

Key Objectives for Year 1



Reading, Writing & Maths

READING (Y1 Curriculum)

Expectations for Year 1 children is that they have a **secure understanding** of the knowledge and skills listed below and can demonstrate this in their work:

Word Reading	<ul style="list-style-type: none"> • Apply phonic knowledge and skills as the route to decode words. • Respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes. • Read accurately by blending sounds in unfamiliar words containing GPCs that have been taught. • Read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word. • Read words containing taught GPCs and –s, –es, –ing, –ed, –er and –est endings. • Read other words of more than one syllable that contain taught GPCs. • Read words with contractions [<i>for example, I'm, I'll, we'll</i>], and understand that the apostrophe represents the omitted letter(s). • Read aloud accurately books that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words. • Re-read these books to build up their fluency and confidence in word reading.
Comprehension 1	<p>Develop pleasure in reading, motivation to read, vocabulary and understanding by:</p> <ul style="list-style-type: none"> • listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently; • being encouraged to link what they read or hear read to their own experiences; • becoming very familiar with key stories, fairy stories and traditional tales, retelling then and considering their particular characteristics; • recognising and joining in with predictable phrases; • learning to appreciate rhymes and poems, and to recite some by heart; • discussing word meanings, linking new meanings to those already known.
Comprehension 2	<p>Understand both the books that they can already read accurately and fluently and those that they listen to by:</p> <ul style="list-style-type: none"> • drawing on what they already know or on background information and vocabulary provided by the teacher; • checking that the text makes sense to them as they read and correcting inaccurate reading; • discussing the significance of the title and events; • making inferences on the basis of what is being said and done; • predicting what might happen on the basis of what has been read so far.
Comprehension 3	<ul style="list-style-type: none"> • Participate in discussion about what is read to them, taking turns and listening to what others say. • Explain clearly their understanding of what is read to them.

WRITING & SPAG (Y1 Curriculum)

Expectations for Year 1 children is that they have a **secure understanding** of the knowledge and skills listed below and can demonstrate this in their work:

Spelling & Vocabulary	<ul style="list-style-type: none"> • Spell words containing each of the 40+ phonemes already taught; common exception words; the days of the week. • Name the letters of the alphabet in order and using letter names. • Add prefixes and suffixes (s or es; un; ing, ed, er, est) • Write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far.
Punctuation & Grammar	<ul style="list-style-type: none"> • Understand how words can combine to make sentences. • Join words and clauses using 'and'. • Sequence sentences to form short narratives.
Composition	<ul style="list-style-type: none"> • Separation of words with spaces • Introduction to capital letters, full stops, question marks and exclamation mark to demarcate sentences. • Use of capital letter for names of people, places, the days of the week and the personal pronoun 'I'.
Transcription	<ul style="list-style-type: none"> • Write sentences by re-reading what they have written to check that it makes sense.
Terminology	<ul style="list-style-type: none"> • Begin to form lower-case letters in the correct direction, starting and finishing in the right place. • Form capital letters. • Form the digits 0-9.
Terminology	<ul style="list-style-type: none"> • Use and understand: letter, capital letter, word, singular, plural, sentence, punctuation, full stop, question mark, exclamation mark.

MATHS (Y1 Curriculum)

Expectations for Year 1 children is that they have a **secure understanding** of the knowledge and skills listed below and can demonstrate this in their work:

Number & Place Value	<ul style="list-style-type: none"> 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.
Addition & Subtraction	<ul style="list-style-type: none"> 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 $7 = ? - 9$.
Multiplication & Division	<ul style="list-style-type: none"> 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.
Fractions	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> Compare, describe and solve practical problems for: lengths & heights; mass / weight; capacity & volume; time. Measure and begin to record: lengths & heights; mass / weight; capacity & volume; time (hours, minutes, seconds). Recognise and know the value of different denominations of coins and notes. Sequence events in chronological order using language (e.g. before & after, next, first, today, yesterday, tomorrow, morning, afternoon & 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.
Geometry: Properties of shape	<p>Recognise and name common 2-D and 3-D shapes, including:</p> <ul style="list-style-type: none"> 2-D shapes [for example, rectangles (including squares), circles and triangles]; 3-D shapes [for example, cuboids (including cubes), pyramids and spheres].
Geometry: Position & Direction	<ul style="list-style-type: none"> Describe position, direction and movement, including whole, half, quarter and three-quarter turns.

At the end of the year, your child will be judged against all the above objectives using the scale below.

End-of-year assessments:	
1	Working beyond Year 1 expectations.
2	Working at Year 1 expectations.
3	Working towards Year 1 expectations
4	Working at an earlier stage of the curriculum

In addition to this, Year 1 children sit the Phonics Screening Check. They are asked to read 40 words individually in order to assess phonics skills and knowledge learned throughout Reception and Year 1. For more information, speak to your child's class teacher.

