Year 1 Writing

Beginning / Developing	Secure	Greater Depth
• When writing about personal experiences and real events, the writer can talk about what they are going to write about. • Writing demonstrates single simple sentences. • There is some evidence of playing with punctuation marks. • Most words containing previously taught phonemes, GPCs, common exception words are spelt accurately (in line with appendix 1). • Lower case letters are mostly formed and orientated accurately, starting and finishing in the correct place. • Capital letters and digits 0 to 9 are mostly formed and orientated accurately. • The writer reads out loud to check it makes sense and changes made with support.	Independent writing shows some features of the given text type when writing about personal experiences and those of others (real and fictional), writing about real events and writing poetry, however pieces may not always maintain form. The writer rehearses what they are going to write about and composes sentences orally before writing them. Sentences build short narratives, with some evidence of simple clauses. Spellings set out in Appendix 1 are mainly accurate including days of the week. The use of punctuation marks outlined in Y1 Appendix 2 is starting to develop. Letters and numbers are mostly formed accurately. Writing is read out loud to check it makes sense. • Single clause sentences are sequenced to form short narratives. • Some use of simple co-ordination is evident using *'and'* to join clauses. • Beginning to punctuate sentences using capital letters and a full stops, question marks or exclamation marks. • Capital letter for names of people, places, the days of the week, and the personal pronoun *'I'*. • Most words containing previously taught phonemes, GPCs and common exception words set out in Y1 Appendix 1. • Days of the week are spelt accurately. • *–s/-es* is used for plurals and there is increasingly accurate use of the prefix *un-* and suffixes *–ing, -ed, -er, and –est* where no change is needed in the spelling of the root word. *[e.g. helping, helped, helper, eating, quicker, quickest].* • Lower case letters are mostly formed and orientated accurately, starting and finishing in the correct place. • Capital letters and digits 0 to 9 are mostly formed and orientated accurately. • There is some consistency in the size and spacing of digits and letters throughout the writing. • Spacing between words is mostly appropriate. • Writing is read out loud to check it makes sense and some changes made independently.	• Writing is beginning to demonstrate an understanding of features of different text types, with some independent choices being made accordingly. • Form is increasingly maintained across writing. • Some playing with punctuation and grammar beyond their PoS is evident. • The writer independently sustains ideas across short narratives. • Competent use of co-ordination is evident in independent writing. • The writer is realising that repetitive use of 'and' becomes boring for the reader. • Writing shows some awareness of other words that can join clauses as drawn from their wider reader. • Capital letters, full stops, question marks or exclamation marks demarcate most sentences with different functions. • Spelling rules are beginning to be independently applied in their own writing with increasingly accuracy. • Lower case, capital letters and numbers are formed and orientated accurately. Consistency in the size and spacing of digits and letters is maintained throughout the writing. Spacing between words is mostly appropriate. • Writing is checked and improved with independence.

Composition Grammar & Punctuation Spelling Handwriting

Year 1 Reading

Beginning / Developing	Secure	Greater Depth
• Reads and understands simple sentences. • Uses taught phonic knowledge to decode regular words and read them aloud. • Accurately reads some of the common exception words set out in Appendix 1. • Accurately reads words containing taught GPCs and–ing, –ed endings • Needs prompting when what they have just read did not make sense. • Can re-tell familiar stories with support. • Joins in with familiar rhymes and poems. • With support demonstrates a simple understanding about what they have read when talking with others. • Knows that some books tell stories and others give information.	Using age related texts they accurately apply their taught phonic knowledge to decode age appropriate texts accurately, including the blending of sounds for unfamiliar words, They accurately read the common exception words as set out in Y1 Appendix 1, taught suffixes and contractions when reading books. The reader sees reading as a pleasurable activity; enjoying reading books aloud and reciting learned poems individually or with others. They can retell a range of familiar stories and can discuss key ideas from a recent text. They can sequence events in a story so far and make simple predictions. • Fluently reads graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes. • Reads accurately by blending sounds in unfamiliar words containing GPCs that have been taught. • Accurately reads common exception words as set out in Appendix 1 • Accurately reads words containing taught GPCs and –s, –es, –ing, –ed, –er and –est endings • Reads words of more than one syllable that contain taught GPCs. • Reads words with contractions [for example, I'm, I'll, we'll], and understand that the apostrophe represents omitted letters. • Reading is seen as a pleasurable activity. • Checks that the text makes sense to them as they read and corrects inaccurate reading (of words). • Makes simple links between what they read or heard to their own experiences. • Can retell key stories, fairy stories and traditional tales. • Recognises and joins in with predictable phrases. • Can recite some rhymes and poems by heart. • Can discuss the significance of the title and events. • Makes simple inferences on the basis of what is being said and done. • Can predict what might happen on the basis of what has been read so far. • Participates in discussion about what is read to them, taking turns and listening to what others say. • Can explain clearly their understanding of what has been read to them.	• Confidently reads aloud more complex texts, including those beyond their chronological age. • Reads a range of words with more than one syllable, making confident attempts where beyond taught GPCs. • Fluently reads common exception words such as smiling, runner etc. in context • Tests out alternative graphemes for phonemes when reading unfamiliar words. • Can discuss preferences about a range of stories they have read or have been read to them (e.g. likes/dislikes about a genre). • Knows when what they have just read does not make sense - leading to automatic re-reading of sentences for correction. • Reads signs and labels beyond the classroom. • Can talk about favourite authors, poems or genres. • Makes links with the text and something they have experienced themselves without prompting. • Can *outline* a familiar story using key points. • Deduces possible meanings to unknown words drawing on the wider sentence or context. • Demonstrates a growing awareness of how to use non-fiction books to find information. • Predicts what a book may be about based on the front cover. • Predicts what might happen next, giving reasons for their thinking. • Is beginning use a range cues to support their simple inferences and deductions (e.g. pictorial, context).

