

Tracking Progress towards National and Higher Standards: Term by Term Expectations **READING** **Year 1**

Year 1 READING			
Aspect	Autumn	Spring	Summer
Applying Phonics	<ul style="list-style-type: none"> • I know when to use phonic knowledge to decode words. • I read common words using phonic knowledge, where possible. • I read words of more than one syllable that contain taught GPCs. • I read phonically decodable texts. 	<ul style="list-style-type: none"> • I know which parts of words can be decoded using phonics. • I blend sounds in unfamiliar words based on known GPCs. • I read words with familiar endings - s, es, ing, ed, er, est. • I read words which have the prefix –un added. • I read phonically decodable texts, with confidence. • I divide words into syllables, for example pocket, rabbit, carrot, thunder, sunset. 	<ul style="list-style-type: none"> • I hear and recognise all 40+ phonemes. • I match all 40+ graphemes to their phonemes (Phase 3). • I identify all 40+ graphemes in my reading. • I know that words can have omitted letters and that an apostrophe represents the omitted letters. • I can find contractions in my reading. • I read words with contractions. • I read compound words, for example football, playground, farmyard, bedroom.
Reading for Pleasure	<ul style="list-style-type: none"> • I know that there are different kinds of books. • I know the difference between a story book and an information book. • I can find the title, author and the illustrator of a book. • I know some familiar stories. • I recognise familiar story language. 	<ul style="list-style-type: none"> • I say what I like or dislike about a book. • I say if a story reminds me of another story or something that I have experienced. • I listen to others' ideas about a book. • I find familiar story language in stories read aloud to me or ones I have read independently. • I retell key stories orally using narrative language. • I recognise rhyming language. 	<ul style="list-style-type: none"> • I say whether I agree or disagree with others' ideas. • I say whether I agree or disagree with others' ideas. • I say why I agree or disagree with others' ideas. • I recognise repeated or patterned language. • I recognise patterned language in the poems and rhymes I know. • I know some poems and rhymes by heart.

Year 1 READING			
Aspect	Autumn	Spring	Summer
Reading Accurately, with fluency and with understanding	<ul style="list-style-type: none"> • I use picture clues to support my understanding. • I use picture clues to deepen my understanding. • I identify the characters in a story. • I recognise a character's feelings. • I can say why a character has a feeling. 	<ul style="list-style-type: none"> • I use prior knowledge to understand texts. • I identify unfamiliar words and ask about meaning. • I use the context to make informed guesses about the meaning of unfamiliar words. • I make predictions based on the events in the story. • I give an opinion about a character. • I know that stories can have similar characters. 	<ul style="list-style-type: none"> • I discuss the meaning of unfamiliar words with others. • I know that stories can have similar patterns of events. • I make links to other stories. • I make links with characters in other stories. • I can answer retrieval questions about a book. • I use information from the story to support my opinion. • I understand that a writer can leave gaps for the reader to fill. • I answer questions which fill the gaps in a story. (Inference)

Working at a HIGHER STANDARD (Greater Depth)

YEAR 1 READING

Phonics/ Words	Comprehension	Reading for Enjoyment
<ul style="list-style-type: none"> I use my phonics knowledge confidently in combination with a range of reading strategies to read appropriate texts fluently and confidently. 	<ul style="list-style-type: none"> I readily and confidently ask questions to clarify understanding. I explain to others why I have enjoyed a book and summarise the story if asked to do so. 	<ul style="list-style-type: none"> I read for an extended period because I really enjoy stories. I am aware that I will learn a great deal from non-fiction books. I express a preference for the type of book I enjoy and explain why I like that type of book. I can explain the difference between a fiction and non-fiction book and talk about the way each is organised.
<ul style="list-style-type: none"> I use my own knowledge and experiences to help bring a deeper understanding to the text I am reading. I make suggestions about events and characters in the book which go well beyond what is written in the text. I am beginning to use some of the features I see in the books I read in my own writing, e.g., repeated texts. 		

