



Year 1 Age Related Expectations 2015/16

Speaker	Reader (Word Reading)	Reader (Comprehension)
<p>I speak clearly and confidently in front of people in my class.</p> <ul style="list-style-type: none"> •I can re-tell a well known story and remember the main characters. •I can hold attention when playing and learning with others. •I can keep to the main topic when we are talking in a group. •I can ask questions in order to get more information. •I can start a conversation with an adult I know well or with my friends. •I listen carefully to the things other people have to say in a group. •I join in with conversations in a group. •I join in with role play. 	<ul style="list-style-type: none"> •I can match all 40+ graphemes to their phonemes. •I can blend sounds in unfamiliar words. •I can divide words into syllables. •I can read compound words. •I can read words with contractions and understand that the apostrophe represents the missing letters. •I can read phonetically decodable words. •I can read words that end with 's, -ing, -ed, -est •I can read words which start with un-. •I can add -ing, -ed and -er to verbs. (Where no change is needed to the root word) •I can read words of more than one syllable that contain taught GPC 	<p>I can say what I like and do not like about a text.</p> <ul style="list-style-type: none"> •I can link what I have heard or read to my own experiences. •I can retell key stories orally using narrative language. •I can talk about the main characters within a well known story. •I can learn some poems and rhymes by heart. •I can use what I already know to understand texts. •I can check that my reading makes sense and go back to correct when it doesn't. •I can draw inferences from the text and/or the illustrations. (Beginning) •I can make predictions about the events in the text. •I can explain what I think a text is about.

Writer- Transcription	Writer- Composition	Writer- Grammar & Punctuation
<p>Spelling</p> <ul style="list-style-type: none"> •I can identify known phonemes in unfamiliar words. •I can use syllables to divide words when spelling. •I use what I know about alternative phonemes to narrow down possibilities for accurate spelling. •I can use the spelling rule for adding 's' or 'es' for verbs in the 3rd person singular. •I can name all the letters of the alphabet in order. •I can use letter names to show alternative spellings of the same phoneme. <p>Handwriting</p> <ul style="list-style-type: none"> •I can sit correctly at a table, holding a pencil comfortably and correctly. •I can form lower case letters in the correct direction, starting and finishing in the right place. •I can form capital letters and digits 0-9. 	<ul style="list-style-type: none"> •I can compose a sentence orally before writing it. •I can sequence sentences in chronological order to recount and event or experience. •I can re-read what I have written to check that it makes sense. •I leave spaces between words. •I know how the prefix 'un' can be added to words to change meaning. •I can use the suffixes 's', 'es', 'ed', and 'ing' within my writing. 	<p>Sentence structure</p> <ul style="list-style-type: none"> •I can combine words to make a sentence. •I can join two sentences using 'and'. <p>Text structure</p> <ul style="list-style-type: none"> •I can sequence sentences to form a narrative. <p>Punctuation</p> <ul style="list-style-type: none"> •I can separate words using finger spaces. •I can use capital letters to start a sentence. •I can use a full stop to end a sentence. •I can use a question mark. •I can use an exclamation mark. •I can use capital letters for names. •I can use 'I'.

Mathematician

Number and place value

- I can count to and across 100, forward and backwards ,beginning with 0 or 1 from any number.
- I can count in multiples of 2, 5 and 10.
- I can count, read and write numbers to 100 in numerals.
- I can say what is one more or one less than any number.
- I can read and write numbers from 1 to 20 in numerals and words.
- I can identify and represent numbers using objects and pictorial representations including the number line and use the language of: equal to, more than, less than (fewer), most least

Calculations

- I can represent and use number bonds and related subtraction facts to 20.
- I can add and subtract 1-digit and 2-digit numbers to 20, including zero.
- I can read, write and interpret mathematical statements involving addition, subtraction and equals signs.
- I can solve one-step problems that involve addition and subtraction, using objects and pictorial representations.
- I can solve missing number problems.
- I can solve one-step problems involving multiplication and division, by using concrete objects, pictorial representations and arrays.

Fractions

- I can recognise, find and name a half of an object, shape or quantity.
- I can recognise, find and name a quarter of an object, shape or quantity.

Measurement

- I can compare, describe and solve practical problems for lengths and heights; mass/weight; capacity and volume; and time.
- I can measure and begin to record lengths and heights; mass/weight; capacity and volume; and time.
- I recognise and know the value of different denominations of coins and notes.
- I can tell the time to the hour.
- I can tell the time to half past the hour.
- I can draw hands on a clock face to show these times.
- I can sequence events in chronological order using language.
- I recognise and use language relating to dates, including days, weeks, months and years

Geometry -properties of shapes

- I recognise and can name common 2D shapes (rectangles, including squares, circles and triangles.
- I recognise and can name common 3D shapes (cuboids, including cubes, pyramids and spheres.

Geometry -position and direction

- I can describe position, directions and movement, including half, quarter and three-quarter turns.