

My Year 1 Reading Targets

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I can use my phonics to help me decode words.

I can read books aloud.

I can read accurately by blending sounds in unfamiliar words.

I can read words of more than one syllable.

I can read words containing -s, -es, -ing, -ed, -er, -est endings.

I can read words with contractions e.g. I'm, I'll

I can apply my phonic knowledge for reading.

I can blend sounds when reading new words.

I can quickly recognise approximately 150 high frequency words.

Reading

I can check what I am reading makes sense to me.

I can identify and discuss the main events in stories.

I can identify and discuss the main characters in stories.

I can recall specific information in texts.

I can recite rhymes and poems by heart.

I can relate texts to my own experiences.

I can re-tell familiar stories in a range of contexts e.g. small world, role play, storytelling.

I can sometime join in when my teacher is reading a story.

I can listen to what others say.

I can recognise some story and retell them.

I can discuss the meanings of some words.

I can discuss the title and how it relates to the events in the whole story.

I can demonstrate understanding of texts by answering questions related to who, what, where, when, why, how.



I can take turns in discussions.

I can give opinions and support with reasons.

I can explain clearly my understanding of what is read to me.

When I read, I can think of similar things that have happened to me.

Comprehension

Reading And Writing Key Stage 2 Learning Targets S

**Kate Ashcroft, Professor Kate
Ashcroft, John Lee**



Reading And Writing Key Stage 2 Learning Targets S:

Fiction and Poetry Wendy Wren, 2000 This practical teacher's resource is for use at KS2 P4 7 It provides structured lesson plans and linked copymasters putting the emphasis on direct teaching and clear targets for pupil achievement in every lesson

Learning Objectives, Task-setting and Differentiation Trevor Kerry, 2002 Learning Objectives Task setting and Differentiation clarifies what each of these three skills are and explains their purpose It explores issues around and consequences of implementation of these skills Practical application is discussed supported by examples and activities It encourages readers to assess their own implementation and progress by alaysing the tasks against standards With practical tips for working teachers and teachers in training this volume aims to equip them with the skills they need to formulate learning objectives set tasks and differentiate work for students more effectively in their classrooms

Reading at Greater Depth in Key Stage 2 Suzanne Horton, Louise Beattie, Sharon Lannie, 2018-11-20 Expectations in primary English are high particularly in reading There is an emphasis on inference and deduction together with vocabulary development two key elements for preparing pupils to access texts at a higher level At the same time there is also a change in the rhetoric around guided reading with teachers trying different pedagogies in order to fully prepare pupils for the demands of the reading curriculum This book explores the various approaches to developing higher level readers

Primary English: Teaching Theory and Practice Jane Medwell, David Wray, Hilary Minns, Vivienne Griffiths, Liz Coates, Author, 2021-02-24 All you need to know about the theory and practice of teaching primary English If you are training to be a primary school teacher a knowledge of the primary English curriculum is not enough you need to know HOW to teach English in primary schools This is the essential teaching theory and practice text for primary English that takes a focused look at the practical aspects of teaching It covers the important skills of classroom management planning monitoring and assessment and relates these specifically to primary English Practical guidance features and resources support you to translate your learning to the classroom and understand the wider context of teaching The book includes Online practical lesson ideas for the classroom The Primary National Curriculum for English in Key Stages one and two Tips for planning primary English A recommended children's book list Useful weblinks for primary English teaching This ninth edition has been updated throughout and includes a new chapter on online and blended learning and teaching for primary English

Grammar and Punctuation Wendy Wren, 1999 This practical teacher's resource is for use at KS2 P4 7 It provides structured lesson plans and linked copymasters putting the emphasis on direct teaching and clear targets for pupil achievement in every lesson Written in line with the National Curriculum and Scottish 5 14 Guidelines it covers the key requirements for sentence level work

Teaching Assistant's Handbook Janet Kay, 2002-01-01 Teaching assistants have a valuable responsible and professional role to play in developing children's education Learning how to fulfil that role effectively is not easy Here Janet Kay provides a practical and reliable guide to the job Covering all aspects of the work from understanding children's learning

