



Year 1 Writing Learning Musts

By the end of the year I must be able to...

Spelling

- I can spell words containing each of the letter sounds I have been taught (See Appendix 1).
- I can spell the common exception words (See Appendix 1)
- I can name the letters of the alphabet in order.
- I can write the correct spellings in simple sentences I hear my teacher say.

Handwriting

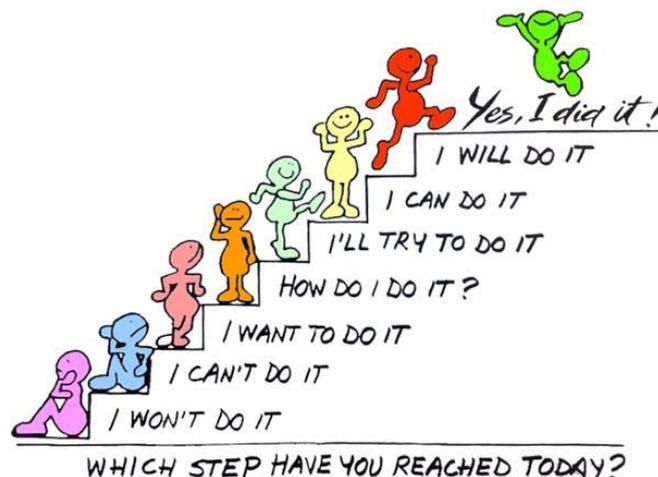
- I can write lower-case letters in the correct direction, starting and finishing in the right place (See Appendix 2).

Composition

- I can join my sentences together to make a story.
- I can read my sentence and check that it makes sense.

Vocabulary, Grammar and Punctuation

- I can use the appropriate Vocabulary, Connectives, Openers and Punctuation (See Appendix 3)





Year 1 Reading Learning Musts

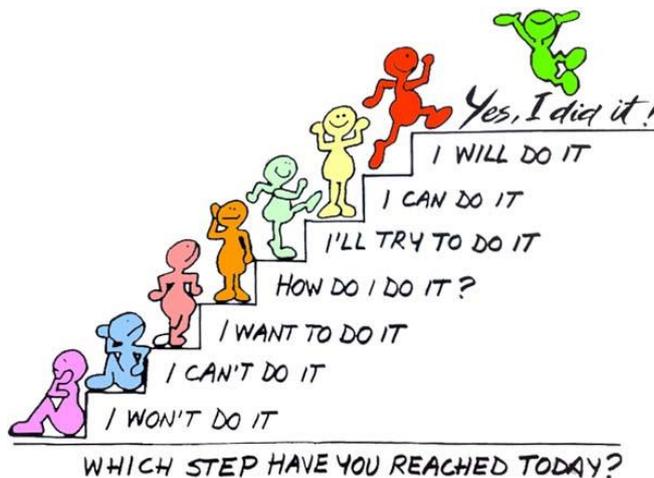
By the end of the year I must be able to...

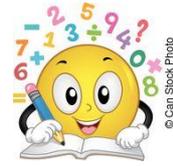
Word reading

- 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 (See Appendix 1).
- I can read many common exception words (See Appendix 1).
- I can read aloud books that use letters and letter groups I have been taught.

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 reading key stories, fairy stories and traditional tales because I know them well and can retell them commenting on their special features.
- 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 what might happen next in a story.





Year 1 Maths Learning Musts

By the end of the year I must be able to...

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.

Addition and subtraction

- I can use number bonds up to 20.
- I can use subtraction facts up to 20.

Fractions

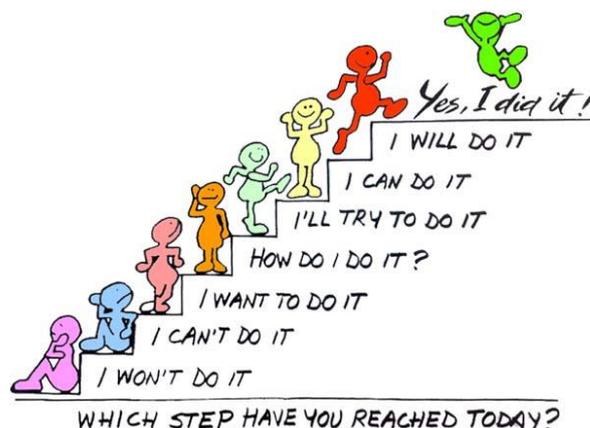
- I can find and name $\frac{1}{2}$ (half) of an object, shape or amount.

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 weights 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 and begin to record length/height.

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.

