writing it • sequencing sentences to form short narratives • re-reading what they have written to check that it makes sense • begin to punctuate sentences using a question mark or exclamation mark • using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'
<p>Week 3 Write sentences to form a narrative Letter</p>	<ul style="list-style-type: none"> • speak audibly and fluently with an increasing command of Standard English • participate in discussions, presentations, performances, role play, improvisations and debates • gain, maintain and monitor the interest of the listener(s) • saying out loud what they are going to write about • composing a sentence orally before writing it • sequencing sentences to form short narratives • re-reading what they have written to check that it makes sense • begin to punctuate sentences using a question mark or exclamation mark

	using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'
Week 4 Poetry	<ul style="list-style-type: none"> • making inferences on the basis of what is being said and done • Read aloud their writing clearly enough to be heard by their peers and the teacher • use simple adjectives • listen to a range of poetry • Understand rhythm and rhyme • Performing poems with actions
Week 5 Non-fiction writing Assessed piece	<ul style="list-style-type: none"> • speak audibly and fluently with an increasing command of Standard English • participate in discussions, presentations, performances, role play, improvisations and debates • gain, maintain and monitor the interest of the listener(s) • saying out loud what they are going to write about • composing a sentence orally before writing it • re-reading what they have written to check that it makes sense • begin to punctuate sentences using a question mark or exclamation mark • using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'
Week 6 Write sentences to form a narrative Extended piece	<ul style="list-style-type: none"> • becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics • composing a sentence orally before writing it • sequencing sentences to form short narratives • Write from left to right and leave spaces between words • Year 1 high frequency spellings

<u>Summer 2</u> <u>Book: Rapunzel</u>	Summer Year 1 Objectives
Week 1 Sentence writing	write sentences by: <ul style="list-style-type: none"> • saying out loud what they are going to write about • composing a sentence orally before writing it • sequencing sentences to form short narratives

	<ul style="list-style-type: none"> • re-reading what they have written to check that it makes sense • begin to punctuate sentences using a question mark or exclamation mark • using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'
<p>Week 2 Diary</p>	<ul style="list-style-type: none"> • making inferences on the basis of what is being said and done • saying out loud what they are going to write about • composing a sentence orally before writing it • sequencing sentences to form short narratives • re-reading what they have written to check that it makes sense • begin to punctuate sentences using a question mark or exclamation mark • using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'
<p>Week 3 Writing sentences to form a narrative Assessed piece</p>	<ul style="list-style-type: none"> • speak audibly and fluently with an increasing command of Standard English • participate in discussions, presentations, performances, role play, improvisations and debates • gain, maintain and monitor the interest of the listener(s) • saying out loud what they are going to write about • composing a sentence orally before writing it • sequencing sentences to form short narratives • re-reading what they have written to check that it makes sense • begin to punctuate sentences using a question mark or exclamation mark • using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'
<p>Week 4 Instructions</p>	<ul style="list-style-type: none"> • sequence ideas • use time words • use full sentences and capital letters • use phonemes taught to spell words • saying out loud what they are going to write about • composing a sentence orally before writing it • re-reading what they have written to check that it makes sense <p>Add prefixes and suffixes</p>
<p>Week 5 Recount Extended piece</p>	<ul style="list-style-type: none"> • Write simple first person recounts linked to topics of interest/study or to personal experience, using the language of texts read as models for own writing. • Using a capital letter for names of people, places, the days of the week and the personal pronoun 'I'

	<ul style="list-style-type: none"> • Joining words and sentences using and • Begin to punctuate sentences using capital letter and full stop, question mark or exclamation mark
<p style="text-align: center;">Week 6 Writing a letter</p>	<ul style="list-style-type: none"> • speak audibly and fluently with an increasing command of Standard English • participate in discussions, presentations, performances, role play, improvisations and debates • gain, maintain and monitor the interest of the listener(s) • saying out loud what they are going to write about • composing a sentence orally before writing it • sequencing sentences to form short narratives • re-reading what they have written to check that it makes sense • begin to punctuate sentences using a question mark or exclamation mark

Spelling work for Year 1 Statutory requirements

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/239784/English Appendix 1 - Spelling.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/239784/English_Appendix_1_-_Spelling.pdf)

The boundary between revision of work covered in Reception and the introduction of new work may vary according to the programme used, but basic revision should include:

- all letters of the alphabet and the sounds which they most commonly represent
- consonant digraphs which have been taught and the sounds which they represent
- vowel digraphs which have been taught and the sounds which they represent
- the process of segmenting spoken words into sounds before choosing graphemes to represent the sounds
- words with adjacent consonants
- guidance and rules which have been taught

Statutory requirements	Term and Week	Rules and guidance (non-statutory)	Example words (non-statutory)
The sounds /f/, /l/, /s/, /z/ and /k/ spelt ff, ll, ss, zz and ck	Autumn 1	The /f/, /l/, /s/, /z/ and /k/ sounds are usually spelt as ff, ll, ss, zz and ck if they come straight after a single vowel letter in short words. Exceptions: if, pal, us, bus, yes.	off, well, miss, buzz, back
The /ŋ/ sound spelt n before k	Autumn 1		bank, think, honk, sunk
Division of words into syllables	Summer 1	Each syllable is like a 'beat' in the spoken word. Words of more than one syllable often have an unstressed syllable in which the vowel sound is unclear.	pocket, rabbit, carrot, thunder, sunset
-tch	Spring 2	The /tʃ/ sound is usually spelt as tch if it comes straight after a single vowel letter. Exceptions: rich, which, much, such.	catch, fetch, kitchen, notch, hutch
The /v/ sound at the end of words	Spring 2	English words hardly ever end with the letter v, so if a word ends with a /v/ sound, the letter e usually needs to be added after the 'v'.	have, live, give
Adding s and es to words (plural of nouns and the third person singular of verbs)	Autumn 2	If the ending sounds like /s/ or /z/, it is spelt as -s. If the ending sounds like /ɪz/ and forms an extra syllable or 'beat' in the word, it is spelt as -es.	cats, dogs, spends, rocks, thanks, catches
Adding the endings -ing, -ed	Spring 2	-ing and -er always add an extra syllable to the word and -ed	hunting, hunted, hunter, buzzing,

