



Spelling objectives are introduced in one week but would then be continued, depending on the class and the time required for them to become secure. School preference may require a change in order of spelling objectives, particularly if a phonics scheme is followed. Vocabulary objectives should also be ongoing.

## Year 1 – Autumn Term 1

Week 1	Week 2	Week 3
<p><b>Objective: (Revision)</b> To recognise, order and match lower case and capital letters.</p>	<p><b>Objective: (Revision)</b> To understand and use spellings at the end of words – ‘ff’, ‘ll’, ‘ck’, ‘nk’, ‘tch’, ‘v’, ‘ss’ and ‘zz’.</p> <p>(This objective is spread over Week 2 and Week 3 – it can be introduced using the ‘subject knowledge’ and ‘possible teaching steps’ in the Teacher’s Guide. The English Pupil Book can then be used for pairs of spellings and the Teacher’s Guide photocopiable on p9 used to consolidate.)</p>	<p><b>Objective: (Revision)</b> To understand and use spellings at the end of words – ‘ff’, ‘ll’, ‘ck’, ‘nk’, ‘tch’, ‘v’, ‘ss’ and ‘zz’.</p> <p>(See Week 2 for guidance)</p>
<p><b>Success criteria:</b> I can recognise lower case and capital letters. I can order lower case and capital letters. I can match lower case and capital letters.</p>	<p><b>Success criteria:</b> I can hear and spell the endings ‘ff’, ‘ll’, ‘ck’, ‘nk’, ‘tch’, ‘v’, ‘ss’ and ‘zz’.</p>	<p><b>Success criteria:</b> I can hear and spell the endings ‘ff’, ‘ll’, ‘ck’, ‘nk’, ‘tch’, ‘v’, ‘ss’ and ‘zz’.</p>
<p><b>Teacher’s Guide:</b> Units 1–2 p6–7</p>	<p><b>Teacher’s Guide:</b> Units 3–6 p8–9</p>	<p><b>Teacher’s Guide:</b> Units 3–6 p8–9</p>
<p><b>English Pupil Book:</b> Units 1–2 p4–5</p>	<p><b>English Pupil Book:</b> Unit 3 p6 (ff, ll) Unit 4 p7 (ck, nk) Unit 5 p8 (tch, v) Unit 6 p9 (ss, zz)</p>	<p><b>English Pupil Book:</b> Unit 3 p6 (ff, ll) Unit 4 p7 (ck, nk) Unit 5 p8 (tch, v) Unit 6 p9 (ss, zz)</p>
<p><b>Interactive activity 1:</b> Upper and lower case letters</p>		



# Year 1 – Autumn Term 1

Week 4	Week 5	Week 6
<p><b>Objectives:</b> To learn the order of the days of the week and to spell them correctly.</p>	<p><b>Objectives:</b> To separate words with spaces.</p>	<p><b>Assessment Task:</b> Rising Stars ‘English Progress Tests – Year 1’</p> <p><b>Content:</b> Spelling, nouns, verbs, prepositions, determiners. (None of this terminology is used in the test).</p>
<p><b>Success criteria:</b> I can say the days of the week in order. I can read the days of the week. I can spell the days of the week.</p>	<p><b>Success criteria:</b> I can leave spaces between words. I can explain why this is important.</p>	
<p><b>Teacher’s Guide:</b> Unit 35 p52–53</p>	<p><b>Teacher’s Guide:</b> Unit 20 p32–33</p>	<p><b>English Progress Tests – Year 1:</b> Autumn test 1 p27</p>
<p><b>English Pupil Book:</b> Unit 35 p49</p>	<p><b>English Pupil Book:</b> Unit 20 p27</p>	



