



# English - Grade 1

## 2022 - 23

Student working at grade level expectations should be able to achieve the following learning objectives:

| PYP 1   | Reading  |
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| Phonics<br><br>Word reading<br><br>Text reading | Identify names and sounds of all 40+ phonemes<br>Phonics Phases 1, 2 and 3 (4)<br>Sequence letters alphabetically<br>Consonant clusters<br><br>Blend and decode CVC words<br>Read common 'tricky' words using whole word method<br>100 High Frequency words: (ELC and) PYP 1 words<br>Blend and decode unfamiliar words<br><br>Read aloud with accuracy and fluency<br>Read for motivation, pleasure and information<br>Shared and individual reading<br>Graded reading scheme<br>Re-read books to build confidence<br>Begin to use intonation<br>Pause at full stops<br>Story beginnings and ends |
| Empathy & inference                             | Link texts to own experience   |
| Key texts                                       | Traditional tales, modern stories, poems, nonfiction texts, stories and texts from the internet  |
| Understanding texts                             | Retell, sequence and act stories and poems<br>Demonstrate understanding of central message and plot, and summarise orally<br>Predict, infer, compare and contrast<br>Ask and answer questions about texts<br>Begin to identify fiction, nonfiction and poetry<br>Begin to identify beginnings, middles and ends of stories   |
| Elements of a book                              | Author, illustrator, contents page, front and back covers, word, letter, page number   |

| PYP 1              | Writing  |
|--------------------|--|
| Letter formation   | Hold pencil correctly, sit correctly at table<br>Form lower case letters, capitals, digits 0-9<br>Understand 'handwriting families'  |
| Writing process    | Plan orally<br>Begin to research using books and the internet<br>Complete emergent writing assignments and copy from a variety of sources<br>Read own work and check for sense<br>Self-assessment and begin to correct<br>Discuss own writing<br>Read own work to others   |
| Word writing       | Segment words into sounds and encode<br>Encode CVC words<br>Phonic phases (1 and 2) 3 and 4<br>High Frequency words Year 1<br>Days<br>Numbers to ten<br>Full name  |
| Fiction writing    | Short fiction text; include two or more events and at least one character, include a beginning, middle and end<br><br>Descriptive writing; use adjectives  |
| Nonfiction writing | Informative texts (e.g. posters, leaflets, presentations); introduce topic and include facts<br><br>Instructions; provide a heading, list steps and command verbs<br><br>Opinion piece; give a reason for their opinion<br><br>Personal narrative; include two or more events, use Simple Past tense<br><br>Create front covers<br><br>Simple book reviews<br><br>Retell and summarize stories<br><br>Record scientific observations |
| Poetry writing     | Including acrostic poems   |
| Poetic devices     | Begin to use adjectives<br>Consider word choice  |
| Text structure     | Headings   |

| <b>PYP 1</b>           | <b>Grammar and Punctuation</b>   |
|------------------------|--|
| Grammar - Speaking     | Regular and irregular plurals<br>Present tense verbs –regular and some irregular<br>Present Progressive -ing<br>Possessive and subject pronouns<br>Demonstratives - this is, these are<br>Questions<br>Simple and compound sentences<br>Simple Past  |
| Grammar - Writing      | Simple and compound sentences (using and, but and because)<br>Question wh- words<br>Plurals with –s or -es   |
| Punctuation            | Spaces between words<br>Full stops<br>Question marks and exclamation marks<br>Begin to use capitals: Beginning of sentences, names of people, days of the week and personal pronoun 'I'  |
| <b>PYP 1</b>           | <b>Oral Language - Speaking and Listening</b>  |
| Viewing and presenting | Present and read own work<br>Begin to use words which relate to visual presentations, such as shape and frame<br>Articulate a response to visual images<br>Make selections within visual presentations<br>Understand and begin to use words associated with colour, design, shape and size<br>Begin to use body language to express emotional responses and ideas  |
| Oral language          | Ask relevant questions and begin to explain<br>Listen and respond appropriately to adults and peers<br>Take turns in a discussion<br>Articulate and begin to justify answers, opinions and arguments<br>Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts and feelings<br>Speak clearly enough to be heard<br>Speak in full sentences<br>Participate in range of discussions, presentations, performances, role plays & improvisations<br>Identify and discuss the parts of a story<br>show understanding by responding in oral, written or visual form<br>Memorize and join in with poems, rhymes, simple stories and songs |

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| Vocabulary | Develop a range of vocabulary, including:<br>Elements of a book: Author, page numbers, contents page, front and back covers<br>UOI words<br>IB Learner Profile and Attitudes |
| Listening  | Listen to range of poems/fiction/non-fiction<br>Recognize and join in with familiar stories/tales/poems<br>Listen to recordings and texts read by a variety of people        |
| ICT        | Phonic and spelling games<br>Begin to type words, including capital letters  |