and –er to verbs where no change is needed to the root word		sometimes does. The past tense of some verbs may sound as if it ends in /ɪd/ (extra syllable), /d/ or /t/ (no extra syllable), but all these endings are spelt –ed. If the verb ends in two consonant letters (the same or different), the ending is simply added on.	buzzed, buzzer, jumping, jumped, jumper
Adding –er and –est to adjectives where no change is needed to the root word	Spring 2	As with verbs (see above), if the adjective ends in two consonant letters (the same or different), the ending is simply added on.	grander, grandest, fresher, freshest, quicker, quickest

Vowel digraphs and trigraphs	Term and week	Rules and guidance (non-statutory)	Example words (non-statutory)
ai, oi	Autumn 1	The digraphs ai and oi are virtually never used at the end of English words	rain, wait, train, paid, afraid oil, join, coin, point, soil
ay, oy	Spring 1	ay and oy are used for those sounds at the end of words and at the end of syllables.	day, play, say, way, stay boy, toy, enjoy, annoy
a–e	Spring 2		made, came, same, take, safe
e–e	Spring 2		these, theme, complete
i–e	Spring 2		five, ride, like, time, side
o–e	Spring 2		home, those, woke, hope, hole
u–e	Spring 2	Both the /u:/ and /ju:/ ('oo' and 'yoo') sounds can be spelt as u–e.	June, rule, rude, use, tube, tune
ar	Autumn 1		car, start, park, arm, garden
ee	Autumn 1		see, tree, green, meet, week
ea (/i:/)	Spring 1		sea, dream, meat, each, read (present tense)

ea (/ɛ/)	Spring 1		head, bread, meant, instead, read (past tense)
er (/ɜ:/)	Autumn 2		(stressed sound): her, term, verb, person
ir	Spring 1		girl, bird, shirt, first, third
ur	Autumn 1		turn, hurt, church, burst, Thursday
oo (/u:/)	Autumn 1	Very few words end with the letters oo, although the few that do are often words that primary children in year 1 will encounter, for example, zoo	food, pool, moon, zoo, soon
oo (/ʊ/)	Autumn 1		book, took, foot, wood, good
oa	Autumn 1	The digraph oa is very rare at the end of an English word.	boat, coat, road, coach, goal
oe	Spring 1		toe, goes
ou	Spring 1	The only common English word ending in ou is you.	out, about, mouth, around, sound
ow (/aʊ/) ow (/əʊ/) ue ew	Summer 1	Both the /u:/ and /ju:/ ('oo' and 'yoo') sounds can be spelt as u-e, ue and ew. If words end in the /oo/ sound, ue and ew are more common spellings than oo.	now, how, brown, down, town own, blow, snow, grow, show blue, clue, true, rescue, Tuesday new, few, grew, flew, drew, threw
ie (/aɪ/)	Spring 1		lie, tie, pie, cried, tried, dried
ie (/i:/)	Spring 1		chief, field, thief
igh	Autumn 2		high, night, light, bright, right
or	Autumn 2		for, short, born, horse, morning
ore	Summer 1		more, score, before, wore, shore

aw	Spring 2		saw, draw, yawn, crawl
au	Spring 2		author, August, dinosaur, astronaut
air	Autumn 2		air, fair, pair, hair, chair
ear	Autumn 2		dear, hear, beard, near, year
ear (/ɛə/)	Autumn 2		bear, pear, wear
are (/ɛə/)	Summer 1		bare, dare, care, share, scared
Words ending –y (/i:/ or /ɪ/)	Spring 2		very, happy, funny, party, family
New consonant spellings ph and wh	Spring 2	The /f/ sound is not usually spelt as ph in short everyday words (e.g. fat, fill, fun).	dolphin, alphabet, phonics, elephant when, where, which, wheel, while
Using k for the /k/ sound	Autumn 1	The /k/ sound is spelt as k rather than as c before e, i and y.	Kent, sketch, kit, skin, frisky
Adding the prefix – un	Spring 2	The prefix un– is added to the beginning of a word without any change to the spelling of the root word	unhappy, undo, unload, unfair, unlock
Compound words	Taught across year	Compound words are two words joined together. Each part of the longer word is spelt as it would be if it were on its own.	football, playground, farmyard, bedroom, blackberry
Common exception words	Taught across year	Pupils’ attention should be drawn to the grapheme-phoneme correspondences that do and do not fit in with what has been taught so far.	the, a, do, to, today, of, said, says, are, were, was, is, his, has, I, you, your, they, be, he, me, she, we, no, go, so, by, my, here, there, where, love, come, some, one, once, ask, friend, school, put, push, pull, full, house, our – and/or others, according to the programme used



Year 1 English MTP