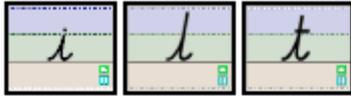


Appendix 1:

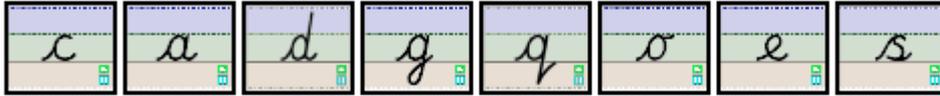
Phase	Phonics teaching	Tricky words																																																			
<p>PHASE ONE (Reception)</p>	<p>Supports the importance of speaking and listening and develops children's discrimination of sounds, including letter sounds. Activities are divided into seven aspects, including environmental sounds, instrumental sounds, body sounds, rhythm and rhyme, alliteration, voice sounds and finally oral blending and segmenting</p>																																																				
<p>PHASE TWO (Reception)</p>	<p>The children learn to pronounce the sounds themselves in response to letters, before blending them. This leads to them being able to read simple words and captions. Letters: s, a, t, p, i, n, m, d, g, o, c, k, ck, e, u, r, h, b, f, ff, l, ll, ss</p>	<p>the, to, l, no, go</p>																																																			
<p>PHASE THREE (Reception)</p>	<p>Completes the teaching of the alphabet and moves on to sounds represented by more than one letter. The children will learn letter names and how to read and spell some tricky words. Letters: j, v, w, x, y, z, zz, qu, ch, sh, th, ng, ai, ee, igh, oa, oo, ar, or, ur, ow, oi, ear, air, ure, er</p>	<p>he, she, we, me, be, was, my, you, they, her, all, are</p>																																																			
<p>PHASE FOUR (Reception)</p>	<p>The children learn to read and spell words containing adjacent consonants.</p>	<p>said, so, have, like, some, come, were, there, little, one, do, when, out, what</p>																																																			
<p>PHASE FIVE (Year 1)</p>	<p>The children broaden their knowledge of sounds for use in reading and spelling. They will begin to build word-specific knowledge of the spellings of words. Sounds: ay, ou, ie, ea, oy, ir, ue, aw, wh, ph, ew, oe, au, ey, a_e, i_e, u_e, o_e</p>	<p>oh, their, people, Mr, Mrs, looked, called, asked</p>																																																			
<p>PHASE SIX (Year 2)</p>	<p>This focuses more sharply on word-specific spellings. It encourages children to become fluent readers and increasingly accurate spellers. Working on spelling, including prefixes and suffixes*, doubling and dropping letters etc</p> <p>*-ied -ier -ing -ing -ed -ed -er -est -ment -ness -ful -ly</p>	<p>Common exception words:</p> <div style="background-color: #e0f2f7; padding: 10px; border: 1px solid #ccc;"> <p style="text-align: center;">Year 1</p> <table style="width: 100%; border-collapse: collapse;"> <tr> <td>the</td> <td>they</td> <td>one</td> </tr> <tr> <td>a</td> <td>be</td> <td>once</td> </tr> <tr> <td>do</td> <td>he</td> <td>ask</td> </tr> <tr> <td>to</td> <td>me</td> <td>friend</td> </tr> <tr> <td>today</td> <td>she</td> <td>school</td> </tr> <tr> <td>of</td> <td>we</td> <td>put</td> </tr> <tr> <td>said</td> <td>no</td> <td>push</td> </tr> <tr> <td>says</td> <td>go</td> <td>pull</td> </tr> <tr> <td>are</td> <td>so</td> <td>full</td> </tr> <tr> <td>were</td> <td>by</td> <td>house</td> </tr> <tr> <td>was</td> <td>my</td> <td>our</td> </tr> <tr> <td>is</td> <td>here</td> <td></td> </tr> <tr> <td>his</td> <td>there</td> <td></td> </tr> <tr> <td>has</td> <td>where</td> <td></td> </tr> <tr> <td>I</td> <td>love</td> <td></td> </tr> <tr> <td>you</td> <td>come</td> <td></td> </tr> <tr> <td>your</td> <td>some</td> <td></td> </tr> </table> </div>	the	they	one	a	be	once	do	he	ask	to	me	friend	today	she	school	of	we	put	said	no	push	says	go	pull	are	so	full	were	by	house	was	my	our	is	here		his	there		has	where		I	love		you	come		your	some	
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Appendix 2:

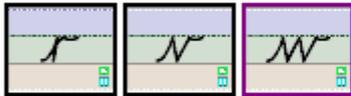
Handwriting straight line continuous cursive letters



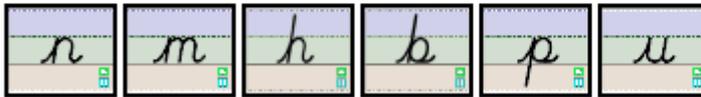
Handwriting curves to start continuous cursive letters



Handwriting top exit continuous cursive letters



Handwriting tunnel continuous cursive letters



Handwriting hooks, loops & line continuous cursive letters



APPENDIX 3:

