**Year One Reading**

**Word Reading**

Read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word

Read words containing taught sounds and –s, –es, –ing, –ed, –er and –est endings

Read other words of more than one syllable that contain taught sounds

Read words with contractions [for example, I’m, I’ll, we’ll], 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 (e.g. where they can sound out the words)

Re-read these books to build up their fluency and confidence in word reading

**Comprehension**

Develop pleasure in reading, motivation to read, vocabulary and understanding by:

* 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 them 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

Understand both the books they can already read accurately and fluently and those they listen to by:

* 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

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

**Year One Writing**

Name the letters of the alphabet: using letter names to distinguish between alternative spellings of the same sound

Add prefixes and suffixes: using the spelling rule for adding –s or –es as the plural marker for nouns and the third person singular marker for verbs

Add prefixes and suffixes: using un-, –ing, –ed, –er and –est where no change is needed in the spelling of root words [for example, helping, helped, helper, eating, quicker, quickest]

Apply simple spelling rules and guidance, as listed in English Appendix 1

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

**Handwriting**

Sit correctly at a table, holding a pencil comfortably and correctly

Begin to form lower-case letters in the correct direction, starting and finishing in the right place

Form capital letters

Form digits 0-9

Understand which letters belong to which handwriting ‘families’ (i.e. letters that are formed in similar ways) and to practise these

**Composition**

Write sentences by:

* saying out loud what they are going to write about
* 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

Discuss what they have written with the teacher or other pupils

Read aloud their writing clearly enough to be heard by their peers and the teacher

**Vocabulary, grammar and punctuation**

Develop their understanding of the concepts set out in English Appendix 2 by:

* leaving spaces between words
* joining words and joining clauses using and
* beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark
* using a capital letter for names of people, places, the days of the week, and the personal pronoun ‘I’

**Year One: Maths**

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

**Number**

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

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**

Compare, describe and solve practical problems for: lengths and heights, mass/weight, capacity and volume and time

Measure and begin to record the following: 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

**Geometry – properties of shapes**

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

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