Year 1 Reading Overview

Apply phonic knowledge and skills as the route to decode words. (Word Reading)
Say sounds for 40+ graphemes, including one grapheme for each of the 40+ phonemes. (Word Reading)
Respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes. (Word Reading)
Read accurately by blending sounds in unfamiliar words containing GPCs that have been taught. (Word Reading)
Read many common exception words from (Word Reading)
Read words containing taught GPCs and -s, -es, -ing, -ed, -er and -est endings. (Word Reading)
Read aloud many words containing taught GPCs quickly and accurately without overt sounding and blending. (Word Reading)
Read other words of more than one syllable that contain taught GPCs. (Word Reading)
Read words with contractions e.g. I'm, I'll, we'll, and understand that the apostrophe represents the omitted letter(s). (Word Reading)
Read aloud accurately books that are consistent with developing phonic knowledge and that do not require use of other strategies, such as guessing words from pictures or the context of the sentence, to work out words. (Word Reading)
Re-read phonically decodable books to build up fluency and confidence in word reading. (Word Reading)
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 he/she can read independently. (Comprehension)
Develop pleasure in reading, motivation to read, vocabulary and understanding by being encouraged to talk about events in what is read or heard read and link them to his/her own experiences. (Comprehension)
Retell some of a familiar story/rhyme, when being read to by an adult (one-to-one or in a small group). (Comprehension)
Develop pleasure in reading, motivation to read, vocabulary and understanding by joining in with predictable phrases. (Comprehension)
Develop pleasure in reading, motivation to read, vocabulary and understanding by becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics. (Comprehension)
Develop pleasure in reading, motivation to read, vocabulary and understanding by learning to appreciate rhymes and poems, and to recite some by heart. (Comprehension)
Develop pleasure in reading, motivation to read, vocabulary and understanding by discussing word meanings, linking new meanings to those already known. (Comprehension)
Understand both the books he/she can already read accurately and fluently and those he/she listens to by drawing on what is already known or on background information and vocabulary provided by the teacher. (Comprehension)
Understand both the books he/she can already read accurately and fluently and those he/she listens to by checking that the text makes sense as he/she reads and corrects inaccurate reading. (Comprehension)
Understand both the books he/she can already read accurately and fluently and those he/she listens to by discussing the significance of the title and events. (Comprehension)
Understand both the books he/she can already read accurately and fluently and those he/she listens to by making inferences on the basis of what is being said and done. (Comprehension)
Understand both the books he/she can already read accurately and fluently and those he/she listens to by predicting what might happen on the basis of what has been read so far. (Comprehension)
Participate in discussion about what is read to him/her, taking turns and listening to what others say. (Comprehension)
Explain clearly his/her understanding of what is read to him/her. (Comprehension)
Answer questions in discussion with the teacher and make simple inferences. (Comprehension)
Segment spoken words into phonemes and represent them with graphemes, spelling some correctly and making phonically-plausible attempts at others. (Spelling)
Spell words containing each of the 40+ phonemes already taught. (Spelling)
Identify or write the 40+ graphemes in Standard 4 of English language comprehension and reading on hearing the corresponding phonemes. (Spelling)
Spell a few common exception words (e.g. I, the, he, said, of). (Spelling)

Year 1 Writing Overview

Spell some common exception words. (Spelling)
Spell the days of the week. (Spelling)
Name the letters of the alphabet in order. (Spelling)
Name the letters of the alphabet using letter names to distinguish between alternative spellings of the same sound. (Spelling)
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. (Spelling)
Add prefixes and suffixes using the prefix un-. (Spelling)
Add prefixes and suffixes using -ing, -ed, -er and -est where no change is needed in the spelling of root words e.g. helping, helped, helper, eating, quicker, quickest. (Spelling)
Apply simple spelling rules and guidance, as listed in (English Appendix 1). (Spelling)
Write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far. (Spelling)
Spell words by identifying the phonemes and representing the phonemes with graphemes, including words with consonant clusters and simple digraphs (e.g. frog, hand, see, chop, storm, splash). (Spelling)
Sit correctly at a table, holding a pencil comfortably and correctly. (Handwriting)
Form most lower-case letters correctly. (Handwriting)
Form lower-case letters in the correct direction, starting and finishing in the right place. (Handwriting)
Form capital letters. (Handwriting)
Form digits 0-9. (Handwriting)
Understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and practise these. (Handwriting)
Write sentences by saying out loud what he/she is going to write about, after discussion with the teacher. (Composition)
Write down one of the sentences that he/she has rehearsed. (Composition)
Compose and write sentences independently to convey ideas. (Composition)
Write sentences, sequencing them to form short narratives (real or fictional). (Composition)
Write sentences by re-reading what he/she has written to check that it makes sense. (Composition)
Discuss what he/she has written with the teacher or other pupils. (Composition)
Read aloud his/her writing clearly enough to be heard by his/her peers and the teacher. (Composition)
Use regular plural noun suffixes -s or -es e.g. dog, dogs; wish, wishes, including the effects of these suffixes on the meaning of the noun. (Vocabulary, Grammar and Punctuation)
Use suffixes that can be added to verbs where no change is needed in the spelling of root words e.g. helping, helped, helper. (Vocabulary, Grammar and Punctuation)
Understand how the prefix un- changes the meaning of verbs and adjectives e.g. negation, for example, unkind, or undoing: untie the boat. (Vocabulary, Grammar and Punctuation)
Understand how words can combine to make sentences. (Vocabulary, Grammar and Punctuation)
Join words and clauses using and. (Vocabulary, Grammar and Punctuation)
Separate words with spaces. (Vocabulary, Grammar and Punctuation)
Use capital letters and full stops to demarcate sentences in some of his/her writing. (Vocabulary, Grammar and Punctuation)

