

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	<ul style="list-style-type: none"> - 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	<ul style="list-style-type: none"> - Make phonetically plausible attempts to spell unfamiliar words - Segment words into sounds - Blend the sounds together - Manipulate sounds to create new words 	

TRANSCRIPTION		
Key Learning Indicator	What the child will be able to do	Supporting Documents
Writing can be read without mediation	<ul style="list-style-type: none"> - 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 lowercase 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	<ul style="list-style-type: none"> - Form lower-case letters in the correct direction, starting and finishing in the right place - Form all letters accurately from memory - Know that capital letters do not join to lowercase letters 	http://debbiehepplewhitehandwriting.com/free_resources.html
Writing shows clear difference of ascenders and descenders	<ul style="list-style-type: none"> - Write all ascenders accurately - Write descenders accurately 	http://debbiehepplewhitehandwriting.com/free_resources.html

SENTENCE STRUCTURE

STRUCTURE AND GRAMMAR

Key Learning Indicator	What the child will be able to do	Supporting Documents
Identify simple sentences – subject, verb, object	<ul style="list-style-type: none"> - 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	<ul style="list-style-type: none"> - 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	<ul style="list-style-type: none"> - 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	<ul style="list-style-type: none"> - Explain what a noun is - Explain what singular means - Explain what plural means - Know that nouns can be singular and plural - Know that not all plural nouns end with an s 	
Identify coordinating conjunctions: and, but, so	<ul style="list-style-type: none"> - Know that not all sentences are simple - Identify the conjunction <i>and</i> and explain it is linking two main clauses - Identify the conjunction <i>but</i> and explain it is linking two main clauses 	

YEAR 1

- Identify the conjunction so and explain it is linking two main clauses

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	<ul style="list-style-type: none"> - 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	<ul style="list-style-type: none"> - Write statements which have a subject, a verb and an object - Change questions into statements 	
Identify questions	<ul style="list-style-type: none"> - 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	<ul style="list-style-type: none"> - 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	<ul style="list-style-type: none"> - 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	<ul style="list-style-type: none"> - 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	<ul style="list-style-type: none"> - Identify a contraction in a text - Explain that the apostrophe has been used to contract two words 	

ORACY			
YEAR 1	Key Learning Indicator	What the child will be able to do	Supporting Documents
	Read own sentences out loud in a presentation voice	<ul style="list-style-type: none"> - 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	<ul style="list-style-type: none"> - 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	<ul style="list-style-type: none"> - 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 receiver'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

YEAR 1

		<ul style="list-style-type: none">- Explain the difference between Yours sincerely and Yours faithfully	
	Know and write the main features of instructions	<ul style="list-style-type: none">- Identify 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	<i>Genre</i> – Science fiction, horror, ghost, adventure, traditional, fairy tale, detective, mystery, fantasy, myths and legends <i>Plot outline</i> – The main events of the story <i>Narrative viewpoint</i> – 1 st , 2 nd or 3 rd person <i>Setting</i> – Where the story is set <i>Characters</i> – the main characters (protagonist and antagonist) <i>Problem</i> – resolvable situation <i>Dilemma</i> – a difficult choice between two equally weighted elements <i>Similar stories</i> – stories with a similar storyline, similar characters, similar moral/lesson <i>Sentence structure</i> – 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	<ul style="list-style-type: none"> - 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	<ul style="list-style-type: none"> - Include adjectives in simple sentences - Explain why a particular adjective was chosen - Explain what that adjective means 	
Identify and utilise alliteration	<ul style="list-style-type: none"> - 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	<ul style="list-style-type: none"> - 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 	

YEAR 1

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