

Writing Objectives Year 1

Working at the standard

Write short narrative pieces.
Write to convey information.
Write a series of linked sentences.
Use and to join words e.g. The dragon was huge and angry.
Use and to join main clauses e.g. The dragon was huge and it breathed fire.
Use present and past tense accurately in many of their sentences.
Use most capital letters accurately at the start of sentences.
Use most full stops accurately at the end of sentences.
Consistently use capital letter for 'I' and their own name.
Some use of capital letters for proper nouns.
Begin to punctuate sentences using question marks where needed.
Begin to punctuate sentences using exclamation marks where needed.
Apply Year 1 phonemes in their writing (in line with the school's SSP)
Make phonetically plausible spelling choices based on the phonemes taught so far.
Spell most Year 1 common exception words accurately.
Spell the days of the week.
Use finger spaces consistently.
Form most lower-case letters in the correct direction, starting and finishing in the right place.
Form most capital letters correctly.
Add -ing to verbs where there is no change to the root word e.g. jump, jumping, play, playing
-ed and -er to verbs where there is no change to the root word e.g. jump, jumped, jumper
Add -s and -es to words to make plurals where no change to the root word is needed. s e.g. flowers, plants, grows, likes.
Add the suffix -er and -est to adjectives where no change is needed to the spelling of the root word e.g. low, lowest.

Reading Objectives Year 1

Word Reading

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 [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
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
Develop pleasure in reading, motivation to read, vocabulary and understanding by: being encouraged to link what they read or hear read to their own experiences
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
Develop pleasure in reading, motivation to read, vocabulary and understanding by: recognising and joining in with predictable phrases
Develop pleasure in reading, motivation to read, vocabulary and understanding by: learning to appreciate rhymes and poems, and to recite some by heart
Develop pleasure in reading, motivation to read, vocabulary and understanding by: 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
Understand both the books they can already read accurately and fluently and those they listen to by: checking that the text makes sense to them as they read and correcting inaccurate reading
Understand both the books they can already read accurately and fluently and those they listen to by: discussing the significance of the title and events
Understand both the books they can already read accurately and fluently and those they listen to by: making inferences on the basis of what is being said and done
Understand both the books they can already read accurately and fluently and those they listen to by: 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

Maths

Number and Place Value

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

Number – addition and subtraction

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 $7 = [] - 9$

Number – multiplication and division

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

Number – fractions

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 [for example, long/short, longer/shorter, tall/short, double/half]
Compare, describe and solve practical problems for: mass/weight [for example, heavy/light, heavier than, lighter than]
Compare, describe and solve practical problems for: capacity and volume [for example, full/empty, more than, less than, half, half full, quarter]
Compare, describe and solve practical problems for: time [for example, quicker, slower, earlier, later]
Measure and begin to record the following: lengths and heights
Measure and begin to record the following: mass/weight
Measure and begin to record the following: capacity and volume

Measure and begin to record the following: 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, including: 2-D shapes [for example, rectangles (including squares), circles and triangles]

Recognise and name common 2-D and 3-D shapes, including: 3-D shapes [for example, cuboids (including cubes), pyramids and spheres]

Geometry – position and direction

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