Word Reading Comprehension

Year 1 Maths

Beginning	Developing	Secure	Greater Depth
		Fluently counts, reads and writes numbers up to 100 and can identify 1 more or less from any given number. Can count in multiples of 2, 5 and 10 and knows number bonds up to 20. Can create simple number sentences and solve one-step problems using equipment, including missing number problems. Can find ¼ and ½ of shape or quantity. Can compare lengths, mass and volumes and recognises the denominations of coins and notes. Can tell the time to the nearest hour and half hour. Can identify common 2-D and 3-D shapes. With support, is beginning to explain their methods when problem solving.	
• Count up to 100 in 1s beginning with 0 or 1 • Read numbers up to 100 in numerals. • Count up in 2s, 5s and 10s from 0. • Identify one more and one less than any number up to 20. • Begin to estimate a sets of objects up 20 and use the language of more than, less than to compare with another number. • Read numbers up to 20 in numerals and words		• Count to and across 100, forwards and backwards, beginning from 0 or 1, or from any given number. • Count, read and write numbers to 100 in numerals with correct orientation. • Count in multiples of twos, fives and tens (up and back). • Given a number, identify one more and one less up to 100. • Identify and represent numbers using objects. • Identify and represent numbers using pictorial representations including the number line. • 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 and spelling them correctly.	• Use numerals to explain why counting across 100 is tricky. • Identify multiples of 2s, 5s and 10s in a set of numbers and explain how they know. • Identify 2 and 5 more/ less than a given number mentally and explain their approach. • Reason about how estimating can help when problem solving. • Justify their ordering of numbers up to 100 on an empty number line.
• Recognise the function of the – and + symbols. • Recall number bonds up to 10 and use these in a range of real life contexts and role play. • Add and subtract single digit numbers in a range of real life situations and role play using concrete objects.		• 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.	• Compose oral maths stories and role-play around given number sentences. • Know that re-ordering numbers in a number sentence 'may' affect the answer. • Explain links between addition and subtraction facts up to 20. • Use empty number lines to solve addition and subtraction calculations. • Create their own missing number problems, explain how they tested that their solution is correct. • Explain their solutions to addition and subtraction problems which involve two 2-digit numbers up to 20 , but where the answer is over 20 (e.g. 12+17)
• Double numbers up to 10 using objects, recognising that you add the same number twice. • Share up to 10 objects between 2 and 4 groups. • Use sharing and doubling in a range of real life and role play contexts.		• Solve one-step problems involving multiplication *(by 2 and 5)* and division *(by 2 and 4)* using concrete objects • Solve one-step problems involving multiplication *(by 2 and 5)* and division *(by 2 and 4)* using pictorial representations and arrays with the support of the teacher.	• Predict when a number will not share equally by 2 and explain how they know. • Explain the relationship between arrays and multiplication. • Solve problems involving multiplication and division using repeated addition or subtraction.
• Know that half is dividing into two equal parts and that you can find half of a quantity by sharing into 2 groups. • Know that a quarter is dividing into four equal parts and know that you can find quarters of a quantity by sharing into 4 groups.		• Recognise, find and name a half as one of two equal parts of an object or shape. • Recognise, find and name a half of a quantity. • Recognise, find and name a quarter as one of four equal parts of an object, shape. Recognise, find and name a quarter of a quantity.	• Explain why some shapes are difficult to halve or quarter. • Predict which quantities cannot be halved or quartered equally and explain their reasoning

Number Calculation Fractions Measures Geometry Statistics

• Make direct comparisons between lengths/heights, (longer/shorter, taller/shorter) mass/weight (heavier, lighter), capacity/volume (full/empty, more full, less full) and time (earlier, later). • Recognise a variety of different coins and notes. • Use simple language to describe the chronology of events (e.g. today, yesterday, tomorrow, tonight, last night, this morning). • Know the days of the week, months of the year. • Know that a clock 'measures' time. • Handle and talk about the different common 2-D and 3-D shapes. • Use the language of left, right, top, middle and bottom to talk about position, direction and movement.	• Measure and begin to record lengths and heights, mass/weight, capacity/volume (non-standard measures) and time (hours, minutes, seconds). • Compare, describe and solve practical problems across a range of measures including lengths and heights, mass/weight, capacity and volume. • Recognise and know the value of different denominations of coins and notes. • Sequence events in chronological order using language (e.g., before and after, next, first). • Use language relating to dates, including days of the week, weeks (e.g. fortnight, weekend) months and years when talking about events. • Tell the time to the hour and half past the hour. • Recognise and name common 2-D and 3-D shapes, including rectangles (oblongs and squares), circles and triangles and cuboids (including cubes), pyramids and spheres. • Describe position, direction and movement, including whole, half, quarter and three-quarter turns.	• Explain why it is important to use the same units of measure when comparing lengths etc. • Explain the methods used to solve practical problems across a range of methods. • Order the denominations of coins and notes and explain their thinking. • Make comparisons between different passages of time e.g. a week being 7 days; a school week is 5 days; 2 days in a weekend • Sort and compare 2-D and 3-D shapes, explaining your reasoning. • Create and record simple sequences of movement including changes in direction and turns. • Explain how many half and quarter turns is the same as a full turn.

Number Calculation Fractions Measures Geometry Statistics