## Year 1 – Autumn Term 2

Week 1	Week 2	Week 3
<p><b>Objectives:</b> To know the terminology ‘word’ and ‘sentence’. To learn how words can combine to make sentences. To begin to sequence sentences to form short narratives.</p>	<p><b>Objectives:</b> To know the terminology ‘capital letter’, ‘full stop’, ‘punctuation’ and ‘sentence’. To begin to use capital letters and full stops to demarcate sentences. To begin to use capital letters for names and for the personal pronoun ‘I’.</p>	<p><b>Objectives:</b> To begin to understand that the words in a sentence have different functions. To understand that naming words are known as ‘nouns’.</p> <p>(The terminology ‘noun’ is not required until Year 2, but this will help to prepare children, particularly as they are expected to learn about singular and plural in Year 1.)</p>
<p><b>Success criteria:</b> I know that a sentence is made up of words. I can say a sentence out loud and write it down.</p>	<p><b>Success criteria:</b> I am beginning to use capital letters at the start of a sentence. I am beginning to use full stops at the end of a sentence. I am beginning to use capital letters for names. I am beginning to use a capital letter for ‘I’.</p>	<p><b>Success criteria:</b> I know that naming words are known as ‘nouns’. I know that a sentence must have at least one noun.</p>
<p><b>Teacher’s Guide:</b> Unit 10 p16–17</p>	<p><b>Teacher’s Guide:</b> Units 16–17 p26–27</p>	<p><b>Teacher’s Guide:</b> Unit 8 p12–13</p>
<p><b>English Pupil Book:</b> Unit 10 p14–15</p>	<p><b>English Pupil Book:</b> Units 16–17 p22–24</p>	<p><b>English Pupil Book:</b> Unit 8 p12</p>
<p><b>Interactive activity 9:</b> Complete the sentence</p>	<p><b>Interactive activity 10:</b> Correct punctuation/<b>Interactive activity 4:</b> Reordering sentences/<b>Interactive activity 12:</b> Capital or no capital?</p>	



## Year 1 – Autumn Term 2

Week 4	Week 5	Week 6
<p><b>Objective:</b> To learn spelling patterns that make the same sound – <i>ee, ea, ie</i> and <i>e-e</i>.</p>	<p><b>Objective:</b> To explore and learn vocabulary related to the everyday environment.</p>	<p><b>Assessment Task:</b> Rising Stars ‘English Progress Tests – Year 1’</p> <p><b>Content:</b> Spelling, nouns, possessive pronouns, pronouns, present and past progressive continuous, verbs.</p>
<p><b>Success criteria:</b> I can spell words with the same sound spelled <i>ee, ea, ie</i> and <i>e-e</i>.</p>	<p><b>Success criteria:</b> I can name things around me at school and at home. I am beginning to write about the things around me.</p>	
<p><b>Teacher’s Guide:</b> Units 26–27 p40–41 (also refers to <i>oo, u-e, ew</i> and <i>ue</i> – see Spring Term 2 Week 1. Photocopiable p41 could be used after for consolidation of both.)</p>	<p><b>Teacher’s Guide:</b> Units 36–38 p54–55</p>	<p><b>English Progress Tests – Year 1:</b> Autumn test 2 p30</p>
<p><b>English Pupil Book:</b> Unit 26 p34–35</p>	<p><b>Pupil book:</b> Units 36–38 p50–52</p>	
	<p><b>Interactive activity 5:</b> Describe the picture</p>	

