



# Year 1 Coverage for Reading

## Autumn Term 1 2016-2017



Areas of learning for children assessed as **working below** year group expectations for this point in the academic year.

- I know to sound each phoneme out.
- With support, I can segment the sounds in simple words and blend them together.
- I can read some common exception words (eg the, to, I, no, go).
- I can talk about the events in a simple story.
- I can retell a story in my own words.
- I can predict what might happen in a repetitive story.

Areas of learning for children assessed as **working at** year group expectations for this point in the academic year.

- I can apply my growing phonic knowledge to decode some words.
- I know how to segment and blend sounds in some unfamiliar words, using the GPCs (Grapheme Phoneme Correspondents) taught (support may still be needed).
- I can read and understand simple sentences.
- I can read the common exception words from Phase 3 and 4.
- I am beginning to offer words to describe a scene or character and talk about how a character felt.
- I can say what a character might do midway through a story.
- I can participate in discussion about what is read, sometimes being able to answer questions or offer comments.

Areas of learning for children assessed as **working above** year group expectations for this point in the academic year.

- I know how to segment and blend sounds in some unfamiliar words, using the GPCs (Grapheme Phoneme Correspondents) taught.
- I can read a range of simple common exception from Phases 2 to 5.
- I can read aloud and sometimes notice that the text does not make sense. I can re-read with support or guidance.
- I can link what I have read to my own experiences.
- I can add my own details to a story.
- I can talk about new words and what they mean.
- With help, I am beginning to make predictions about what might happen next.



## Year 1 Coverage for Writing

### Autumn Term 1 2016-2017



Areas of learning for children assessed as **working below** year group expectations for this point in the academic year.

- I can begin some of my letters in the correct place.
- I can spell some words using the Phase 2 and/ Phase 3 phonemes taught so far.
- I can say out loud what I am going to write.
- With support, I can write simple labels and phrases.
- With support, I can use a capital letter to begin my name.

Areas of learning for children assessed as **working at** year group expectations for this point in the academic year.

- I can begin many of my letters in the correct place.
- I can sometimes use finger spaces between my words.
- I can spell many words containing adjacent consonant s and the common exception words from Phase 4.
- I can write simple phrases and captions.
- With support, I can suggest a simple adjective to describe a character or setting.
- With support, I can use a capital letter at the start of simple sentences.

Areas of learning for children assessed as **working above** year group expectations for this point in the academic year.

- Many of my letters are formed correctly using the pre-cursive style (un-joined).
- I can use finger spaces between my words.
- I can spell words containing the Phase 5 phonemes taught so far and I am beginning to spell some Phase 5 common exception words.
- I can write phrases, captions and simple sentences.
- I can use a simple adjective in a sentence to describe a character or a setting.
- Sometimes I can use a capital letter and full stop to show sentence boundaries.



# Year 1 Coverage for Maths

## Autumn Term 1 2016-2017



Areas of learning for children assessed as **working below** year group expectations for this point in the academic year.

- I can count to 20, forwards and backwards, beginning with 0 or 1, or from any given number
- With support, I can practically combine two sets and add the total. To subtract, take away objects and count how many left.
- I can represent addition and subtraction calculations using objects and pictorial representations.
- I can compare two measures and say which is longer or is shorter (length), has more or has less (capacity).
- I can use language related to time e.g. next, first, today, yesterday, tomorrow, morning, afternoon and evening.

Areas of learning for children assessed as **working at** year group expectations for this point in the academic year.

- I can count to and across 20, forwards and backwards, beginning with 0 or 1, or from any given number.
- I can solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations.
- I can represent addition and subtraction calculations using objects and pictorial representations. Know what  $-$   $+$  and  $=$  mean.
- I can order more than two lengths e.g. from longest to shortest. I can use non-standard units to measure length, mass and capacity.
- I can use language related to time e.g. before and after, next, first, today, yesterday, tomorrow, morning, afternoon and evening.

Areas of learning for children assessed as **working above** year group expectations for this point in the academic year.

- Count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number.
- I understand and use ordinal numbers.
- I can solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations.
- I can read, write and interpret mathematical statements involving addition ( $+$ ), subtraction ( $-$ ) and equals ( $=$ ) signs.
- I can measure and record lengths and heights of objects.
- I can sequence events in chronological order using language [for example, before and after, next, first, today, yesterday, tomorrow, morning, afternoon and evening].