

What your child needs to know by the end of Year 1:-



Reading

- Read common exception words (e.g. the, said, he, me, she, here, do, to, love, once)
- Retell key stories, fairy stories and traditional tales considering their particular characteristics.
- Read aloud accurately books which are consistent with their developing phonic knowledge and that do not require other strategies to work out words.
- Listen to and discuss a wide range of poems, stories, non-fiction at a level beyond that at which they can read independently.
- Check that the text makes sense to them as they read.
- As they read, correct inaccurate reading.
- Discuss the significance of the title and events.
- Read words with contractions for example I'll, I'm and we'll and understand the apostrophe represents the omitted letter.
- Discuss word meaning, linking new meanings to those already known.
- Recite some rhymes and poems by heart.
- Draw on what they already know or on background information and vocabulary provided by the teacher.
- Read accurately by blending sounds in unfamiliar words containing GPCs that have been taught.
- Read other words of more than one syllable that contain taught GPCs.
- Reread books to build up their fluency and confidence in word reading.

Writing

- Sit correctly at a table, holding a pencil comfortably and correctly
- I can spell words containing each of the 40+ phonemes already taught
- I can re-read what I have written to check that it makes sense.
- Spell some common exception words
- Sequence sentences to form a short narrative
- Some evidence of capital letters and full stops
- Some evidence of Phase 5 knowledge
- Begin to form lower-case letters in the correct direction, starting and finishing in the right place
- Spell days of the week
- I can name letters of the alphabet, naming letters of the alphabet in order
- I understand which letters belong to which handwriting 'families' (i.e letters that are formed in similar ways) and to practice these
- Leave spacing between words

Maths

- I can count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number.
- I can count, read and write numbers to 100 in numerals.
- I can count in multiples of 2s, 5s and 10s.

- I can identify 1 more and 1 less from a given number to 100.
- I can identify and represent numbers using objects and pictorial representations including the number line.
- I can use the language of: equal to, more than, less than (fewer), most, least.
- I can read and write numbers from 1 to 20 in numerals and words.
- I can read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs.
- I can represent and use number bonds and related subtraction facts within 20.
- I can add and subtract one-digit and two-digit numbers to 20, including 0.
- I can solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems.
- I can 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.

- I can recognise, find and name a half as 1 of 2 equal parts of an object, shape or quantity.
- I can recognise, find and name a quarter as 1 of 4 equal parts of an object, shape or quantity.
- I can measure and begin to record the following: lengths and heights; mass and weight; capacity and volume and time in hours, minutes and seconds
- I can compare, describe and solve practical problems for: lengths and heights mass and weight, capacity and volume, time.
- I can recognise and know the value of different denominations of coins and notes

- I can sequence events in chronological order using language
- I can recognise and use language relating to dates, including days, weeks, months and years
- I can tell the time to the hour and half past the hour
- I can draw the hands on a clock face to show o'clock and half past times.
- I can recognise and name common 2-D and 3-D shapes
- I can describe position, directions and movements, including whole, half, quarter and three-quarter turns.