# Year 1 – Spring Term 1

Week 1	Week 2	Week 3
<p><b>Objective:</b> To learn spelling patterns that make the same sound – <i>ai</i>, <i>ay</i> and <i>a-e</i>.</p>	<p><b>1) Objectives:</b> To know the terminology ‘question mark’ and ‘punctuation’. To begin to use question marks to demarcate sentences.</p> <p><b>2) Objective:</b> To extend the range of vocabulary about the world around them.</p>	<p><b>1) Objectives:</b> To begin to understand that the words in a sentence have different functions. To understand that action words are known as ‘verbs’. (The terminology ‘verb’ is not required until Year 2, but this will help to prepare children.)</p> <p><b>2) Objective:</b> To learn spelling patterns that make the same sound – <i>air</i>, <i>ear</i> and <i>are</i>.</p>
<p><b>Success criteria:</b> I can spell words with the same sound spelled <i>ai</i>, <i>ay</i> and <i>a-e</i>.</p>	<p><b>1) Success criteria:</b> I can write a question mark. I can use a question mark at the end of a question.</p> <p><b>2) Success criteria:</b> I can use new words about the world around me. I am beginning to write some of these new words.</p>	<p><b>1) Success criteria:</b> I know that action words are known as ‘verbs’. I know that a sentence needs to have a verb to make sense.</p> <p><b>2) Success criteria:</b> I can spell words with the same sound spelled <i>air</i>, <i>ear</i> and <i>are</i>.</p>
<p><b>Teacher’s Guide:</b> Units 22–23 p36–37 (also refers to <i>oa</i>, <i>oe</i>, <i>o-e</i> and <i>ow</i> – see Spring Term 1 Week 5. Photocopiable p37 could be used after for consolidation of both)</p>	<p><b>1) Teacher’s Guide:</b> Unit 18 p28–29 <b>2) Teacher’s Guide:</b> Units 39–41 p56–57</p>	<p><b>1) Teacher’s Guide:</b> Unit 9 p14 <b>2) Teacher’s Guide:</b> Units 30–31 p44–45 (also refers to <i>or</i>, <i>ore</i>, <i>aw</i> and <i>au</i> – see Summer Term 2 Week 4. Photocopiable p45 could be used after for consolidation of both)</p>
<p><b>English Pupil Book:</b> Unit 22 p29</p>	<p><b>1) English Pupil Book:</b> Unit 18 p25 <b>2) English Pupil Book:</b> Units 39–41 p53–55</p>	<p><b>1) English Pupil Book:</b> Unit 9 p13 <b>2) English Pupil Book:</b> Unit 30 p42–43</p>
<p><b>Interactive activity 7:</b> Find the correct spelling</p>	<p><b>1) Interactive activity 11:</b> Which punctuation mark? <b>2) Interactive activity 6:</b> Odd word out</p>	<p><b>1) Interactive activity:</b> n/a <b>2) Interactive activity 8:</b> Listen and spell</p>



# Year 1 – Spring Term 1

Week 4	Week 5	Week 6
<p><b>Objectives:</b> To understand the difference between singular and plural. To learn the regular plural noun suffixes <i>-s</i> and <i>-es</i>, including the effects of these suffixes on the meaning of the noun.</p>	<p><b>Objective:</b> To learn spelling patterns that make the same sound – <i>oa</i>, <i>oe</i>, <i>o-e</i> and <i>ow</i>.</p>	<p><b>Assessment Task:</b> Rising Stars ‘English Progress Tests- Year 1’</p> <p><b>Content:</b> Spelling, Nouns, Verbs, Present and past progressive continuous, Pronouns</p>
<p><b>Success criteria:</b> I know what ‘singular’ and ‘plural’ mean. I know the rules for adding <i>-s</i> and <i>-es</i> to nouns.</p>	<p><b>Success criteria:</b> I can spell words with the same sound spelled <i>oa</i>, <i>oe</i>, <i>o-e</i> and <i>ow</i>.</p>	
<p><b>Teacher’s Guide:</b> Unit 7 p10–11</p>	<p><b>Teacher’s Guide:</b> Units 22–23 p36–37 (also refers to <i>ai</i>, <i>ay</i> and <i>a-e</i> – see Spring Term 1 Week 1. Photocopiable p37 could be used for consolidation of both.)</p>	<p><b>English Progress Tests – Year 1:</b> Spring test 1 p32</p>
<p><b>English Pupil Book:</b> Unit 7 p10–11</p>	<p><b>English Pupil Book:</b> Unit 23 p30–31</p>	
<p><b>Interactive activity 2:</b> Singular or plural?</p>		



## Year 1 – Spring Term 2

Week 1	Week 2	Week 3
<p><b>Objective:</b> To learn spelling patterns that make the same sound – <i>oo, u-e, ew and ue</i>.</p>	<p><b>Objective:</b> To understand how the prefix <i>un-</i> changes the meaning of verbs and adjectives.</p>	<p><b>Objective:</b> To learn spelling patterns that make the same sound – <i>oy, oi</i>.</p>
<p><b>Success criteria:</b> I can spell words with the same sound spelled – <i>oo, u-e, ew and ue</i>.</p>	<p><b>Success criteria:</b> I can add 'un' to the beginning of a word. I know that this changes the meaning.</p>	<p><b>Success criteria:</b> I can spell words with the same sound spelled – <i>oy, oi</i>.</p>
<p><b>Teacher's Guide:</b> Units 26–27 p40–41 (also refers to <i>ee, ea, ie and e-e</i> – see Autumn Term 2 Week 4. Photocopiable p41 could be used for consolidation of both.)</p>	<p><b>Teacher's Guide:</b> Unit 13 p20–21</p>	<p><b>Teacher's Guide:</b> Units 24–25 p38–39 (also refers to <i>ou</i> and <i>ow</i> – see Spring Term 2 Week 5. Photocopiable p39 could be used after for consolidation of both.)</p>
<p><b>English Pupil Book:</b> Unit 27 p36–37</p>	<p><b>English Pupil Book:</b> Unit 13 p19</p>	<p><b>English Pupil Book:</b> Unit 24 p32</p>