**Tracking Progress towards
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WRITING

Year 1

Year 1 WRITING			
Aspect	Autumn	Spring	Summer
Handwriting	<ul style="list-style-type: none"> I sit correctly at a table, holding a pencil comfortably and correctly. I form the digits 0-9. 	<ul style="list-style-type: none"> I form lower case letters in the correct direction, starting and finishing in the right place. <i>(cursive- kicks and flicks)</i> 	<ul style="list-style-type: none"> I name the letters of the alphabet in order. I form capital letters.
Spelling	<ul style="list-style-type: none"> I spell unknown words using my phonemes (sounds). <i>(phonetically plausible attempts: yoo, rayn- rain, sed- said friend for friend)</i> 	<ul style="list-style-type: none"> I use the suffixes -ing, -ed, -er and -est where no change is needed in the spelling of root words. I write from memory simple dictated sentences including the words taught so far. 	<ul style="list-style-type: none"> I use letter names to show alternative spellings of the same phonemes. I spell word that use suffixes for plurals or third person. <i>(E.g.: adding s/es- box, fox, fix, pencil, pen)</i>
Composition	<ul style="list-style-type: none"> I say a sentence out loud before I write it down. <i>(Hold a sentence)</i> 	<ul style="list-style-type: none"> I can plan my writing by saying what I am going to write about. <i>(build a sentence)</i> I can read my own writing aloud so it can be heard by others and to check for sense. <i>'Oops, I forgot to put a capital letter after that full stop.'; 'I used my sounds to help me spell that long word.'</i> 	<ul style="list-style-type: none"> I sequence sentences to form short narratives. <i>(Beginning/middle/ end-sentences link and build on from each other- The cat walked down the road. It was bright orange and fluffy. It wanted to get home)</i> I use sequence sentences in chronological order to recount an event /experience. <i>(Basic adverbials for when-First, Then, Next, After that)</i>
Grammar	<ul style="list-style-type: none"> I use the personal pronoun 'I' 	<ul style="list-style-type: none"> I use 'and' to join ideas within a sentence. <i>'I went to the park and played on the swing.'</i> 	<ul style="list-style-type: none"> I may attempt to use other conjunctions. I make sure that word choices are relevant to the context and I use word banks to support this. I begin to use adjectives to add detail to my sentences.
Punctuation	<ul style="list-style-type: none"> I leave spaces between words. 	<ul style="list-style-type: none"> I begin to use other punctuation 	<ul style="list-style-type: none"> I use capital letters for the names of

Year 1 WRITING

Aspect	Autumn	Spring	Summer
	<ul style="list-style-type: none"> I use a capital letter for the start of a sentence. 	<p>such as exclamation and question marks.</p> <ul style="list-style-type: none"> I use a full stop accurately. 	<p>people, places and days of the week. (Aa)</p>

Working at a HIGHER STANDARD (Greater Depth)

YEAR 1 WRITING

Transcription	Composition	Drafting, Editing and Proof Reading
<ul style="list-style-type: none"> • My sentences are demarcated consistently with capital letters, full stops and exclamation and question marks, as appropriate. • I am consistent with the use of capital letters for the pronoun 'I' and for proper nouns. • I use taught spelling rules and patterns independently and accurately. • My letters are correctly formed and oriented and start and finish in the correct place. 	<ul style="list-style-type: none"> • In narrative writing, I use structures and language from familiar stories effectively and accurately. • In non-narrative recounts, my events are related with some detail and may also include a personal comment. • My writing demonstrates a growing understanding of different text types dependent on classroom experiences. • I include words which are carefully chosen and vocabulary from word banks and from stories I have read or have had read to me. 	<ul style="list-style-type: none"> • I make changes to my writing following re-reading and reflection.

