

**CE1 End of Year Objectives**

<i>Name:</i>	<i>Date:</i>	<i>Teacher:</i>
<b>Speaking and Listening</b>		
Talks in different contexts, exploring and communicating ideas		
Taking turns in discussions		
Explains ideas clearly and accurately		
Listens and responds appropriately		
Takes on different roles and responsibilities in pairs and groups		
Uses drama activities to explore stories or issues		
<b>Effort in speaking and listening</b>		
<b>Reading</b>		
<i>Word Reading</i>		
Uses phonic strategies to decode unfamiliar words		
Reads a wide range of high frequency words		
Pays attention to punctuation, including speech marks, when reading out loud		
<i>Reading Comprehension</i>		
Listens for meaning and is able to self correct		
Reads a range of texts and understands the way they are organised and presented		
Makes sensible predictions and comments about a book		
Identifies powerful language and poetic devices, e.g. similes, onomatopoeia, alliteration		
Draws inferences such as inferring characters' feelings, thoughts and motives		
Retrieves and records information from non-fiction texts		
<b>Effort in reading</b>		
<b>Writing</b>		
<i>Spelling</i>		
Uses phonic strategies to spell unknown words		
Spells a range of high-frequency words correctly		
Uses <i>a</i> or <i>an</i> according to whether the next word begins with a consonant or a vowel		
<i>Grammar and Punctuation</i>		
Writes grammatically correct sentences		
Uses capital letters, full stops, exclamation marks, question marks and commas in lists accurately		
Beginning to use speech marks		
Starts sentences in varied ways, e.g. with a preposition		
Extends sentences using linking and time words, e.g. <i>and, but, so, because, after, soon, etc.</i>		
<i>Composition</i>		
Uses a plan to discuss and record ideas		
Writes coherent stories with a beginning, middle, end		
Extends sentences through the use of adjectives and adverbs		
Adds interesting detail to describe character, setting and plot		
Writes imaginative poetry that includes poetic devices, following a given structure		
Uses simple organisational features to reflect purpose		
Evaluates own writing and responds to feedback to improve, e.g. spelling, punctuation		
<b>Effort in writing</b>		
<b>Comment</b>		
<p>E – exceeds expectations; M – meets expectations; W – working towards expectations; R – requires strong reinforcement  <b>Effort:</b> 4 – excellent; 3 – good; 2 – average; 1 – poor n/a - not assessed this term</p>		