## Year 1 – Spring Term 2

Week 4	Week 5	Week 6
<p><b>Objective:</b> To add the suffixes <i>-ing</i>, <i>-ed</i>, and <i>-er</i> to verbs where no change is needed in the spelling of root word.</p>	<p><b>Objective:</b> To learn spelling patterns that make the same sound – <i>ou</i> and <i>ow</i>.</p>	<p><b>Assessment Task:</b> Rising Stars ‘English Progress Tests – Year 1’</p> <p><b>Content:</b> Capital letters, plurals, subject-verb agreement, question marks, sentences, prefixes, suffixes, questions</p>
<p><b>Success criteria:</b> I can add <i>-ing</i>, <i>-ed</i>, and <i>-er</i> to the end of words. I know that this can change the meaning.</p>	<p><b>Success criteria:</b> I can spell words with the same sound spelled <i>ou</i> and <i>ow</i>.</p>	
<p><b>Teacher’s Guide:</b> Units 11–12 p18–19</p>	<p><b>Teacher’s Guide:</b> Units 24–25 p38–39 (also refers to <i>oy</i> and <i>oi</i> – see Spring Term 2 Week 3. Photocopiable p39 could be used for consolidation of both.)</p>	<p><b>English Progress Tests – Year 1:</b> Spring test 2 p34</p>
<p><b>English Pupil Book:</b> Units 11–12 p16–18</p>	<p><b>English Pupil Book:</b> Unit 25 p33</p>	
<p><b>Interactive activity 3:</b> Suffixes</p>	<p><b>Interactive activity 7:</b> Find the correct spelling</p>	





# Year 1 – Summer Term 1

Week 1	Week 2	Week 3
<p><b>Objective:</b> To add the suffixes <i>-er</i> and <i>-est</i> to adjectives where no change is needed in the spelling of root word.</p>	<p><b>Objective:</b> To learn spelling patterns that make the same sound – <i>ie</i>, <i>i-e</i> and <i>igh</i>.</p>	<p><b>Objective:</b> To join words and to join clauses using ‘and’.</p>
<p><b>Success criteria:</b> I can add <i>-er</i> and <i>-est</i> to the end of adjectives (describing words). I know that this helps us to compare things.</p>	<p><b>Success criteria:</b> I can spell words with the same sound spelled <i>ie</i>, <i>i-e</i> and <i>igh</i>.</p>	<p><b>Success criteria:</b> I can use ‘and’ as a joining word.</p>
<p><b>Teacher’s Guide:</b> Unit 14 p22–23</p>	<p><b>Teacher’s Guide:</b> Units 28–29 p42–43 (also refers to <i>ir</i>, <i>ur</i> and <i>er</i> – see Summer Term 2 Week 4. Photocopiable p43 could be used after for consolidation of both.)</p>	<p><b>Teacher’s Guide:</b> Unit 15 p24–25</p>
<p><b>English Pupil Book:</b> Unit 14 p20</p>	<p><b>English Pupil Book:</b> Unit 28 p38–39</p>	<p><b>English Pupil Book:</b> Unit 15 p21</p>

