

About the Objectives

These objectives are the key skills that the majority of children should have by the end of Year 1.

Some objectives are harder than they seem, e.g. children may be able to write beautifully and use capital letters and full stops when they are being supported and guided by an adult, but may not remember to do this independently and consistently.

By the end of Year 1, we want most children to be secure in these key objectives.

The words below, called the 'Stages of Learning', are the words we will use to help you understand your child's progress as they continue to build on their learning through the year.



% of Objectives Met with confidence

Stage of Learning

What this means at the end of the year

0-25%
26 – 50 %

Beginning
Emerging

less than expected
attainment for end of Year 1

51 – 63 %
64 – 75 %

Developing
Secure

expected attainment
for end of Year 1

76 – 88 %
89 – 100 %

Confident
Advanced

more than expected
attainment for end of Year 1

St Bede's Catholic Infant & Nursery School



Year 1
English Objectives

A Booklet for Parents

Reading	Writing
By the end of Year 1, most children should be secure in the following objectives...	By the end of Year 1, most children should be secure in the following objectives...
Guided Reading Objectives	Transcription
<i>I correctly read aloud the words from my book.</i>	<i>I can spell my word list accurately.</i>
<i>I re-read my books so that I become a better reader.</i>	<i>I can spell some unusual words correctly.</i>
<i>I check what I am reading makes sense as I am reading it through.</i>	<i>I can spell the days of the week.</i>
<i>I understand the books I can read.</i>	<i>I know the names of all the letters of the alphabet in order.</i>
<i>I discuss the titles and events from the books I read.</i>	<i>I know some sounds can be spelled in different ways using different letters.</i>
<i>I can explain what has happened in the story someone has just read to me.</i>	<i>I use word endings such as -s and -es to change a word to mean more than one.</i>
<i>I like to predict what happens next based on what I have read so far.</i>	<i>I know how to add un- at the beginning of a word to create a new word.</i>
<i>I can tell you about why a character does or says some things.</i>	<i>I spell words correctly by adding -ing, -ed, -er and -est to create new words such as helping, helped, help-er.</i>
<i>I discuss what words mean.</i>	<i>I can spell the words correctly in my Year 1 spelling list.</i>
<i>When I read, I can tell you of similar things that have happened to me.</i>	<i>I can write out a sentence told to me by my teacher.</i>
Reading and Spelling Objectives	Handwriting
<i>I can read words by breaking them down into sounds.</i>	<i>When writing, I sit and hold a pencil correctly.</i>
<i>I quickly read my given letters or groups of letters.</i>	<i>I can write some of my letters correctly, starting and finishing in the right place.</i>
<i>I read new words by blending letter sounds together.</i>	<i>I can write some capital letters.</i>
<i>I can read some unusual words.</i>	<i>I can write the numbers 1,2,3,4,5,6,7,8,9,0 correctly.</i>
<i>I know how to read my word list words including words ending in -s, -es, -ing, -ed, -er and -est.</i>	<i>I can tell you how some letters are similar and can be put into groups.</i>
<i>I can correctly read the longer words in my word list.</i>	Composition
<i>I can read words that contain missing letters such as I'm, I'll, and we'll.</i>	<i>Before I write a sentence, I can say out loud what I am going to write.</i>
Additional Objectives (including Speaking & Listening)	<i>I can think of and say a sentence before I write it.</i>
<i>I listen and discuss what I have read, including poems, stories and non-fiction books.</i>	<i>I can write a text by thinking of a list of sentences in the order I need.</i>
<i>I can tell you about some special stories we have worked on in class and even re-tell them to my teacher.</i>	<i>I check my sentences make sense by re-reading them.</i>
<i>I like to join in with the class at special times of a story when the teacher is telling certain stories.</i>	<i>I can discuss what I have written with the teacher or my friends.</i>
<i>I have learned some rhymes or poems.</i>	<i>I can read aloud my own writing so my friends and the teacher can hear me.</i>
<i>I take turns to listen and discuss when I am in a group.</i>	Vocabulary Grammar and Punctuation
	<i>When I write, I leave spaces between my words.</i>
	<i>I can add together two sentences using 'and'.</i>
	<i>I can tell you where I might use a capital letter, a full stop, question marks or exclamation marks in my work.</i>
	<i>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>
	<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>
	<i>I can add endings such as -ing and -ed to words to make new words.</i>
	<i>I understand how adding un to the beginning of some words changes the word to mean the opposite.</i>
	<i>I know that words can be put together to build sentences.</i>
	<i>I can use the grammar rules set out in my grammar list.</i>