

As a Year 1 Reader:

Word Reading

I can use letter sounds to work out and read new words.

I can say quickly the sound of all the letters and letter groups.

I can read new words correctly by blending the letter and letter group sounds I have been taught.

I can read some common exception words and see where the letter sounds are different.

I can read words made up of the letter sounds I know and which have the endings -s, -es, -ing, -ed, -er and -est.

I can read words of more than one syllable using sounds that I have been taught.

I can read words like I'm, I'll and we'll and understand that the apostrophe represents the missing letter or letters.

I can read aloud books that use letters and letter groups I have been taught.

I can use the sounds I know to re-read books more fluently and with more confidence.

Comprehension

I can enjoy and understand a wide range of stories, poems and non-fiction text that I can't yet read myself by hearing them read and talking about them with others.

I can enjoy stories and texts that I can read for myself or have had read to me which link to things I have experienced.

I can enjoy reading key stories, fairy stories and traditional tales because I know them well and can retell them and comment on their special features.

I can enjoy and understand rhymes and poems, and can recite some by heart.

I can explain the meaning of words that I know and I can talk about the meaning of new words. I can link the meaning of new words to those I already know.

I can use what I have already read or heard, or information a teacher has given me, to help me understand what I am reading.

I can usually spot if a word has been read wrongly by following the sense of the text.

I can talk about the title and events in books I have read or heard.

I can say how the characters might feel in a story I have read or heard on the basis of what is said and done.

I can say what might happen next in a story.

I can take part in a group talk about what we have listened to. I take turns and listen to what others have to say.

I can explain clearly my understanding of texts which have been read to me.

***Statements in bold denote ARE (age related expectations)**

As a Year 1 Writer:

Spelling

I can spell words containing each of the letter sounds I have been taught.

I can spell common exception words.

I can spell the days of the week.

I can name the letters of the alphabet in order.

I can name the letters of the alphabet using letter names to distinguish between alternative spellings of the same sound.

I know the plural rule and can use -s and -es in the right place.

I can add un- to the start of a word to make a different word.

I can add -ing, -ed, -er and -est to the end of a word to make a new word e.g. helping, helped, helper, eating, quicker, quickest.

I can use simple spelling rules.

I can write the correct spellings in simple sentences I hear my teacher say.

Composition

I can write sentences by saying out loud what I am going to write about.

I can say my sentence out loud before I write it.

I can join my sentences together to make a story.

I can read my sentence and check that it makes sense.

I can talk about my writing with my teacher or children in my class.

I can read my sentence out loud.

Vocabulary, Grammar and Punctuation

I can add -s or -es to words to make them plurals e.g. dog, dogs; wish, wishes.

I can add -ing, -ed, -est and -er to the end of a word to make a new word e.g. helping, helper.

I can show you how un- added to the beginning of a word can change its meaning.

I can put words together to make sentences.

I can use joining words like 'and'.

I can write a short story using sentences.

I can use spaces between words.

I can use capital letters, full stops, question marks and exclamation marks at the end of sentences.

I can use capital letters for names, places, the days of the week and the word 'I'.

I can explain what these words mean: letter, capital letter, word, singular, plural, sentence, punctuation, full stop, question mark, exclamation mark.

Handwriting

I can sit correctly at a table, holding a pencil comfortably and correctly.

I can write lower-case letters in the correct direction, starting and finishing in the right place.

I can write capital letters.

I can write numbers 0-9.

I can see which letters belong to which handwriting 'families'.

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As a Year 1 Mathematician:

Number and Place Value

I can count to and past 100, forwards and backwards starting from any number.

I can count and read numbers to 100 in numerals.

I can count and write numbers to 100 in numerals.

I can count in jumps of 2, 5 and 10.

I can identify one more and one less, given a starting number.

I can find and show numbers using objects and pictures including number lines and use: equal to, more than, less than (fewer), most, least.

I can read and write numbers from 1 to 20 in numbers.

I can read and write numbers from 1 to 20 in words.

Addition and Subtraction

I can read and understand number statements using +, - and =.

I can write number statements using +, - and =

I can use number bonds up to 20.

I can use subtraction facts up to 20.

I can add one digit and two digit numbers to 20.

I can subtract one digit and two digit numbers to 20.

I can answer problems that use addition and subtraction, including missing number problems, using objects and pictures.

Multiplication and Division

I can answer multiplication questions using objects, pictures and other equipment.

I can answer division questions using objects, pictures and other equipment.

Fractions

I can find and name $\frac{1}{2}$ (half) of an object, shape or amount.

I can find and name $\frac{1}{4}$ (quarter) as one of four equal parts of an object, shape or amount.

Properties of Shape

I can recognise and name common 2-D shapes such as rectangles, squares, circles and triangles.

I can recognise and name common 3-D shapes such as cuboids, cubes, pyramids and spheres.

Position and Direction

I can talk about whole, half, quarter and three quarter turns.

I can then use this to explain movement, direction and position.

Measurement

I can solve problems for length and height by telling which objects are longer or shorter/
taller or shorter.

I can solve problems for mass and weight by telling which objects are heavier or lighter.

I can solve problems for capacity and volume by telling if a container is empty, half full or full
and if there is more in one container than another.

I can solve problems for time. I can tell if something is quicker or slower.

I can tell if something happened earlier or later.

I can measure weight or mass and write these measurements down.

I can measure capacity or volume and write these measurements down.

I can tell how much different coins or notes are worth.

I can tell when things happened by using these words: before, after, next, first, today,
yesterday, tomorrow, morning, afternoon, evening.

I can talk about dates using the days of the week, weeks, months and years.

I can tell what the time is in hours and half past the hour.

I can draw these on a clock face.

I can measure and begin to record length/height.

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As a Year 1 Scientist:

Working Scientifically

I can ask questions and know they can be answered in different ways.

I can look closely, using equipment.

I can do tests.

I can name and group.

I can use my observations and ideas to suggest answers to questions.

I can collect and record data to help answer questions.

Animals including Humans

I can spot and name a variety of common animals.

I can spot and name a variety of common animals that are carnivores, herbivores and omnivores.

I can describe and compare the structure of a variety of common animals.

I can name, draw and label the basic parts of the human body and say which part of the body is to do with each sense.

Materials

I can tell the difference between an object and the material from which it is made.

I can name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock.

I can describe some everyday materials.

I can make groups of materials based on what they are like.

Plants

I can name some common wild and garden plants, including deciduous and evergreen trees.

I can name and describe the basic structure of a variety of common flowering plants, including trees.

Seasonal Change

I can explain changes through autumn, winter, spring and summer.

I can describe the weather in autumn, winter, spring and summer and that the days get longer and shorter.