and the curriculum through to assessment and management this book provides accessible support and guidance for in service and trainee teaching assistants Complete with case studies self assessment and suggestions on how to explore issues further Teaching Assistant s Handbook provides an authoritative one stop resource for all in the profession *Babies and Young Children* Marian Beaver,2001 Drawing on the Babies and Young Children textbooks this student focused resource aims to match the CACHE Diploma in Child Care and Education specifications It includes Think about it activities Case Studies and Progress Checks to help students prepare for portfolios assignments and other forms of assessment *Primary English: Knowledge and Understanding* Jane Medwell,George Moore,David Wray,Vivienne Griffiths,2009-06-29 A secure knowledge of primary English is essential for the trainee teacher Clear subject knowledge and understanding is the foundation of confident creative and effective teaching Written to help trainee primary teachers develop and consolidate their knowledge of English this fourth edition has been completely revised and updated The text is structured around the current curriculum and incorporates the Primary National Strategy All content is linked to the 2007 QTS Standards and new links are made to the Early Years Foundation Stage Research Summaries include up to date references and new emphasis is put on links to primary modern foreign languages *Primary Languages: Effective Learning and Teaching* Cynthia Martin,2008-10-16 Primary languages are to be an entitlement for all pupils in KS2 from 2010 There is therefore a need to ensure that trainee primary teachers are equipped with the required skills knowledge and understanding to contribute to this process This book supports specialists and also non specialist trainees with an interest in MFL who may need to deliver languages across the curriculum providing them with a clear understanding of the methodology and helping them to develop linguistic competence and confidence Improving Teaching and Learning In the Core Curriculum Kate Ashcroft,Professor Kate Ashcroft,John Lee,2005-08-16 How can teachers respond creatively to the demands of the literacy and numeracy hours Can children be taught to behave like scientists How can teachers remain reflective and independent during this period of government direction *Primary English: Knowledge and Understanding* Dr Jane A Medwell,Mr George E Moore,Professor David Wray,Dr Vivienne Griffiths,2011-11-08 The essential subject knowledge text for primary English Secure subject knowledge and understanding is the foundation of confident creative and effective teaching The 5th edition of this popular text has a number of new features including a new self assessment section and M level extension boxes to provide further challenge in all chapters References to the 2007 QTS Standards and the Early Years Foundation Stage are also included With full coverage of the English curriculum and updated research summaries reflecting the latest thinking this text is written to help trainee primary teachers develop and consolidate their knowledge of English **Children's Spaces** Mark Dudek,2012-05-04 This collection of essays is concerned with the experiences children have within the supervised worlds they inhabit as well as with architecture and landscape architecture International examples of innovative childcare practice are illustrated together with the design processes which informed their development The emphasis here is on new and

experimental childcare projects which set out to reassert the rights of children to participate in a complex multi faceted world which is no longer available to them unless under adult supervision Research supports in depth recommendations regarding the ideal children s environment across a range of contexts and dimensions Until recent times the needs of children within the urban environment were largely ignored There is little tradition and no broadly agreed contemporary architectural or landscape theory as to how children should be provided for beyond a limited functional agenda There is a sense that architecture for childhood is not taken seriously it is either whimsical and ephemeral or largely designed for adults an adjunct to the more important business of adult needs and aspirations Yet children access much of their education and development through play and social interaction with their childhood counterparts The spaces in and around childrens daycare centres schools supervised parks and other dedicated childrens environments are the subject of this collection As more and more purpose designed buildings and gardens for children are opened the need to listen to children and their carers is becoming more aparant Mark Dudek gathers together a number of internationally recognized experts in the field of childcare environments to write about different aspects of the landscape They have been chosen in particular because of their background in enquiring research orientated work both theoretical and practical They listen to and watch children Contributors have considered the childs environment as one which is secure and controlled yet offers additional environmental dimensions which extend developmental possibilities Children often spend a great deal of time in daycare facilities and schools as parents are absorbed in their own work and leisure activities This places an emphasis on architects and planners to consider the needs of children in great detail As such the childrens environment must be conceived of as a rich complex place a world within a world We use the word LANDSCAPE in recognition that children do not differentiate between the inside and the outside private and public every part of their perception is open to stimulation by a stimulating environment

The Primary English Encyclopedia Margaret Mallett,2008-03-25 A comprehensive user friendly and interesting reference book that explains key concepts ideas and current requirements in primary English Includes over 600 entries short definitions of key concepts e g parts of speech succinct explanations of current UK requirements extended entries on major topics such as speaking and listening reading writing drama bilingualism and children s literature up to date information and discussion of important issues key references and accounts of recent research findings a Who s Who of Primary English

What's the Good of Education? Stephen Machin,Anna Vignoles,2018-06-05 Volumes have been written about the value of more and better education But is there sufficient evidence to support the commonly held belief that we as individuals and as a community should be investing more in education This book explores that question in unprecedented detail drawing on empirical evidence from an impressive array of sources While much of the focus is on the educational system in the United Kingdom the book offers lessons of international applicability A state of the art compendium on education policy and its impact on educational attainment the book examines numerous large scale data sources on

individual pupils and schools The questions the book considers are far ranging How much do teachers matter for children s educational attainment What payoff do people get from acquiring more education when they enter the labor market How well do education systems function to provide employers with the skills they want The book concludes by issuing some strong policy recommendations and offering an evaluation of what does and does not work in improving educational attainment The recommendations address such issues as school effectiveness education financing individual investment in education government education initiatives higher education labor market rewards and lifelong learning

