

<b>Year 1 – Maths</b>	
Children must be able to problem solve, explaining their reasons fluently in each of the skills below.	
Number and Place Value (NPV)	Addition and Subtraction (AS)
<ol style="list-style-type: none"> <li>1. I can read and write numbers to 100 in numerals; forwards and backwards</li> <li>2. I can identify and represent numbers using objects and pictorial representations including using a number line.</li> <li>3. I can count in multiples of 2, 5 and 10</li> <li>4. I can use the language of: equal to, more than, less than (fewer), most, least</li> <li>5. I can identify one more and one less including bridging 10 and 100</li> <li>6. I can count to 100, forwards and backwards from any given number</li> <li>7. I can count across 100, forwards and backwards from any given number</li> <li>8. I can recall number bonds for all numbers within 20</li> </ol>	<ol style="list-style-type: none"> <li>1. I can read, write and interpret mathematical statements involving addition (+), subtraction (–) and equals (=) signs</li> <li>2. I can represent and use number bonds and related subtraction facts within 20</li> <li>3. I can add one digit numbers to 10</li> <li>4. I can add one and two digit numbers to 20</li> <li>5. I can subtract one and two digit numbers to 20</li> <li>6. I can solve one-step problems</li> </ol>
Multiplication and Division (MD)	Fractions, Decimals, Percentage and Ratio and Proportion (FDP)
<ol style="list-style-type: none"> <li>1. I can solve one-step problems involving multiplication</li> <li>2. I can solve one-step problems involving division</li> <li>3. I can solve problems using concrete objects, pictorial representations and arrays with the support of the teacher.</li> <li>4. I can double or half any number up to 10</li> <li>5. I can double or half any number up to 20</li> </ol>	<ol style="list-style-type: none"> <li>1. I understand that a fraction can describe a part of a whole e.g. Show a range of shapes.</li> <li>2. Can children distinguish which shapes have been folded into equal parts?</li> <li>3. I can recognise, find and name a half of an object, shape or quantity</li> <li>4. I can recognise, find and name a quarter of an object, shape or quantity</li> </ol>
Measure (M)	Geometry (G)
<ol style="list-style-type: none"> <li>1. I can compare, describe and solve practical problems for measure (length, mass, volume/capacity, time)</li> <li>2. I can recognise and know the value of different denominations of coins and notes</li> <li>3. I can sequence events in chronological order</li> <li>4. I can recognise and use language relating to days of the week, months of the year and ordinal numbers – yesterday, today etc.</li> <li>5. I can tell the time to the hour and half past the hour</li> </ol>	<ol style="list-style-type: none"> <li>1. I can recognise and name common 2-D shapes. e.g. square, rectangle, circle, triangle</li> <li>2. I can recognise and name common 2-D shapes. e.g. square, rectangle, circle, triangle, pentagon, hexagon, heptagon, octagon</li> <li>3. I can recognise and name common 3-D shapes e.g. cube, cuboid, cone, sphere, cylinder</li> <li>4. I can recognise and create repeating patterns such as A B, ABB, ABC, linear</li> <li>5. I can recognise and create repeating patterns such as circular</li> <li>6. I can describe position, direction and movement, including whole, half, quarter and three-quarter turns</li> </ol>

