ENGLISH KEY LEARNING INDICATORS
YEAR 1
SUPPORTING MATERIALS

WORD STRUCTURE		
Key Learning Indicator	**What the child will be able to do**	**Supporting Documents**
Spell correctly all HFW and spelling lists from NC when writing	- Spell words correctly - Identify the number of syllables in each word (if applicable) - Say and write the sounds in each syllable - Say and write the sounds in each word - Choose correct spellings of each sound to spell the word - Describe the spelling pattern (if applicable) - Identify words which have the same sounds same spelling - Identify words which have same sound different spelling	
Apply learned code when attempting to spell new words	- Make phonetically plausible attempts to spell unfamiliar words - Segment words into sounds - Blend the sounds together - Manipulate sounds to create new words	T:\CURRICULUM\PHONICS - SOUNDS WRITE\Angel Oak Planning\- Overviews 2017-2018\Year 1 Phonics Overview 2017-2018.docx

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TRANSCRIPTION		
Key Learning Indicator	**What the child will be able to do**	**Supporting Documents**
Writing can be read without mediation	- Sit correctly at a table, holding a pencil comfortably and correctly - Form capital letters - Form digits 0-9 - Write all capital letters clearly bigger than lower case letters - Demarcate words with clear finger spaces - Write punctuation marks at an appropriate size	http://debbiehepplewhitehandwriting.com/free_resources.html
All letters formed as per academy script	- Form lower-case letters in the correct direction, starting and finishing in the right place - Form all letters accurately from memory	http://debbiehepplewhitehandwriting.com/free_resources.html
Writing shows clear difference of ascenders and descenders	- Write all ascenders aaccurately - Write descenders accurately	http://debbiehepplewhitehandwriting.com/free_resources.html

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	SENTENCE STRUCTURE		
	STRUCTURE AND GRAMMAR		
	Key Learning Indicator	**What the child will be able to do**	**Supporting Documents**
YEAR 1	Identify simple sentences – subject, verb, object	- Explain that a simple sentence must have a subject and a verb - Explain that a simple sentence must be a complete thought - Explain why a sentence is a simple sentence - Read simple sentences - Find simple sentences - Explain what the subject of a sentence is - Explain what a verb is - Explain what the object of a sentence is - Find examples of different subjects in sentences and say how they know they are subjects - Find examples of different verbs in sentences and say how they know they are verbs - Find examples of different objects in sentences and say how they know they are objects - Separate simple sentences from non-simple sentences (e.g. phrases, other strings of words)	
	Write simple sentences	- Write simple sentences which have a subject, a verb and an object - Begin sentences with a capital letter - End sentences with an appropriate stop mark	
	Maintain a consistent tense in a whole piece of writing	- Use past tense verbs when appropriate and keep all verbs past - Use present tense verbs when appropriate and keep all verbs present - Explain that only verbs can have different tenses - Explain difference between past and present tense - Explain why their writing is in past or present tense	
	Identify singular and plural nouns	- Explain what a noun is - Explain what singular means - Explain what plural meas - Know that nouns can be singular and plural - Know that not all plural nouns end with an s	
	Identify coordinating conjunctions: and, but, so	- Know that not all sentences are simple - Identify the conjunction *and* and explain it is linking two main clauses - Identify the conjunction *but* and explain it is linking two main clauses	

	- <mark>Identify the conjunction *so* and explain it is linking two main clauses</mark>	
Identify compound sentences	- Identify when a sentence is simple - Identify when a sentence is not simple - Identify the subject and verb in both clauses - Know that the clauses are joined together with a conjunction	

TYPES OF SENTENCES		
Key Learning Indicator	**What the child will be able to do**	**Supporting Documents**
Identify statements	- Explain what a statement is - Read statements - Separate statements from non-statements (e.g. questions) - Explain why a statement is not a question	
Write statements	- Write statements which have a subject, a verb and an object - Change questions into statements	
Identify questions	- Explain what a question is - Describe how questions are punctuated - Explain why an author used a question - Separate questions from non-questions (e.g. statements) - Explain why a questions is not a statement	
Write questions accurately	- Write questions in a grammatically accurate way - End questions with an appropriate-sized question mark - Change statements into questions - Write a possible question based on a given answer - Use a question as a way to interest a reader in fiction - Use a question as a way to interest a reader in non-fiction	

PUNCTUATION		
Key Learning Indicator	**What the child will be able to do**	**Supporting Documents**
Write sentences that open with a capital letter and close with a full-stop or a question mark	- Punctuate all sentences with a capital letter and a full stop or a question mark - Explain what the capital letter at the beginning of a sentence is for - Explain what a stop mark is - Explain why a full stop is used - Explain why a question mark is used	