Supporting Language

and Literacy 3-8 Suzi Clipson-Boyles,2012-10-12 First Published in 2001 Routledge is an imprint of Taylor Francis an informa company

Phonics and Spelling John Jackman,2004-09 Covering the requirements for word level work phonics and spelling this is a resource for teaching the Literacy Hour the National Curriculum for English at Key Stage 1 and the Scottish Guidelines for English Language 5 14 It provides sections of structured lesson plans on the main elements of word level work for this age group 125 linked copymasters that teach phonics spelling and handwriting together continuing and end of section assessments photocopiable flashcards which cover all the National Literacy Strategy sightwords a guide to phonic structures and a glossary for teachers and a National Literacy Strategy planner and links for Scotland 5 14 Guidelines

Learning to Teach in the Primary School Teresa Cremin,James Arthur,2014-02-24 Flexible effective and creative primary school teachers require subject knowledge an understanding of their pupils and how they learn a range of strategies for managing behaviour and organising environments for learning and the ability to respond to dynamic classroom situations This third edition of Learning to Teach in the Primary School is fully updated with reference to the new National Curriculum and has been revised to provide even more practical advice and guidance to trainee primary teachers Twenty two new authors have been involved and connections are now made to Northern Irish Welsh and Scottish policies In addition five new units have been included on making the most of your placement play and exploration in learning behaviour management special educational needs phonics With Masters level reflective tasks and suggestions for research based further reading the book provides valuable support to trainee teachers engaged in learning through school based experience and through reading discussion and reflections as part of a teacher education course It provides an accessible and engaging introduction to knowledge about teaching and learning that every student teacher needs to acquire in order to gain qualified teacher status QTS This comprehensive textbook is essential reading for all students training to be primary school teachers including those on undergraduate teacher training courses BEd BA with QTS BSc with QTS postgraduate teacher training courses PGCE SCITT and employment based teacher training courses Schools Direct Teach First plus those studying Education Studies This textbook is supported by a free companion website with additional resources for instructors and students and can be accessed at www.routledge.com/cw/Cremin

Researching Dyslexia in Multilingual Settings Deirdre Martin,2013-10-04 This volume draws together current research on dyslexia and literacy in multilingual settings across

disciplines and methodologies The contributors all internationally recognised in the field address developmental and acquired literacy difficulties and dyslexia in a range of language contexts including EAL EFL The book uses theories and analytical frameworks of a critical nature to reveal prejudicial social practices and suggests future research directions towards a critical re consideration of current understandings of dyslexia in multilingual settings with a view to foregrounding the potential for interdisciplinarity The book also suggests ways forward for evidence informed practice and it will be a valuable resource for researchers practitioners and students alike

The Annual Report of Her Majesty's Chief Inspector of Schools 2004/05 Great Britain: Office for Standards in Education, 2005-10-19 The remit of the Office for Standards in Education OFSTED is to improve standards and quality of childcare and education for learners up to 19 years of age through regular inspection some of which is carried out jointly with other inspectorates This annual report covers the year 2004 05 and includes sections on childcare and early learning primary and maintained nursery schools secondary schools special schools pupil referral units further education colleges initial teacher training local education authorities Also included is a section on surveys and themes examining national education strategies in schools in different areas A final section takes a retrospective view on inspection and the contribution OFSTED has made to education over the past 13 years An accompanying CD ROM includes detailed reports on subjects in schools and curriculum areas in colleges

English 5-11 David Waugh, Wendy Jolliffe, 2013-02-11 English is central to the primary school curriculum since it permeates all subject areas Now fully updated English 5 11 provides comprehensive up to date and creative guidance on teaching English in the primary school Key areas covered include Communication language and literacy Grammar and punctuation Talk for learning Synthetic phonics Drama Reading and writing Fiction and poetry Creativity Teaching in a multilingual classroom Spelling ICT Assessment Written by highly experienced authors and former government advisors with frontline teaching school management and teacher training experience each manageable chapter provides the busy teacher with indispensable advice and guidance as well as opportunities to reflect upon current practice in the classroom This second edition reflects changes in government policy and gives greater attention to systematic synthetic phonics assessment drama and talk for writing and is closely related to the changing curriculum for primary English English 5 11 will be an invaluable resource to all trainee and practising teachers interested in teaching English in an accessible contemporary and dynamic way

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