# Year 1 – Summer Term 1

Week 4	Week 5	Week 6
<p><b>1) Objectives:</b> To know the terminology ‘exclamation mark’ and ‘punctuation’. To begin to use exclamation marks to demarcate sentences.</p> <p><b>2) Objectives:</b> To learn a range of words to describe how they feel. To begin to use these words in their writing.</p>	<p><b>Objective:</b> To learn spelling patterns that make the same sound – <i>or, ore, aw</i> and <i>au</i>.</p>	<p><b>Assessment Task:</b> Rising Stars ‘English Progress Tests – Year 1’</p> <p><b>Content:</b> Suffixes, subject-verb agreement, statements, exclamation marks, co-ordinating conjunctions, sentences, prefixes, capital letters.</p>
<p><b>1) Success criteria:</b> I can write an exclamation mark. I can use an exclamation mark at the end of an exclamation.</p> <p><b>2) Success criteria:</b> I can use words to describe how I feel. I can use some of these words in my writing.</p>	<p><b>Success criteria:</b> I can spell words with the same sound spelled <i>or, ore, aw</i> and <i>au</i>.</p>	
<p><b>1) Teacher’s Guide:</b> Unit 19 p30–31 <b>2) Teacher’s Guide:</b> Unit 42 p58–59</p>	<p><b>Teacher’s Guide:</b> Units 30–31 p44–45 (also refers to <i>air, ear</i> and <i>are</i> – see Spring Term 1 Week 3. Photocopiable p45 could be used for consolidation of both.)</p>	<p><b>English Progress Tests – Year 1:</b> Summer test 1 p37</p>
<p><b>1) English Pupil Book:</b> Unit 19 p26 <b>2) English Pupil Book:</b> Unit 42 p56</p>	<p><b>English Pupil Book:</b> Unit 31 p44–45</p>	
<p><b>1) Interactive activity 11:</b> Which punctuation mark? <b>2) Interactive activity:</b> n/a</p>		



# Year 1 – Summer Term 2

Week 1	Week 2	Week 3
<p><b>Objective:</b> To spell words with the consonant digraphs <i>ph</i> and <i>wh</i>.</p>	<p><b>Objective:</b> To know that compound words are made of two words joined together.</p>	<p><b>Objective:</b> To learn the spelling rule that a long 'e' sound at the end of a word is spelt with a -y.</p>
<p><b>Success criteria:</b> I can spell words with <i>ph</i> making a 'f' sound. I can spell words with <i>wh</i> making a 'hw' sound.</p>	<p><b>Success criteria:</b> I can join two smaller words together to make a longer word.</p>	<p><b>Success criteria:</b> I can hear a long 'e' sound at the end of words ending in -y. I can spell words ending in -y.</p>
<p><b>Teacher's Guide:</b> Unit 32 p46–47</p>	<p><b>Teacher's Guide:</b> Unit 33 p48–49</p>	<p><b>Teacher's Guide:</b> Unit 21 p34–35</p>
<p><b>English Pupil Book:</b> Unit 32 p46</p>	<p><b>English Pupil Book:</b> Unit 33 p47</p>	<p><b>English Pupil Book:</b> Unit 21 p28</p>



## Year 1 – Summer Term 2

Week 4	Week 5	Week 6
<p><b>Objective:</b> To learn spelling patterns that make the same sound – <i>ir</i>, <i>ur</i> and <i>er</i>.</p>	<p><b>Objective:</b> To learn the spellings and know the meanings of common exception words for Year 1.  (This objective will have been ongoing throughout the year, but the Skills Builders units can be used to consolidate this work.)</p>	<p><b>Assessment Task:</b> Rising Stars ‘English Progress Tests – Year 1’  <b>Content:</b> Adjectives, suffixes, questions, subject-verb agreement, exclamation marks/questions, sentences, capital letters/full stops, apostrophes.</p>
<p><b>Success criteria:</b> I can spell words with the same sound spelled <i>ir</i>, <i>ur</i> and <i>er</i>.</p>	<p><b>Success criteria:</b> I can spell most common exception words for Year 1 and I can explain what they mean. I can spell all common exception words for Year 1 and I can explain what they mean.</p>	
<p><b>Teacher’s Guide:</b> Units 28–29 p42–43 (also refers to <i>ie</i>, <i>i-e</i> and <i>igh</i> – see Summer Term 2 Week 2. Photocopiable p43 could be used for consolidation of both.)</p>	<p><b>Teacher’s Guide:</b> Unit 34 p50–51</p>	<p><b>English Progress Tests – Year 1:</b> Summer test 2 p40</p>
<p><b>English Pupil Book:</b> Unit 29 p40–41</p>	<p><b>English Pupil Book:</b> Unit 34 p48</p>	
<p><b>Interactive activity 8:</b> Listen and spell</p>		