Use a capital letter for names and for the personal pronoun I	- Use a capital letter for the names of people - Use a capital letter for the days of the week - Use a capital letter for the months of the year - Use a capital letter for the names of places - Use a capital I for the pronoun I and not a lower case i	
Identify where apostrophes have been used for contractions	- Identify a contraction in a text - Explain that the apostrophe has been used to contract two words	

	ORACY		
	Key Learning Indicator	**What the child will be able to do**	**Supporting Documents**
YEAR 1	Read own sentences out loud in a presentation voice	- Read own work out in a confident and clear voice - Pause appropriately at full stops - Change voice to indicate feelings - Change voice to indicate a question - Explain reasons for changes in voice	
	Learn and retell a short story	- Retell the story in a confident and clear voice - Change voice to indicate a change in mood - Change voice to indicate a character - Explain reasons for changes in voice	
	Learn and recite a short classic poem	- Retell the poem in a confident and clear voice - Understand the meter of the poem - Deliver poem with correct rhythm - Identify which words are rhyming words (if appropriate to chosen poem)	

	TEXT STRUCTURE	
	FICTION	
Key Learning Indicator	**What the child will be able to do**	**Supporting Documents**
Identify and discuss the opening, problem and resolution in a story in any story read and studied	- Say where the story begins - Say what the problem is in the story - Explain how the problem is overcome	
Write stories which have a clear opening, problem and resolution	- Structure stories in three clear parts - sentences not paragraphs - Write at least one sentence which opens the story - Write at least one sentence that explains the problem - Write at least one sentence that shows how the problem is overcome	
Identify the plot point in any story studied and written	- Identify the main points in a story - Explain how the author moves the plot forward	
	NON-FICTION	
Key Learning Indicator	**What the child will be able to do**	**Supporting Documents**
Identify the opening, elaboration points and conclusion in non-fiction texts	- Say what the non-fiction text is about - Explain how the introduction tries to make the reader read on - Say what extra details or information the text gives - Explain the information the reader is to learn from the text	
Write non-fiction texts which have a clear introduction, an elaborated point, and conclusion	- Structure non-fiction texts in three clear parts - sentences not paragraphs - Explain the information the reader needs - Write at least one sentence which introduces the topic - Write at least one sentence which elaborates - Write at least one sentence to conclude	
Know and write the main features of a letter	- Identify and write the sender's address - Identify and write the reciever's address - Identify and write the date - Identify and write the name/greeting at the start of a letter with Dear… - Identify and write the sign off with either Yours sincerely/Yours faithfully	

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		- Explain the difference between Yours sincerely and Yours faithfully	
	Know and write the main features of instructions	- Identfy and write commands - Identify and write the imperative form of the verb - Identify and write adverbials of time to show the order - Identify and write numbers to show the order - Utilise pictures and diagrams (where appropriate)	

COMPOSITION		
ANALYSIS		
Key Learning Indicator	**What the child will be able to do**	**Supporting Documents**
Explain and identify: Genre Plot outline Narrative viewpoint Setting Characters Problem/Dilemma Similar stories Sentence structure	*Genre* – Science fiction, horror, ghost, adventure, traditional, fairy tale, detective, mystery, fantasy, myths and legends *Plot outline* – The main events of the story *Narrative viewpoint* – 1st, 2nd or 3rd person *Setting* – Where the story is set *Characters* – the main characters (protagonist and antagonist) *Problem* – resolvable situation *Dilemma* – a difficult choice between two equally weighted elements *Similar stories* – stories with a similar storyline, similar characters, similar moral/lesson *Sentence structure* – the author's use of sentences	
LANGUAGE DEVICES		
Key Learning Indicator	**What the child will be able to do**	**Supporting Documents**
Identify and articulate adjectives and their purpose	- Explain that an adjective describes a noun - Explain that an adjective gives the reader a more detailed description - Find adjectives in texts - Articulate which noun the adjective describes - Articulate why the author chose that adjective	
Use literal adjectives to describe nouns	- Include adjectives in simple sentences - Explain why a particular adjective was chosen - Explain what that adjective means	
Identify and utilise alliteration	- Explain that alliteration is when words begin with the same consonant sound - Identify examples of alliteration when listening to stories and poems - Discuss why the author or poet may have wanted to use alliteration	
Identify and utilise onomatopoeia	- Explain that onomatopoeia is a word that phonetically imitates, resembles or suggests the sound that it describes - Identify examples of onomatopoeia when listening to stories and poems - Speculate as to why the author or poet may have used onomatopoeia - Include onomatopoeia (where appropriate) in storytelling – oral and written	

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VOCABULARY		
Key Learning Indicator	**What the child will be able to do**	**Supporting Documents**
Identify and use a synonym and antonym for, big, small, hot, cold, happy and sad	- Explain that a synonym is another word with a similar meaning - Explain that an antonym is a word with an opposite meaning - Explain the meaning of one other synonym and antonym for each word - Discuss the different effect of the synonym and antonym - Use synonyms and antonyms in own writing - Explain vocabulary choice	