<b>Year 1 – Reading</b>	
<b>Word Reading</b>	<b>Comprehension</b>
<ol style="list-style-type: none"> <li>1. I can read many common exception words.</li> <li>2. I can read words with phase 2 and phase 3 graphemes.</li> <li>3. I can read accurately by blending the sounds in words that contain the common graphemes for all 40+ phonemes. Phase 2-5</li> <li>4. I can read most words that have a single syllable e.g. cat, dog, red etc</li> <li>5. I can read some words of more than one syllable containing taught GPCs.</li> <li>6. I show awareness of punctuation marks, e.g. full stop, question mark and exclamation mark.</li> <li>7. I am beginning to read with fluency and can decode independently.</li> <li>8. I can read with increased pace using the punctuation for expression.</li> <li>9. I can read words with contractions e.g. I'm, I'll and understand that the apostrophe represents the letter omitted.</li> <li>10. I can read words containing –s, -es, -ing, -ed, -er and –est endings.</li> <li>11. I can begin to identify when reading does not make sense and can attempt to self-correct.</li> <li>12. I can recite some rhymes and poems by heart.</li> </ol>	<ol style="list-style-type: none"> <li>1. I can use picture clues to support my understanding of new words and sounds.</li> <li>2. I can use context to help me understand new words.</li> <li>3. I can retell a simple story that has been read to me using pictorial clues as support.</li> <li>4. I can re-tell what I have read with considerable accuracy.</li> <li>5. I can use re-reading to help me understand what I have read.</li> </ol>
	<b>Inference</b>
	<ol style="list-style-type: none"> <li>1. I can verbally answer questions to make inference on the basis of what is being said and done.</li> <li>2. Before reading, I can make plausible predictions about an unknown story, using the title and other book features.</li> <li>3. I can make plausible predictions about the plot using what has been read so far.</li> <li>4. I can identify the main character or problem in the story with support.</li> </ol>
	<b>Language for Effect</b>
	<ol style="list-style-type: none"> <li>1. I can recognise and join in with predictable phrases in stories and poetry.</li> <li>2. I can begin to identify repeating phrasing or words that rhyme.</li> </ol>
	<b>Themes and Conventions</b>
	<ol style="list-style-type: none"> <li>1. I can discuss a wide range of poems, stories and non-fiction I have enjoyed.</li> <li>2. I can express an opinion about a story I have just read – did I like it? What was my favourite part?</li> <li>3. I am familiar with key stories, fairy stories and traditional tales and can re-tell with some detail.</li> <li>4. I can retell some traditional stories and fairy tales with pictorial support.</li> <li>5. I know the difference between fiction and non-fiction text.</li> </ol>

<b>Year 1 – Writing</b>		
<b>Grammar</b>		
<ol style="list-style-type: none"> <li>1. I can write simple sentences which are grammatically correct.</li> <li>2. I can write basic multi-clause sentences which are grammatically correct.</li> <li>3. I am beginning to write sentences with different forms (<i>statements, questions, exclamations and commands</i>).</li> <li>4. I can identify if a sentence is a question or a statement.</li> <li>5. I can use conjunctions to extend my sentences e.g. and</li> <li>6. I can use a range of conjunctions/prepositions to extend my sentences e/g because, to, but</li> <li>7. I can understand that words must be in a specific order to make sense and I can identify when I need to change that order with support.</li> <li>8. I understand the grammatical terminology: letter, capital letter, word, singular, plural, sentence, punctuation, full stop, question mark and exclamation mark</li> </ol>		
<b>Punctuation</b>		<b>Transcription/Handwriting</b>
<ol style="list-style-type: none"> <li>1. I can leave spaces between words.</li> <li>2. I am aware of capital letters and full stops but do not have a secure grasp of their function.</li> <li>3. I can punctuate most sentences using capital letters and full stops.</li> <li>4. I am beginning to use question marks or exclamation marks.</li> <li>5. I can use a capital letter for names of people, places, the days of the week and the personal pronoun 'I'.</li> </ol>		<ol style="list-style-type: none"> <li>1. I am beginning to form some lower case letters</li> <li>2. I can form all lower case letters correctly.</li> <li>3. I am beginning to form some capital letters.</li> <li>4. I can form all capital letters.</li> <li>5. I can form digits 0-9 correctly.</li> </ol>
<b>Composition</b>	<b>Vocabulary</b>	<b>Spelling</b>
<ol style="list-style-type: none"> <li>1. I can say out loud what I am going to write about.</li> <li>2. I can compose a sentence orally.</li> <li>3. I can discuss my ideas with an adult.</li> <li>4. I can sequence 2-3 events to form short narratives.</li> <li>5. I can sequence sentences to form short narratives.</li> <li>6. I can distinguish between different text types and use some features.</li> <li>7. I can use a simple opening or closing phrase.</li> <li>8. I can reread what I have written.</li> <li>9. I can use an adjective to write a simple descriptive caption. E.g a scaly fish</li> <li>10. I can use expanded noun phrases, in its simplest form. (<i>for example, the beautiful blue butterfly, her long hair</i>)</li> </ol>	<ol style="list-style-type: none"> <li>1. I can match given vocabulary to pictures.</li> <li>2. I can select vocabulary from a choice.</li> <li>3. I can use my own vocabulary to describe.</li> <li>4. I can use simple adjectives orally and begin to replicate in writing.</li> </ol>	<ol style="list-style-type: none"> <li>1. I can spell most common exception words (<i>Year 1- spelling appendix 1</i>).</li> <li>2. I can spell the days of the week.</li> <li>3. I can spell words containing each of the 40+ phonemes already taught.</li> <li>4. I can apply spelling rules and guidance, as listed in English Appendix 1.</li> <li>5. I can add simple prefixes and suffixes where the root word doesn't change.</li> </ol>