**Tracking Progress towards
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MATHEMATICS

Year 1

Year 1 MATHEMATICS

Aspect	Autumn	Spring	Summer
Number and Place Value	<ul style="list-style-type: none"> I count to and across 100, forward and backward, beginning with 0 or 1, or from any given number. I count in multiples of 2s, 5s and 10s. I count in multiples of 2s, 5s and 10s I read and write numbers to 100 in numerals 	<ul style="list-style-type: none"> Given a number, I can identify 1 more or 1 less 	<ul style="list-style-type: none"> I read and write numbers from 1 – 20 in numerals and words
Addition and Subtraction	<ul style="list-style-type: none"> I read, write and interpret mathematical statements involving + - = signs. I represent and use number bonds and related subtraction facts within 20. 	<ul style="list-style-type: none"> I add and subtract 1-digit and 2-digit numbers to 20, including zero. I solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems. 	<ul style="list-style-type: none"> I add and subtract 1-digit and 2-digit numbers to 20, including zero.
Multiplication and Division		<ul style="list-style-type: none"> I solve one-step problems involving multiplication and division, by calculating the answer using concrete objects, pictorial representations and arrays with the support of my teacher. 	
Fractions	<ul style="list-style-type: none"> I recognise, find and name a half as one of two equal parts of an object, shape or quantity. 	<ul style="list-style-type: none"> I recognise, find and name a quarter as one of four equal parts of an object, shape or 	

Year 1 MATHEMATICS

Aspect	Autumn	Spring	Summer
	<ul style="list-style-type: none"> I recognise, find and name a half as one of two equal parts of an object, shape or quantity. 	<p>quantity.</p>	
Measures	<ul style="list-style-type: none"> I compare, describe and solve practical problems for: Lengths and heights and mass/weight I compare, describe and solve practical problems for capacity and volume I recognise and know the value of different denominations or coins and notes. I sequence events in chronological order using language (e.g. before, after, next, first, today, yesterday, tomorrow, morning, afternoon, evening). I recognise and use language relating to dates, including days of the week, weeks, months, years. 	<ul style="list-style-type: none"> I measure and begin to record the following: mass/weight I measure and begin to record the following: Length and heights; I compare, describe and solve practical problems for: Time 	<ul style="list-style-type: none"> I can measure and begin to record the following: Capacity and volume I can tell the time to the hour and half past the hour and draw the hands on a clock face to show these times.
Geometry	<ul style="list-style-type: none"> I recognise and name common 2D shapes, including: 2D, e.g. circles, triangles 	<ul style="list-style-type: none"> I identify and describe common 2D shapes, including: rectangles (including squares) circles, triangles I describe position, direction and movement, including half, quarter and three-quarter turns 	<ul style="list-style-type: none"> I describe position, direction and movement, including half, quarter and three-quarter turns and link to shapes I recognise and name common 3D shapes, including: cuboids (including cubes), pyramids, spheres.

Working at a HIGHER STANDARD (Greater Depth)

YEAR 1 MATHEMATICS

Number and Place Value	Addition & Subtraction	Multiplication & Division	Fractions	Measures	Geometry
<ul style="list-style-type: none"> I count forwards and backwards up to and beyond 100 with confidence. I count on and back in 1s, 2s, 5s and 10s in context. I use the terms one more than and one less than in different contexts. I cope with reasoning and deeper thinking place value problems. 	<ul style="list-style-type: none"> I add and subtract 1-digit and 2-digit numbers to 20 at speed showing confidence and fluency. I can apply my knowledge of number to solve a one-step problem involving addition and subtraction. 	<ul style="list-style-type: none"> I can apply my knowledge of number to solve a one-step problem involving multiplication and division. 	<ul style="list-style-type: none"> I use half and quarter in many different contexts, including within the environment. 	<ul style="list-style-type: none"> I recognise all coins and notes and know their value and use them in practical situations to pay for items bought. I use my knowledge of time to know when key events happen during the day or year, e.g., lunchtime, home time, birthday, Christmas, Easter, etc. 	<ul style="list-style-type: none"> I recognise different 2D and 3D shapes in the classroom, at home and in the outside environment.
<ul style="list-style-type: none"> I rarely make a mistake when working to the Year 1 national expectations. I can explain all Year 1 number operations to others in my class. I cope with reasoning and thinking problems related to the Year 1 expectations for number, measurement and geometry. When it is appropriate, I apply all mathematical operations I know to other areas of the curriculum. I explain to others how I have arrived at an answer to a mathematical problem and at the same time deepen my own understanding. I work independently and reach a conclusion without referring to my teacher. 					

