

## English Key Objectives

Y1	Narrative	Non Narrative	Poetry
<b>Aut 1:1</b>	<p><b>Narrative Settings:</b></p> <ul style="list-style-type: none"> <li>Saying aloud what they are going to write about.</li> <li>Composing a sentence orally before writing it.</li> <li>Sequencing sentences to form short narratives.</li> <li>Reading aloud their writing clearly enough to be heard by their peers and the teacher.</li> <li>Listen to and discuss a wide range of stories at a level beyond that at which they can read independently</li> <li>Become very familiar with key stories, retelling them and considering particular characteristics.</li> <li>Be encouraged to link what they read or hear read to their own experiences.</li> </ul>	<p><b>Biography:</b></p> <ul style="list-style-type: none"> <li>Saying aloud what they are going to write about.</li> <li>Composing a sentence orally before writing it.</li> <li>Reading aloud their writing clearly enough to be heard by their peers and the teacher.</li> <li>Listen to and discuss a wide range of non-fiction at a level beyond that at which they can read independently</li> <li>Be encouraged to link what they read or hear read to their own experiences.</li> <li>Develop pleasure in reading, motivation to read, and understanding.</li> </ul>	<p><b>Poems on a Theme:</b></p> <ul style="list-style-type: none"> <li>Saying aloud what they are going to write about.</li> <li>Composing a sentence orally before writing it.</li> <li>Reading aloud their writing clearly enough to be heard by their peers and the teacher.</li> <li>Listen to and discuss a wide range of poems at a level beyond that at which they can read independently</li> <li>Participate in discussion about what is read to them, taking turns and listening to what others say. Explain clearly their understanding of what is read to them.</li> <li>Develop pleasure in reading, motivation to read, and understanding.</li> </ul>
<b>Aut 1:2</b>	<p><b>Play scripts:</b></p> <ul style="list-style-type: none"> <li>Composing a sentence orally before writing it.</li> <li>Sequencing sentences to form short narratives.</li> <li>Reading aloud their writing clearly enough to be heard by their peers and the teacher.</li> <li>Listen to and discuss a wide range of stories at a level beyond that at which they can read independently</li> <li>Be encouraged to link what they read or hear read to their own experiences.</li> <li>Develop pleasure in reading, motivation to read, and understanding.</li> </ul>	<p><b>Reports:</b></p> <ul style="list-style-type: none"> <li>Saying aloud what they are going to write about.</li> <li>Composing a sentence orally before writing it.</li> <li>Reading aloud their writing clearly enough to be heard by their peers and the teacher.</li> <li>Listen to and discuss a wide range of non-fiction at a level beyond that at which they can read independently</li> <li>Develop pleasure in reading, motivation to read, and understanding.</li> </ul>	<p><b>Modern Performances:</b></p> <ul style="list-style-type: none"> <li>Saying aloud what they are going to write about.</li> <li>Composing a sentence orally before writing it.</li> <li>Reading aloud their writing clearly enough to be heard by their peers and the teacher.</li> <li>Listen to and discuss a wide range of poems at a level beyond that at which they can read independently</li> <li>Participate in discussion about what is read to them, taking turns and listening to what others say. Explain clearly their understanding of what is read to them.</li> <li>Develop pleasure in reading, motivation to read, and understanding.</li> </ul>
<b>Spr 2:1</b>	<p><b>Traditional Tales:</b></p> <ul style="list-style-type: none"> <li>Saying aloud what they are going to write about.</li> <li>Composing a sentence orally before writing it.</li> <li>Sequencing sentences to form short narratives.</li> <li>Reading aloud their writing clearly enough to be heard by their peers and the teacher.</li> <li>Listen to and discuss a wide range of stories at a level beyond that at which they can read independently</li> <li>Become very familiar with traditional tales, retelling them and considering particular characteristics.</li> </ul>	<p><b>Explanation:</b></p> <ul style="list-style-type: none"> <li>Saying aloud what they are going to write about.</li> <li>Composing a sentence orally before writing it.</li> <li>Reading aloud their writing clearly enough to be heard by their peers and the teacher.</li> <li>Listen to and discuss a wide range of non-fiction at a level beyond that at which they can read independently</li> <li>Be encouraged to link what they read or hear read to their own experiences.</li> <li>Develop pleasure in reading, motivation to read, and understanding.</li> </ul>	<p><b>Narrative:</b></p> <ul style="list-style-type: none"> <li>Saying aloud what they are going to write about.</li> <li>Composing a sentence orally before writing it.</li> <li>Reading aloud their writing clearly enough to be heard by their peers and the teacher.</li> <li>Listen to and discuss a wide range of poems at a level beyond that at which they can read independently</li> <li>Participate in discussion about what is read to them, taking turns and listening to what others say. Explain clearly their understanding of what is read to them.</li> <li>Develop pleasure in reading, motivation to read, and understanding.</li> </ul>
