



Areas of learning for children assessed as **working below** 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.
- I can describe main story settings, events and principal characters.
- I can answer 'how' and 'why' questions in response to stories.
- I can listen to stories, accurately anticipating key events and responding to what I hear with relevant comments, questions or actions.

Year 1 Coverage for Reading

Spring Terms 2 and 3 2017–2018

Areas of learning for children assessed as **working at** 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 taught and read a range of simple common exception words 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 provide a simple explanation of an aspect of what is happening in a text.
- I can talk about and enjoy some non-fiction texts, becoming aware of their difference from stories. I can talk about the information I have discovered.
- I am beginning to draw simple inferences e.g. know that the king is happy by looking at the pictures, or by what he says and does. about what might happen next.



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

- I can respond with the correct sound to graphemes for all 40+ phonemes, including alternative sounds and read the simple common exception words from the Year 1 word list.
- I can check that texts make sense when reading; self-correct and re-read inaccurate reading.
- I can explain clearly my understanding of what is read.
- I know the differences between fiction and non-fiction texts. I can listen to, discuss and enjoy a range of non-fiction texts; draw on what I already know, and vocabulary provided by the teacher.
- I can infer on the basis of what is said and done e.g. know that Jack is scared of the giant because he is hiding.
- I can predict what might happen on the basis of what has been read so far.



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

- I can begin many of my letters in the correct place and most of my letters sit on the line, with guidance.
- I can sometimes use finger spaces between my words.
- I can spell words using each of the phonemes taught so far (Letters and Sounds Phase 3).
- Some of my words are spelt correctly and others are phonetically plausible.
- I can say out loud what I am going to write about.
- I can write simple phrases and captions.
- I can write simple sentences which can be read by myself and sometimes by others.
- I can write my first name correctly all the time and surname correctly most of the time.
- With support, I can use a capital letter at the start of simple sentences.

Year 1 Coverage for Writing

Spring Terms 2 and 3 2017–2018

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

- Many of my letters are formed correctly using the pre-cursive style (un-joined).
- My capital letters are formed correctly for my own name and the personal pronoun "I".
- 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 am beginning to understand the words "singular" and "plural".
- I can write phrases, captions and simple sentences.
- I can often use "and" to join words and clauses.
- With prompting, I can include an appropriate adjective to describe something.
- Sometimes I can use a capital letter and full stop to show sentence boundaries.
- With support, I can re-read my writing to check it makes sense.



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

- I am beginning to form lower case letters in the correct direction, starting and finishing in the correct place. Most of my letters sit on the line, sometimes still with guidance.
- Some regular spaces are left between my words.
- I can spell words containing each of the 40+ phonemes already taught. (Including some alternative Phase 5 digraphs eg oi, oy)
- I am beginning to use the spelling rule for adding -s or adding -es as the plural marker for nouns.
- I can write sentences, or sentence like structures which can be clearly understood.
- I can sequence sentences to form short narratives.
- I join words and clauses using "and". I am beginning to use other joining words (but, so, because).
- I can sometimes use adjectives for description.
- I can sometimes use a capital letter and full stop to show sentence boundaries, sometimes in the right place.
- I can talk about question marks and exclamation marks and begin to know their purpose.
- I am beginning to use some features of standard English eg I did.



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

- I can count to and across 20, forwards and sometimes **backwards**, beginning with 0 or 1, or from any given number.
- With support I can solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations.
- Write numbers to **at least** 10 without reversal.
- I am beginning to record calculations using symbols $-$, $+$ and $=$.
- I can Partition a teen number into tens and ones.
- I can use language related to time e.g. before and after, next, first, today, yesterday, tomorrow, morning, afternoon and evening.

Year 1 Coverage for Maths

Spring Terms 2 and 3 2017–2018

Areas of learning for children assessed as **working at** 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 am beginning to recall doubles and halves of numbers to 10.
- I can solve one-step problems independently 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 partition a number to 30 into tens and ones.



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

- I can demonstrate fluency when counting to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number and when counting in multiples of 2s, 5s and 10s.
- I can double and halve numbers to 20
- I can solve missing number problems such as $7 = ___ - 9$.
- I can add and subtract one-digit and two-digit numbers to 20 mentally.
- I can read, write and interpret mathematical statements involving addition ($+$), subtraction ($-$) and equals ($=$) signs.
- I can partition a number to 100 into tens and ones.