



Y1 Skills : Reading



Respond Speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including alternative sounds for graphemes. Able to put them into word collection charts.

Eg. ee, ea, ie, ei, e-e

Blending sounds in unfamiliar words and words of more than one syllable containing taught GPCS.

Eg. window, fairy, table, rocket

Reading common exception words (words that are spelt in an unusual or uncommon way- exceptions to spellings rules. *Eg. the, said, was, are.*

Read words containing -s, -es, -ing, -ed, -er and -est ending.

Reading compound words. *Eg. football, sunset*

Read words with contractions and understand that the apostrophe represents omitted letter(s).

Eg. I'll, we'll

Read aloud with pace and expression. *Eg. pausing at a full stop, raise voice for a question.*

Recognise capital letters, full stops, question marks, exclamation marks and ellipsis.

Listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently. *Eg. Discuss some of the features of a non-fiction text.*

Participate in drama activities such as hot seating.

Becoming familiar with key stories, fairy stories and traditional tales, including retelling them.

Recognising and joining in with predictable phrases. *Eg. Then I'll huff and I'll puff...*

Recite some rhymes and poems by heart.

Discussing word meanings, linking new meanings to those already known. *Eg. big to enormous.*

Checking that the text makes sense to them as they read and correcting inaccurate reading.

Discussing the significance of the title and events.

Making simple inferences on the basis of what is being said and done or through illustrations.

Eg. How is she feeling? How do you know?

Predict what might happen on the basis of what has been read so far.

Participating in discussion about what is read to them, including what they like or dislike about a text.

Explain their understanding of what is read to them.



Y1 Skills : Writing



Write sentences by:

- Composing a sentence orally before writing it.
- Sequencing sentences to form short narratives.
- Re-reading what they have written to check that it makes sense.
- Reading aloud and discussing what they have written with the teacher or other pupils.

Spell words containing each of the 40+ phonemes already taught, common exception words and the days of the week.

Name the letters of the alphabet, naming the letters in order and using letter names to distinguish between alternative spellings of the same sound.

Write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far.

Add prefixes and suffixes (Eg. -s, -es, un-, -ing, -ed, -er, -est).

Understand the plural noun suffixes -s or -es (eg. Dog, dogs; wish, wishes), including the effects of these suffixes on the meaning of the noun.

Understand suffixes that can be added to verbs where no change is needed in the spelling of the root word (eg. Helping, helped, helper).

Understand how the prefix un- changes the meaning of verbs and adjectives (eg. Unkind or undoing).

Develop their understanding of how words can combine to make sentences, joining words and clauses using 'and'.

Develop understanding of punctuation by:

- Using spaces to separate words
- Being introduced to capital letters, full stops, question marks and exclamation marks to demarcate sentences
- Using capital letters for names and for the personal pronoun I.

Use the grammatical terminology in English Appendix 2 in discussing their writing (letter, capital letter, word, singular, plural, sentence, punctuation, full stop, question mark, exclamation mark).

S sat	t tap	p pen	n nose	m mat	a ant	e egg	i ink	o otter
g goat	d dog	ck click	r run	h hat	u up	ai rain	ee knee	igh light
b bus	f farm	l lolly	j jam	v van	oa boat	oo book	oo boot	ar star
w wish	x axe	y yell	z zap	qu quill	or fork	ur burn	ow now	oi boil
ch chin	sh ship	th think	th the	ng sing	ear near	air stair	ure sure	er writer



Y1 Skills : Maths



Count to and across 100, forwards and backwards, beginning with 0 or 1 or from any given number. Given a number, identify one more and one less.

Eg. Start counting at 96 and stop at 110.

Count, read and write numbers to 100 in numerals, count in multiples of twos, fives and tens. Read and write numbers from 1 to 20 in numerals and words.

Eg. Are there enough books on the bookshelf for everyone to have a book?

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.

Eg. Find numbers lying between 15 and 25. Count straws and bundle 10 together, leaving 5 as single straws and relate this to the way that it is written.

Represent and use number bonds and related subtraction facts within 20. Add and subtract one-digit and two-digit numbers to 20, including zero.

Eg. $9 + 7 = 16$ / $16 - 9 = 7$.

Eg. $3 + 6 + 4 = 13$ $6 + 4 = 10$ $10 + 3 = 13$

Solve one-step problems that involve addition, subtraction, multiplication and division, using concrete objects and pictorial representations and missing number problems such as $7 + _ = 9$.

Eg. How many birthday candles have been blown out since you were born?

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

Eg. Know that $\frac{1}{2}$ of 1 shape might be larger/smaller than a $\frac{1}{4}$ of another one.

Compare, describe, measure and solve practical problems for: lengths and heights (e.g. longer/shorter), mass/weight (e.g. heavier than), capacity and volume (e.g. more than, less than), time (e.g. earlier, later).

Tell the time to the hour and half past the hour and draw the hands on a clock face to show these times.

Eg. Know that it takes the minute hand 1 hour to make a full turn and at the same time the hour hand moves from 1 number to the next.

Sequence events in chronological order using language: before and after, next, first, today, yesterday, tomorrow, morning, afternoon, evening.

Recognise and name common 2-D and 3-D shapes.

Eg. Sort shapes and say how they have been selected. Know that a cube is a special cuboid where all its faces are square.

Describe position, direction and movement, including whole, half, quarter and three-quarter turns.

Eg. Sam is going to the school office. Give him instructions to tell him how to get there.