<b>Spr 2:2</b>	<p><b>Stories from Other Cultures:</b></p> <ul style="list-style-type: none"> <li>Saying aloud what they are going to write about.</li> <li>Composing a sentence orally before writing it.</li> <li>Sequencing sentences to form short narratives.</li> <li>Reading aloud their writing clearly enough to be heard by their peers and the teacher.</li> <li>Listen to and discuss a wide range of stories at a level beyond that at which they can read independently</li> <li>Become very familiar with key stories, retelling them and considering particular characteristics.</li> </ul>	<p><b>Letter Writing:</b></p> <ul style="list-style-type: none"> <li>Saying aloud what they are going to write about.</li> <li>Composing a sentence orally before writing it.</li> <li>Reading aloud their writing clearly enough to be heard by their peers and the teacher.</li> <li>Listen to and discuss a wide range of non-fiction at a level beyond that at which they can read independently</li> <li>Be encouraged to link what they read or hear read to their own experiences.</li> <li>Develop pleasure in reading, motivation to read, and understanding.</li> </ul>	<p><b>Significant Children's Poets:</b></p> <ul style="list-style-type: none"> <li>Saying aloud what they are going to write about.</li> <li>Composing a sentence orally before writing it.</li> <li>Reading aloud their writing clearly enough to be heard by their peers and the teacher.</li> <li>Listen to and discuss a wide range of poems at a level beyond that at which they can read independently</li> <li>Participate in discussion about what is read to them, taking turns and listening to what others say. Explain clearly their understanding of what is read to them.</li> <li>Develop pleasure in reading, motivation to read, and understanding.</li> </ul>
<b>Sum 3:1</b>	<p><b>Narrative Storyline:</b></p> <ul style="list-style-type: none"> <li>Saying aloud what they are going to write about.</li> <li>Composing a sentence orally before writing it.</li> <li>Sequencing sentences to form short narratives.</li> <li>Reading aloud their writing clearly enough to be heard by their peers and the teacher.</li> <li>Listen to and discuss a wide range of stories at a level beyond that at which they can read independently</li> <li>Become very familiar with fairy stories, retelling them and considering particular characteristics.</li> </ul>	<p><b>Instructions:</b></p> <ul style="list-style-type: none"> <li>Saying aloud what they are going to write about.</li> <li>Composing a sentence orally before writing it.</li> <li>Reading aloud their writing clearly enough to be heard by their peers and the teacher.</li> <li>Listen to and discuss a wide range of non-fiction at a level beyond that at which they can read independently</li> <li>Be encouraged to link what they read or hear read to their own experiences.</li> <li>Develop pleasure in reading, motivation to read, and understanding.</li> </ul>	<p><b>Riddles and Humorous Verse:</b></p> <ul style="list-style-type: none"> <li>Saying aloud what they are going to write about.</li> <li>Composing a sentence orally before writing it.</li> <li>Reading aloud their writing clearly enough to be heard by their peers and the teacher.</li> <li>Listen to and discuss a wide range of poems at a level beyond that at which they can read independently</li> <li>Participate in discussion about what is read to them, taking turns and listening to what others say. Explain clearly their understanding of what is read to them.</li> <li>Develop pleasure in reading, motivation to read, and understanding.</li> </ul>
<b>Sum 3:2</b>	<p><b>Adventure Stories:</b></p> <ul style="list-style-type: none"> <li>Saying aloud what they are going to write about.</li> <li>Composing a sentence orally before writing it.</li> <li>Sequencing sentences to form short narratives.</li> <li>Reading aloud their writing clearly enough to be heard by their peers and the teacher.</li> <li>Listen to and discuss a wide range of stories at a level beyond that at which they can read independently</li> <li>Become very familiar with fairy stories, retelling them and considering particular characteristics.</li> </ul>	<p><b>Recount:</b></p> <ul style="list-style-type: none"> <li>Saying aloud what they are going to write about.</li> <li>Composing a sentence orally before writing it.</li> <li>Reading aloud their writing clearly enough to be heard by their peers and the teacher.</li> <li>Listen to and discuss a wide range of non-fiction at a level beyond that at which they can read independently</li> <li>Be encouraged to link what they read or hear read to their own experiences.</li> <li>Develop pleasure in reading, motivation to read, and understanding.</li> </ul>	<p><b>Classic Poetry Performances:</b></p> <ul style="list-style-type: none"> <li>Saying aloud what they are going to write about.</li> <li>Composing a sentence orally before writing it.</li> <li>Reading aloud their writing clearly enough to be heard by their peers and the teacher.</li> <li>Listen to and discuss a wide range of poems at a level beyond that at which they can read independently</li> <li>Participate in discussion about what is read to them, taking turns and listening to what others say. Explain clearly their understanding of what is read to them.</li> <li>Develop pleasure in reading, motivation to read, and understanding.</li> </ul>