**Year 1 National Curriculum Objectives**

**Reading**

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| **Pupil(s) are beginning to independently apply their knowledge and skills:** |
| To blend sounds in unfamiliar words using the GPCs that they have been taught. |
| To respond speedily, giving the correct sound to graphemes (letters or groups of letters) for **all** of the 40+ phonemes. |
| To read common exception words, noting unusual correspondences between spelling and sound and where these occur in words. |
| To read words containing taught GPCs. |
| To read words containing -s, -es, -ing, -ed and -est endings. |
| To read words with contractions (for example, I’m, I’ll, we’ll). |
| To read texts that are consistent with their developing phonic knowledge accurately that do not require them to use other strategies to work out words. |
| To re-read texts to build up fluency and confidence in word reading. |
| To continue to demonstrate a pleasure in reading and a motivation to read. |
| To link what they have read or hear read to their own experiences. |
| To listen and discuss a wide range of fiction, non-fiction and poetry at a level beyond that at which they can read independently. |
| To retell familiar stories in increasing detail. |
| To recite simple poems by heart. |
| To discuss word meaning and link new meanings to those already known. |
| To check that a text makes sense to them as they read and to self-correct. |
| To predict what might happen on the basis of what has been read so far. |
| To begin to make simple inferences. |
| To discuss the significance of titles and events. |
| To join in discussions about a text, take turns and listen to what others say. |

**Writing**

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| **Pupil(s) are confidently and independently able to apply their knowledge, after discussion with their teacher:** | |
| To write sentences in order to create short narratives and non-fiction texts. | |
| To use some features of different text types (although these may not be consistent). | |
| To reread their writing to check that it makes sense and make suggested changes. | |
| To use adjectives to describe. | |
| To use simple sentence structures. | |
| To use the joining word (conjunction) ‘and’ to link ideas and sentences. | |
| Has an awareness of and is beginning to use: | capital letters for names, places, the days of the week and the personal pronoun ‘I’. |
| finger spaces. |
| full stops to end sentences. |
| question marks. |
| exclamation marks. |
| To spell most words containing previously taught phonemes and GPCs accurately. | |
| To spell most Y1 common exception words and days of the week accurately (from English Appendix 1). | |
| To use -s and -es to form regular plurals correctly. | |
| To use the prefix ‘un’. | |
| To add the suffixes –ing, -ed, -er and –est to root words (with no change to the root word). | |
| To write lower case and capital letters in the correct direction, starting and finishing in the right place. | |
| To write lower case and capital letters in the correct direction, starting and finishing in the right place with a good level of consistency. | |

**Maths Age Expected**

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| Pupils can: |
| count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number. |
| count, read and write numbers to 100 in numerals; count in multiples of twos, fives and tens. |
| given a number, identify one more and one less. |
| identify and represent numbers using objects and pictorial representations including the number line, and use the language of: equal to, more than, less than (fewer), most, least. |
| read and write numbers from 1 to 20 in numerals and words. |
| read, write and interpret mathematical statements involving addition (+), subtraction (–) and equals (=) signs. |
| represent and use number bonds and related subtraction facts within 20. |
| add and subtract one-digit and two-digit numbers to 20, including zero |
| solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as 7 = – 9. |
| solve one-step problems involving multiplication and division, by calculating the answer using concrete objects, pictorial representations and arrays with the support of the teacher. |

Number – Fractions

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| recognise, find and name a half as one of two equal parts of an object, shape or quantity. |
| recognise, find and name a quarter as one of four equal parts of an object, shape or quantity. |

Measurement

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| lengths and heights [for example, long/short, longer/shorter, tall/ short, double/half] |
| mass/weight [for example, heavy/light, heavier than, lighter than] |
| given a number, identify one more and one less. |
| capacity and volume [for example, full/empty, more than, less than, half, half full, quarter] |
| time [for example, quicker, slower, earlier, later] |

**Measure and begin to record the following**

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| lengths and heights |
| mass/weight |
| capacity and volume |
| time (hours, minutes, seconds) |
| recognise and know the value of different denominations of coins and notes |
| sequence events in chronological order using language [for example, before and after, next, first, today, yesterday, tomorrow, morning, afternoon and evening] |
| recognise and use language relating to dates, including days of the week, weeks, months and years |
| tell the time to the hour and half past the hour and draw the hands on a clock face to show these times. |

**Shape**

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| 2-D shapes [for example, rectangles (including squares), circles and triangles] |
| 3-D shapes [for example, cuboids (including cubes), pyramids and spheres]. |
| describe position, direction and movement, including whole, half, quarter and three-quarter turns. |