

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.