Begin to punctuate work using question marks and exclamation marks. (Vocabulary, Grammar and Punctuation)
Use a capital letter for names of people, places, the days of the week, and the personal pronoun I. (Vocabulary, Grammar and Punctuation)
Understand the following terminology: letter, capital letter; word, singular, plural; sentence; and punctuation, full stop, question mark, exclamation mark. (Vocabulary, Grammar and Punctuation)

Year 1 Maths Overview

Count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number. (Number and Place Value)
Count and read numbers to 100 in numerals. (Number and Place Value)
Count and write numbers to 100 in numerals. (Number and Place Value)
Count in multiples of twos, fives and tens from 0. (Number and Place Value)
Identify one more and one less of a given number. (Number and Place Value)
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. (Number and Place Value)
Read and write numbers from 1 to 20 in numerals. (Number and Place Value)
Read and write numbers from 1 to 20 in words. (Number and Place Value)
Count in twos, fives and tens to solve problems e.g. count the number of chairs in a diagram when the chairs are organised in 7 rows of 5 by counting in fives. (Number and Place Value)
Partition and combine numbers using apparatus if required e.g. partition 76 into tens and ones; combine 6 tens and 4 ones. (Number and Place Value)
Read and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs. (Addition and Subtraction)
Write mathematical statements involving addition (+), subtraction (-) and equals (=) signs. (Addition and Subtraction)
Demonstrate an understanding of the commutative law (e.g. 3 + 2 = 5, therefore 2 + 3 = 5). (Addition and Subtraction)
Demonstrate an understanding of inverse relationships involving addition and subtraction (e.g. if 3 + 2 = 5, then 5 - 2 = 3). (Addition and Subtraction)
Recall at least four of the six number bonds for 10 and reason about associated facts (e.g. 6 + 4 = 10 , therefore 4 + 6 = 10 and 10 - 6 = 4). (Addition and Subtraction)
Represent and use number bonds within 20. (Addition and Subtraction)
Represent and use subtraction facts within 20. (Addition and Subtraction)
Add one-digit and two-digit numbers to 20, including zero. (Addition and Subtraction)
Subtract one-digit and two-digit numbers to 20, including zero. (Addition and Subtraction)

Year 1 Maths Overview

Solve one-step problems that involve addition, subtraction and missing numbers using concrete objects and pictorial representations. (Addition and Subtraction)
Solve one-step problems involving multiplication by calculating the answer using concrete objects, pictorial representations and arrays with the support of the teacher. (Multiplication and Division)
Solve one-step problems involving division by calculating the answer using concrete objects, pictorial representations and arrays with the support of the teacher. (Multiplication and Division)
Recognise, find and name a half as one of two equal parts of an object, shape or quantity. (Fractions)
Recognise, find and name a quarter as one of four equal parts of an object, shape or quantity. (Fractions)
Compare, describe and solve practical problems for lengths and heights e.g. long/short, longer/shorter, tall/short, double/half. (Measurement)
Compare, describe and solve practical problems for mass/weight e.g. heavy/light, heavier than, lighter than. (Measurement)
Compare, describe and solve practical problems for capacity and volume e.g. full/empty, more than, less than, half, half full, quarter. (Measurement)

Compare, describe and solve practical problems for time e.g. quicker, slower, earlier, later. (Measurement)
Measure and begin to record mass/weight. (Measurement)
Measure and begin to record capacity and volume. (Measurement)
Measure and begin to record time (hours, minutes, seconds). (Measurement)
Recognise and know the value of different denominations of coins and notes. (Measurement)
Sequence events in chronological order using language e.g. before and after, next, first, today, yesterday, tomorrow, morning, afternoon and evening. (Measurement)
Recognise and use language relating to dates, including days of the week, weeks, months and years. (Measurement)
Tell the time to the hour and half past the hour and draw the hands on a clock face to show these times. (Measurement)
Measure and begin to record length/height. (Measurement)
Recognise and name common 2-D shapes e.g. rectangles (including squares), circles and triangles. (Properties of Shape)
Recognise and name common 3-D shapes e.g. cuboids (including cubes), pyramids and spheres. (Properties of Shape)
Describe position, direction and movement, including whole, half, quarter and three-quarter turns. (Position and Direction)