

## Phonics and High Frequency Word Objectives Year One

### Phonic Phases

I can read and spell the following graphemes. I can usually use the graphemes to spell a wide range of words correctly.

ore (more)	aw (saw)	au (author)	ear (bear)	are (dare)	tch (catch)	v (have)	y (happy)	k (k not c before an e, i or y)	
er (hammer)	ir (bird)	oo (took)	oe (toe)	ou (out)	ow (blow)	ue (blue)	ew (new)	ie (tie)	ie (thief)
ay	oy	a-e	e-e	i-e	o-e	u-e	ea (sea)	ea (head)	er (her)
Phase 5 (not strictly Letters and Sounds Phase 5)									

ar	or	ur	er	ow	oi	ear	air	ure
sh	ch	th	ng	ai	ee	igh	oa	oo
j	v	w	x	y	z	zz	qu	
Phase 3								

Set 5	h	b	f	l	ff	ll	ss
Set 4	ck	e	u	r			
Set 3	g	o	c	k			
Set 2	i	n	m	d			
Set 1	s	a	t	p			
Phase 2							

### High Frequency Words

I can read and spell the following 50 HFW.

WW5	little	one	when	what	out	children	old	I'm	by	time
WW4	have	like	so	do	some	come	help	were	there	off
WW3	too	all	are	my	her	said	went	it's	from	just
WW2	he	she	we	me	be	see	for	now	down	look
WW1	into	will	that	this	then	them	with	was	you	they

## Writing and SPaG Objectives Year One

				<p><b>I can spell 50 high frequency words (HFW)</b></p> <p><b>I can use the correct digraphs and trigraphs to spell words containing each of the 40+ phonemes.</b></p> <p>Read and spell words containing each of the Phase 4 phonemes</p> <p>Read and spell words containing each of the Phase 3 phonemes</p> <p>Read and spell words containing each of the Phase 2 phonemes</p>
I can apply the spelling rules I have learned from Appendix 1.			I know that adding un- to the start of some words changes it to the opposite meaning (happy to unhappy).	I can use 'k' rather than 'c' before 'e', 'i' and 'y' when spelling.
<b>From memory I can write simple sentences that have been said to me.</b>			I can change the meaning of a verb by adding -ing, -ed or -er (help, helping, helped, helper).	I can use the prefix un- for words such as unhappy.
I can add -ing, -ed, -er and -est where no change is needed in the spelling of root words.			I can change a noun to mean more than one by adding -s or -es (cat to cats, wish to wishes).	I can use the prefix un- for words such as when and dolphin.
I can use the prefix un-.			I can use correct grammatical words when discussing my writing.	I can spell words ending in y (happy, sunny).
I can use the spelling rule for adding -s or -es.			I can use a capital letter for names of people, places, days of the week and the personal pronoun 'I'.	I can add the endings -ing, -ed, -er and -est to verbs or adjectives where no change is needed to the root word.
I can add prefixes and suffixes.		I can read my writing aloud clearly enough to be heard by my teacher and my friends.	<b>I am beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark.</b>	I can add -s and -es to words to make the plural.
I know some sounds can be spelled in different ways using different letters.	I understand which letters belong to which handwriting families (letters that are formed in similar ways) and can practise these.	I can discuss what I have written with my teacher or my friends.	I am beginning to punctuate sentences using an exclamation mark.	I can use the /v/ sound at the end of words (have, give).
<b>I can name the letters of the alphabet in order.</b>	I can form the digits 0-9.	<b>I can check that my sentences make sense by re-reading them.</b>	I am beginning to punctuate sentences using a question mark.	I can use the -tch sound for words such as catch.
I can spell the days of the week.	I can form capital letters.	<b>I can write a story by thinking of a list of sentences in the order I need then writing them down.</b>	I am beginning to punctuate sentences using a full stop.	I can divide words into syllables and spell compound words such as football.
<b>I can spell common exception words from my word list.</b>	<b>I am beginning to form lower case letters in the correct direction, starting and finishing in the right place.</b>	I can write sentences by practising them out loud before I write them down.	I am beginning to punctuate sentences using a capital letter.	I can use the /n/ sound spelt n before k (bank, think).
<b>I can spell words containing each of the 40+ phonemes.</b>	When writing I sit correctly at a table, holding a pencil correctly and comfortably.	I can write sentences by saying out loud what I am going to write about.	I can link two phrases together using 'and'.	I can use the sounds /f/, /l/, /s/, /k/ and /z/ spelt ff, ll, ss, ck and zz (off, well, miss, buzz, back).
Writing Transcription	Handwriting	Writing Composition	Vocabulary, Grammar & Punctuation	Spelling Rules